

# The School Plan for Student Achievement

**School:** John B Allard School  
**CDS Code:** 50-10504-0131235  
**District:** Stanislaus County Office of Education  
**Principal:** Daniel Vannest  
**Revision Date:** April 25, 2023

The School 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 6/13/23.**

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## School Vision and Mission

### John B Allard School's Vision and Mission Statements

The mission of John B. Allard School is to challenge the mind, body, and spirit of our students with the values, skills, and education necessary to succeed in life.

## School Profile

John B. Allard is an innovative, community court school that provides an array of educational options for students. Our themed academy, Tactical Character Academy, offers a daily community school for middle school-aged students. The students in the military-themed Tactical Character Academy are offered an array of character-building programs. All "Rangers" are taught the five T.C.A core values: 1. Commitment 2. Courage 3. Discipline 4. Honor and 5. Respect. In addition to the core values, the T.C.A. rangers follow the motto of Firm but Fair.

Students who need or desire Independent Study have three sites to choose from. John B. Allard School offers traditional independent study schedules with the option of attending school as often as needed. John B. Allard School (Turlock CBK offices) offers a small traditional independent study schedule. Stanislaus Industrial Technology Institute in Patterson offers a traditional independent study schedule as well.

Class sizes are generally smaller allowing for more teacher/student interaction. Currently, our Tactical Character Academy classes are staffed by a credentialed teacher as well as a Military Academy Trainer. The John B. Allard Campus is a fairly new campus. We opened the doors to our new campus in August of 2014. Safety and innovation were considered while designing this campus. The T.C.A and the independent study programs are completely separate from each other. There is very limited interaction between both programs. Access to the campus is through the main office.

Student success is the focus of the staff at John B. Allard School. Our teachers and staff are always dedicated to serving our students and their families.

## 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).

N/A

### Classroom Observations

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

The John B. Allard School site administrator conducts ongoing informal walk-throughs and formal classroom observations. Teachers are using a variety of research based, best teacher practices to deliver Common Core standards based curriculum.

### **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)

John B. Allard School will continue to disaggregate data provided by the state and District on standardized testing, (ie. ELPAC, SBAC, CAASPP) as well as additional classroom assessment reports that identify performance gaps and assist teachers in targeting and adjusting their instruction to those specific needs.

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

Data from formal and informal assessments is used to monitor and guide instruction.

### **Staffing and Professional Development**

3. Status of meeting requirements for highly qualified staff (ESEA)

Two classroom and independent study teachers are fully credentialed. Stanislaus County Office of Education provides all credentialed teachers the opportunity to attend professional development and conferences at the district's expense.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are fully credentialed and all participate in bi-weekly professional development activities.

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

John B. Allard School will continue to implement professional staff development through bi-weekly district office meetings as well as on-site monthly meetings. The focus of these meetings will be common core alignment, implementation, and integration of the online based curriculum.

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

In addition to bi-weekly professional development opportunities at the district level, there are Tech Coaches throughout the district who assist other staff as needed.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Due to the size of our school (one teacher per grade level), our teacher collaboration occurs at the site and/or district level.

### Teaching and Learning

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

John B. Allard School will continue with monthly staff meetings ensuring a focused approach to review student assessments that support the academic goals. We will continue to support our teachers through professional development by encouraging them to attend conferences that facilitate common core standards and best teaching practices in all subject matter areas.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

We will continue to provide the required academic periods of instruction in mathematics and reading/language arts.,

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Our master schedule provides for academic intervention as needed.

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

John B. Allard School will continue to purchase and use approved common core curriculum and supplemental materials.

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

Teachers will continue to collaborate and implement specifically targeted curriculum integrated with technology while using SBE adopted instructional materials including intervention materials .

### Opportunity and Equal Educational Access

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

John B. Allard School will ensure that all EL and SPED students receive universal access to the common core standards-based instruction. There is a need to continue the Tactical Character Academy.

14. Research-based educational practices to raise student achievement

Through Bi-weekly professional development, the teachers at John B. Allard learn and utilize the best teaching practices such as those described in Marzano's meta-analysis of best teaching practices.

