School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Village Oaks High School	39685693933793	September 28, 2023	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Comprehensive Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The purpose of this plan is to detail the strategies for improving outcomes for all students. The goals reflect the WASC mid cycle self study action plan from 2021-22 and other self identified areas for growth. These goals align directly with the district LCAP; actions and strategies of each goal are focused to address needs following the COVID-19 pandemic. We want to continue to build and rebuild positive relationships across the school: Student to student, student to staff, and staff to staff. Accountability is important to regain some normalcy. VOHS will focus on building strong positive relationships while holding students accountable for high standards academically and behaviorally to create a strong academic institution.

Goal 1: The percentage of students meeting standards in English Language Arts and mathematics will increase as evidenced by CAASPP and local assessments. The actions and services in Goal 1 are primarily focused on developing a school-wide focus on literacy through professional

development and collaboration and providing intervention supports through access to tutoring and supplemental materials.

Goal 2: Students will be prepared with the skills, mindsets, and experiences necessary for college and career readiness. The actions and services in Goal 2 are primarily focused on increasing students' equitable access to college and career experiences that are classroom based and community based, including a comprehensive plan for mentorship.

Goal 3: Student engagement will improve. The actions and services in Goal 3 are primarily focused on increasing attendance and decreasing negative student behaviors by implementing restorative and trauma informed practices through a multi-tiered system of support for social-emotional growth.

Goal 4: Families will be afforded opportunities to engage with and learn about school processes, how to support their child's academics and well-being, and be provided opportunities that support them as caregivers. The actions and services in Goal 4 are primarily focused on increasing family engagement and communication by implementing non-traditional methods.

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).

Youth Truth Survey was administered in February 2023 to students, parents, and staff. Parent survey yielded slight increases in positive responses toward the students being safe at school, receiving communication from the school, and feeling comfortable about approaching administration with concerns. On the parent survey, there was a significant increase in positive ratings for parents viewing that adults at the school value people different than them with regards to race, culture, gender, sexual orientation, religion, etc. There was a significant decrease in positive ratings with regards to parents viewing that the school has the resources to prepare their children for the future. Students continued to have less than positive ratings regarding feeling a sense of belonging, safe at school, and relevance of studies to their future. The staff rated Professional Development and Support as less than positive and overall areas related to Culture were rated less than positive but rated highly that administrators treat staff with respect and that teachers work together to improve instructional practices. A school created survey was administered in March 2023 to gain a better understanding of students' interests. A high percentage of students expressed interest in eSports; non-traditional physical education classes; activities at lunch time; careers involving working with children (e.g. teaching, social work, or counseling); business careers; and careers in graphic arts.

Classroom Observations

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

Site administrators did various types of classroom observations throughout the 22-23 school year. Administrators made a conscious effort to walkthrough classroom weekly and to observe lessons regularly. During observations, various methods of teaching styles were observed as well as various technological tools and apps were used by both teachers and students. The teaching and support staff shared various technology strategies and tools with each other. Teachers use various methods to implement formative assessments and have grading systems that allow all students the opportunity to succeed. Administrators also noted that a schoolwide effort toward consistent strategies for understanding content that could be applied later to studies in college would be beneficial (e.g. notetaking; studying for exams; organizing materials).

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

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

CAASPP ELA and math were administered to grade 11 students in Spring of 2023. All English Learners were administered the ELPAC. iReady was administered to all students for reading and to students enrolled in a math class for math. The site based common formative assessment for writing was administered.

The following represents CAASPP data for Village Oaks High School. The mean scale score in ELA increased from 2478 to 2497. 19% of the grade 11 students met or exceeded standards which was a 2% increase from the previous year. 27% of the grade 11 students nearly met standards which was a 3% increase from the previous year. Instead of focusing on the percentage of students not meeting standards, the staff focuses on the significant number of students nearly meeting standards in each domain and how developing students fluency with the read to write process can improve outcomes. This is accomplished through a focus on writing in all English classes. The English Department also leads the schoolwide initiative of the Common Formative Assessment in Writing. Every student each year takes part in this assessment, historical data is reviewed, and adjustments are made to instructional practices.