## Parental Involvement

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

Parent involvement is an integral part of the success of students at John B. Allard School. All students entering the Tactical Character Academy at JBA must attend a parent orientation, followed by a board interview, and a final meeting with the principal. Thus ensuring the full cooperation and communication between parents, school, and community. JBA has a full time mental health clinician to assist both students and family, a full time Student Support Advocate to coordinate community resources for students and their families as needed and a full time academic counselor to ensure that all students meet academic requirements needed for high school and higher education.

All students are evaluated academically through the use of CAASPP assessment testing and Exact Path testing. The test determines reading, language arts, and math levels. Once evaluated, all efforts are made to provide the appropriate instruction to assist the below grade level students.

### 16. 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)

All stakeholders at John B. Allard School are encouraged to participate in the planning, implementation, and evaluation of our school wide programs. There are opportunities for parents to participate in School Site Council (SSC) and the English Learner Advisory Committee (ELAC).

## Funding

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

Stanislaus County Office of Education will continue to offer the Tactical Character Academy.

Mental health and academic counseling services will continue to be offered.

The Character Learning Center room will be continued to offer students a positive alternative to home suspensions.

We will continue offering Military Science/Character Learning classes at the Tactical Character Academy.

Continue to ensure that all students receive appropriate supplementary services to maintain academic achievement.

Continue to provide bus passes to our students in various parts of Stanislaus County.

Continue to offer nurse services for our students.

Continue to provide technology (Chromebooks, hotspots as needed) for all our students.

Continue to provide a Student Support Advocate for students.

Continue to provide a Paraprofessional to assist students with supplemental ELA/Math support

### 18. Fiscal support (EPC)

Refer to the fiscal section of this report for details.

## **Description of Barriers and Related School Goals**

John B. Allard School continues to participate in the school-wide free breakfast and lunch program.

Negative student behaviors continue to be a barrier to improving student achievement. Students have an opportunity to de-escalate in the office with designated interventions if needed. TCA experienced a gradual jump in discipline/suspensions in the 2022/23 school year.

Counseling services, school administrators, and parents will continue to assess and find solutions to decrease student drug use and suspension while increasing attendance.

The Character Learning Center program will be continued to keep the momentum of attendance in school.

There is a need to continue the Tactical Character Academy.

There is a need to continue the Military Science/Character Education classes at John B. Allard School.

There is a need to assess and evaluate the aforementioned barriers that affect under-performing students by all stakeholders.



## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	*	*		0	*		0	*				
Grade 7	*			0			0					
Grade 8	*	4		*	*		*	*				
Grade 11	36	27		25	25		25	25		69.4	92.6	
All Grades	40	33		27	28		27	28		67.5	84.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*			*			*	
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	2449.	2417.		4.00	0.00		0.00	0.00		28.00	4.00		68.00	96.00	
All Grades	N/A	N/A	N/A	3.70	0.00		0.00	3.57		25.93	3.57		70.37	92.86	

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

**Conclusions based on this data:**

1. John B. Allard needs to increase the number of students tested as relating to the number of students enrolled.
2. Specifically in the area of writing, John B. Allard needs to focus on moving the students from below standards section to at or near standard section.
3. In the area of reading, John B. Allard needs to focus on increasing the number of students in the at or near standards area and decreasing the number of students in the below standards area.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	*	*		0	*		0	*				
Grade 7	*			0			0					
Grade 8	*	4		*	*		*	*				
Grade 11	36	27		24	25		24	25		66.7	92.6	
All Grades	40	33		26	28		26	28		65.0	84.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*			*			*	
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	2415.	2406.		0.00	0.00		4.17	0.00		8.33	4.00		87.50	96.00	
All Grades	N/A	N/A	N/A	0.00	0.00		3.85	0.00		7.69	7.14		88.46	92.86	

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		*			*			*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

**Conclusions based on this data:**

1. John B. Allard needs to increase the number of students tested as relating to the number of students enrolled.
2. A focus on Concepts and Procedures to move students from Below Standard to At or Near standard
3. Increase the number of students in the Above Standard area across all sub sections.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	8	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
All Grades										9	10	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*		*	*	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*		*	*	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*		*	*	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*	

**Conclusions based on this data:**

1. John B. Allard will continue using the ELPAC data to determine best practices to assist EL Students
2. John B. Allard will continue employing a Para in 2022/23 to assist and tutor EL students as needed.
3. We will continue to search for appropriate supplemental curriculum to assist our EL students.