We saw a 2% increase in the number of students meeting math standards, but overall, the majority of students do not meet standards on grade 11 CAASPP for mathematics. We have been faced with challenges regarding student performance in mathematics due, in part, to not requiring a third year of a mathematics course. Many students transferring from LHS have not met the Math I requirement placing them further behind. Using the data from CAASPP and iReady, we made the decision starting this year to no longer place students in a pre-algebra course. Students will take Math I with support as needed and will take a Financial Literacy course that meets the Math I/Algebra requirement for A-G. We anticipate that two years of algebra-based courses that meet A-G requirements will be more beneficial for student progress in mathematics than returning students to a pre-algebra course. We analyzed data from iReady, for students who had met the Math I requirement. We made the decision to provide students with the opportunity to take Math II and Math III courses with our online program, Subject, while receiving support from an in-person teacher for the 23-24 school year.

We observed significant growth with our English Learners according to the ELPAC. Our students at a Level 2 decreased by 50% and our students at a Level 3 increased by 50%. Lack of historical progress of English Learners was reviewed at the start of the 2022-2023 school year with the English Support teacher who was providing designated English Language Development to English Learners. Both ELPAC and iReady data was analyzed and a plan was established to address students' needs with regards to English skills across all domains.

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

Department Meetings were held three to four times a month to analyze student progress using curriculum and teacher created assessments. Math teachers tracked data using GoFormative throughout the school year. Viking Council, the site based leadership team, reviewed student progress and schoolwide needs in meetings 2-3 times per month.

This year we also will be administering practice ASVAB tests to determine our students' strengths and weaknesses in basic skills, as well as aptitudes. If the CAASPP represents the ceiling of what students should be able to understand in order to be college and career ready, the ASVAB represents the base of minimum proficiency levels. By being able to observe students taking the traditional paper-pencil practice ASVAB tests, we will be able to better understand all the areas that affect performance on the more comprehensive CAASPP. Are there gaps in basic skills that need to be addressed through instruction? Are students not struggling with content but lacking in fluency? These areas require different approaches, and the data will shed light on how to further develop our program.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers met requirements for highly qualified staff.

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

All courses were instructed by credentialed teachers or those in an internship program working towards a credential. Teachers have access to SBE-adopted instructional materials. Math teachers attended SVMI professional development. English teachers had introductory professional development on newly adopted curriculum. One history teacher participated with UC Davis professional development to develop equity aligned practices. English, math, and one science teacher received one session of training on reviewing iReady data. All teachers attended the virtual CUE conference. Four teachers attended the Model Continuation Schools Conference.

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

The math teachers attended SVMI professional development which included review of iReady data and how to differentiate to meet students' needs within the context of content standards. Teachers had choice during the virtual CUE Conference to attend sessions that aligned with the standards they teach and to learn ways to improve instructional practices for the needs of their students.

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

Department Chairs provided ongoing support to teachers. Newly hired teachers were assigned a support provider.

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

Department meetings were held on average three times per month. Site based District Wide Collaboration (inter-departmental) was held once a month.

Teaching and Learning

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

Curriculum, instruction, and materials were aligned to content and standards and supplemental materials were used to address any gaps.

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

N/A

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

N/A

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

Standards-based instructional materials were available to all students in all core classes.

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

Students have access to standards-aligned core courses that are A-G approved.

Opportunity and Equal Educational Access

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

Students had access to after-school tutoring and a Directed Studies course aimed at providing intervention. Level 1 and 2 English Learners had access to an English Support class. Students with special needs had access to a Study Skills course.

Evidence-based educational practices to raise student achievement

Department Meetings focused on analyzing common formative assessments and other data to improve instructional practices. Schoolwide implementation of the Common Formative Assessment in Writing allowed for analysis and collaboration on best practices for improving the read to write process. Districtwide Collaboration focused on raising achievement through high yield literacy routines that can be applied to any courses.

Parental Engagement

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

The PTSA did various small fundraisers and helped with school-wide events. The Safety Officer and Student Government worked directly with food banks and other donors to maintain a Food Pantry and Clothes Closet on-site to help with basic needs.

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)

School Site Council and PTSA gave input into the planning, implementation, and evaluation of programs. These councils are formed from staff, parents, and students.

Funding

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

The following was implemented to enable underperforming students meet standards: after-school tutoring, supplemental materials in courses, collaboration time for staff to analyze data and instructional design, additional counseling services, outreach support, college and career readiness, supplemental materials, experiential learning, access to technology based resources, opportunities for credit recovery, and professional development.