## 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 student performance 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:

<b>SUBJECT: Engagement</b>
<b>LEA GOAL:</b>
Student will participate in a rigorous and relevant academic program. The LEA expects consistent positive growth toward county average scores in all significant student subgroups (including expelled pupils, foster youth, English learners, pupils with disabilities and socioeconomically disadvantaged pupils,) as an initial target until the CAASPP performance bands and norms are established and a specific point or percentage can be established. Additionally, LEA will assure that intervention and support programs such as courses to increase literacy, language, and math skills are utilized for targeted instruction for students with such needs. The LEA will actively engage parents in activities that both connect them to each school's learning environment as well as provide opportunities for input about their students' education. Extra effort will be made to ensure that parents/guardians of expelled youth, EL students, and Foster youth are included. All events involving parents will have sign in sheets to track attendance and/or participation. Students will build strong, positive relationships at schools and in the community by becoming actively engaged in activities both inside and outside the classroom.
<b>SCHOOL GOAL #1:</b>
Students will participate in a rigorous and relevant academic program that ensures intervention and support programs such as courses to increase literacy, language, and math skills which are utilized for targeted instruction. Students and their parents will build strong, positive relationship at school and in the community by becoming actively involved both inside and outside the classroom resulting in a decrease in the number of off-site suspensions, absenteeism, and demerits issued.
<b>Data Used to Form this Goal:</b>
Healthy Kids and stakeholder surveys, and suspension, truancy, drop out, and expulsion rates. Attendance rates, self-reports from students, actual number of community service opportunities/participation percentage of community service opportunities, number of extra-curricular activities/participation percentage of extra curricular activities, informal classroom walk-throughs, grades, graduation rate, and credits earned. Sign-in sheets, survey completion, and usage of the school dialer were used for data as well.
<b>Findings from the Analysis of this Data:</b>
Discipline issues are often connected to drug and alcohol use/abuse through self-reports and discipline reports. Students remain in need of on-site mental health services and drug/alcohol treatment services. Parents report disengagement from school due to their experiences and their child's experiences and behaviors.
<b>How the School will Evaluate the Progress of this Goal:</b>
Data collection from the following assessments: Healthy Kids survey, suspension rate, truancy rate, drop out rate, expulsion rate, and stakeholder survey. Continue to collect data for attendance, enrollment, graduation, and credits earned. Throughout the 2023-2024 school year we will continue to collect data on participation rate of community service activities and participation rate in extra curricular activities. Continue to survey parents to understand their needs and wants. Continue to collect sign in sheets for all school functions that involve parents, collect sign in sheets from offices, and then disaggregate data.



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Resource Officer	2023-2024 school year	Principal	Site Safety	2000-2999: Classified Personnel Salaries	Local Categorical	92,756.50
				2000-2999: Classified Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	19,795.50
SARB	2023-2024 school year	Principal	Attendance	5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,012.50
Alternative Ed Teacher	2023-2024 school year	Principal	Culinary Arts	1000-1999: Certificated Personnel Salaries	Title I	46,663.00
			Staff	3000-3999: Employee Benefits	Title I	7,506.00
PBIS	2023-2024 school year	Principal	Interventions	5800: Professional/Consulting Services And Operating Expenditures	Title I	2,100.00
Cadet Promotion/Graduation from BCT ceremonies	2023-2024 school year	Principal, counselor, support staff, teachers	materials and supplies	4000-4999: Books And Supplies	Title I	200.00
Miri Center	2023-2024 school year	Principal	classified satff	2000-2999: Classified Personnel Salaries	Title I	29,786.00
			classified satff	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	4,619.00
			classified satff	2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	30,844.00
SEL Art Education	2023-2024 school year	Principal	SEL Teacher	5000-5999: Services And Other Operating Expenditures	Title I	23,551.50
Uniforms	2023-2024 school year	Principal, support staff	supplies	4000-4999: Books And Supplies	LCFF	5,000.00

## 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 student performance 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:

<b>SUBJECT: Pupil Outcomes</b>
<b>LEA GOAL:</b>
LEA expects students to be prepared for success in today's global society, including a rigorous high school education, development of career skills, and building character for citizenship. LEA to maintain county-wide coordination of services for the educational needs of foster youth.
<b>SCHOOL GOAL #2:</b>
Increase the number of students qualifying for and enlisting in military service, as well as increasing the number of students enrolling in and attending post secondary schooling supported by an academic counselor, within technical trade schools and certification programs. Students will have access to a career navigator to explore employment opportunities at local industries.
<b>Data Used to Form this Goal:</b>
Data from graduation rates and current class offerings in Master Schedule are used. Baseline data regarding post secondary enrollment, technical/trade school enrollment and gainful employment will be established in the 2021-2022 year to included formal surveys of graduates, parents and current students. Assessment data collected from AYP and API documents, CELDT scores and CAASPP results.
<b>Findings from the Analysis of this Data:</b>
Baseline data for this goal and stakeholders repeatedly emphasized the need for job skills training and career-readiness activities. An increase in awareness of "After-High School" opportunities was requested, including a job/career fair, college speakers, and financial aid workshops. There were requests for formalizing awards for graduation focusing on academic achievement and core values. Another identified need is character building. Many of the students in the county operated programs are expelled or have been incarcerated and have experienced difficulty with life-choices. There was a request for a mentoring program, character building culture (including curriculum) and peer mediation and tutoring to be a priority in support of academic achievement.
<b>How the School will Evaluate the Progress of this Goal:</b>
Data collection for number of students graduating and accepted to college, technical/trade school, military service, or other post-secondary institution. Collect data for the number of students graduating with a job offer or already employed at the time of graduation. Collect data from course offering from school to include enrollment numbers and course offerings. Data will continue to be collected through State assessments. The school will assess student growth through daily and weekly informal assessments as well as weekly, monthly and quarterly assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Career Navigator	2023-2024 school year	Principal	salary	2000-2999: Classified Personnel Salaries	Title I	25,395.00
			fringe Benefits	3000-3999: Employee Benefits	Title I	13,518.00
Academic Counselor	2023-2024 school year	Principal	salary	1000-1999: Certificated Personnel Salaries	Title I	53,633.00
			fringe Benefits	3000-3999: Employee Benefits	Title I	19,157.00
Establish job/career fair	2023-2024 school year	Principal, Counselor, Teacher	Supplies	4000-4999: Books And Supplies	Title I	1,000
Increase financial aid workshops / seminars	2023-2024 school year	Principal, Counselor, Teachers, support staff	materials and supplies	4000-4999: Books And Supplies	Title I	979.00
			refreshments	None Specified	Site Formula Funds	50.00
			incentives	None Specified	Site Formula Funds	50.00
Increase college awareness activities/Field trips	2023-2024 school year	Counselor, teachers, support staff	transportation	5800: Professional/Consulting Services And Operating Expenditures	Title I	250.00
Bus Tickets	2023-2024 school year	Counselor, teachers, support staff	transportation	5000-5999: Services And Other Operating Expenditures	Title I	4,000.00

## 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 student performance 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:

<b>SUBJECT: Conditions of Learning</b>
<b>LEA GOAL:</b>
The LEA will ensure that teachers are assigned to teach courses within areas of expertise and credential, and ensure that teachers participate in Common Core State Standards Training, the adoption and implementation of materials aligned to the standards and designing standards aligned courses. All students will have access to CCSS aligned, a-g approved curriculum. School sites will create and maintain a positive and safe school climate to promote learning, and maintain a county-wide collaborative process for developing and revising the Countywide Plan for Expelled Youth and will continue to operate programs to meet this need.
<b>SCHOOL GOAL #3:</b>
Teachers are assigned to teach courses within areas of expertise, participate in CCSS training, and implement materials aligned to the standards. School site will create and maintain a positive, highly motivated school climate that promotes learning, participation, and school spirit.
<b>Data Used to Form this Goal:</b>
Lesson plans, stakeholder surveys, informal walk-throughs, formal observations and course descriptions.
<b>Findings from the Analysis of this Data:</b>
Current curriculum is aligned with CCSS though the use of online courses and curriculum. Teachers express varying levels of comfort with technology and continue to request and attend LEA offered instructional sessions.
<b>How the School will Evaluate the Progress of this Goal:</b>
Lesson plans, use of adopted aligned materials, informal walk-throughs and formal observations, course descriptions, student and parent surveys, student achievement on Common Core based assessments including CAASPP.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All teachers to attend Common Core training/professional development through County Office of Education	2023-2024 school year	Principal, counselor, teachers	training / professional development	5000-5999: Services And Other Operating Expenditures	Local Categorical	10,773.50
Teachers will collaborate bi-weekly to share best practices and design lessons that align to Common Core standards.	2023-2024 school year	Principal, teachers, District Office	Professional Development meetings	None Specified	Other	0.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will collaborate and identify areas of need with on-line courses for both Independent Study and classroom based instruction.	2023-2024 school year	Principal, counselor, teachers, District Office	Tech Coach	5000-5999: Services And Other Operating Expenditures	Local Categorical	872.00

## 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 student performance 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:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #4:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

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

## 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 student performance 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:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #5:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

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

## Planned Improvements in Student Performance

### School Goal #6

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 student performance 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:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #6:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

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



# Planned Improvements in Student Performance

## School Goal #7

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 student performance 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:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #7:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

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

## Planned Improvements in Student Performance

### School Goal #8

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 student performance 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:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #8:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

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

## Planned Improvements in Student Performance

### School Goal #9

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 student performance 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:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #9:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

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

## Planned Improvements in Student Performance

### School Goal #10

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 student performance 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:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #10:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #1:</b>

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 #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #2:</b>

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**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #3:</b>

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**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #4:</b>

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

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</b>

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 Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Comprehensive Support and	30,844.00	0.00
LCFF	7,012.50	0.00
Local Categorical	104,402.00	0.00
Other	0.00	0.00
Site Formula Funds	100.00	0.00
Title I	227,738.50	0.00
Title I Part A: Allocation	4,619.00	0.00
Title IV Part A: Student Support and	19,795.50	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Comprehensive Support and Improvement (CSI)	30,844.00
LCFF	7,012.50
Local Categorical	104,402.00
Other	0.00
Site Formula Funds	100.00
Title I	227,738.50
Title I Part A: Allocation	4,619.00
Title IV Part A: Student Support and Academic Enrichment	19,795.50

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	100,296.00
2000-2999: Classified Personnel Salaries	203,196.00
3000-3999: Employee Benefits	40,181.00
4000-4999: Books And Supplies	7,179.00
5000-5999: Services And Other Operating Expenditures	39,197.00
5800: Professional/Consulting Services And Operating	4,362.50
None Specified	100.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement	30,844.00
4000-4999: Books And Supplies	LCFF	5,000.00
5800: Professional/Consulting Services And	LCFF	2,012.50
2000-2999: Classified Personnel Salaries	Local Categorical	92,756.50
5000-5999: Services And Other Operating	Local Categorical	11,645.50
None Specified	Other	0.00
None Specified	Site Formula Funds	100.00
1000-1999: Certificated Personnel Salaries	Title I	100,296.00
2000-2999: Classified Personnel Salaries	Title I	55,181.00
3000-3999: Employee Benefits	Title I	40,181.00
4000-4999: Books And Supplies	Title I	2,179.00
5000-5999: Services And Other Operating	Title I	27,551.50
5800: Professional/Consulting Services And	Title I	2,350.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	4,619.00
2000-2999: Classified Personnel Salaries	Title IV Part A: Student Support and	19,795.50

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	264,834.00
<b>Goal 2</b>	118,032.00
<b>Goal 3</b>	11,645.50

## 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
Daniel Vannest	X				
Valerie Murillo			X		
Jesus Zavala			X		
Pat Machado-Vega			X		
John Goodman		X			
Olga Godinez-Vasquez				X	
Luis Godinez-Vasquez					X
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>2</b>

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 School 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):	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 April 25, 2023.

Attested:

Daniel Vannest		
Typed Name of School Principal	Signature of School Principal	Date

Jesus Zavala		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date