Fiscal support (EPC)

Lottery, Donations, Title 1, and CSI funds were used to support programs and services for underperforming students.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

With the collaboration between teachers, administrators and a broad range of stakeholders, i.e. School Site Council, PTSA, student groups, and student/staff surveys, Village Oaks High School worked to identify areas of strength and concern to create a positive school climate and culture that is responsive to the whole child. Viking Council, comprised of Department Chairs and others that are interested, takes an active role in shared leadership. The Viking Council meets at least two afternoons each month, reviews data, discusses trends and issues, and collaborates on planning next steps in school improvement. The Department Chairs lead meetings approximately three times per month with their respective departments on curriculum, pedagogy, student outcomes, and schoolwide issues and events. Often items discussed in Department Meetings will be brought to the Viking Council for further discussion. School Site Council involves administration, staff, parents and students in the decision-making processes related to school governance, finances, and school

safety. The council meets once a month to review data, develop the Single Plan for Student Achievement, monitor progress, and review school safety.

Resource Inequities

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

Village Oaks has been faced with challenges in how to increase opportunities for relevant career and college readiness. Students need increased access to CTE pathways either on-site or through Dual Enrollment.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.8%	1.74%	0.62%	4	4	1
African American	18.3%	17.39%	18.01%	42	40	29
Asian	6.6%	6.52%	3.73%	15	15	6
Filipino	1.3%	1.30%	1.86%	3	3	3
Hispanic/Latino	51.1%	52.17%	58.39%	117	120	94
Pacific Islander	0.4%	0.43%	0.62%	1	1	1
White	17.5%	16.09%	12.42%	40	37	20
Multiple/No Response	3.1%	4.35%	4.35%	7	10	7
			Total Enrollment	229	230	161

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	59	56	15
Grade 10	60	62	53
Grade 11	53	59	60
Grade 12	57	53	33
Total Enrollment	229	230	161

Conclusions based on this data:

1. Enrollment has decreased at Village Oaks the last three years. Mandate of freshman not meeting 8th grade promotion standards being placed at Village Oaks ended and parents opted out. 63 freshman had been recommended for the 22-23 school year.
2. Students of color represent the largest majority of students (83.3%).

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	41	36	21	17.9%	15.7%	13.0%
Fluent English Proficient (FEP)	19	21	16	8.3%	9.1%	9.9%
Reclassified Fluent English Proficient (RFEP)	4			9.8%		

Conclusions based on this data:

1. There is a decrease of English Learners but an increase of FEP over time.
2. English Learners who are transferred to Village Oaks are not achieving reclassified status.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% 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 11	55	48		52	44		52	44		94.5	91.7	
All Grades	55	48		52	44		52	44		94.5	91.7	

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			% Standard Met			% Standard Nearly			% Standard Not		
	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 11	2515.	2484.		1.92	2.27		17.31	15.91		42.31	25.00		38.46	56.82	
All Grades	N/A	N/A	N/A	1.92	2.27		17.31	15.91		42.31	25.00		38.46	56.82	

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 11	5.77	6.98		67.31	46.51		26.92	46.51	
All Grades	5.77	6.98		67.31	46.51		26.92	46.51	

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 11	3.85	6.98		50.00	41.86		46.15	51.16	
All Grades	3.85	6.98		50.00	41.86		46.15	51.16	

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 11	5.77	0.00		76.92	69.77		17.31	30.23	
All Grades	5.77	0.00		76.92	69.77		17.31	30.23	

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 11	9.62	6.98		73.08	67.44		17.31	25.58	
All Grades	9.62	6.98		73.08	67.44		17.31	25.58	

Conclusions based on this data:

1. According to unofficial results, CAASPP ELA increased by 2% in meeting standards and 3% in nearly meeting standards in 22-23.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% 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 11	55	48		51	44		51	44		92.7	91.7	
All Grades	55	48		51	44		51	44		92.7	91.7	

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	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 11	2459.	2429.		0.00	0.00		1.96	0.00		19.61	6.82		78.43	93.18	
All Grades	N/A	N/A	N/A	0.00	0.00		1.96	0.00		19.61	6.82		78.43	93.18	

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 11	1.96	0.00		15.69	18.18		82.35	81.82	
All Grades	1.96	0.00		15.69	18.18		82.35	81.82	

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 11	0.00	0.00		58.82	54.55		41.18	45.45	
All Grades	0.00	0.00		58.82	54.55		41.18	45.45	

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 11	0.00	0.00		56.86	40.91		43.14	59.09	
All Grades	0.00	0.00		56.86	40.91		43.14	59.09	

Conclusions based on this data:

1. According to unofficial results, CAASPP Math increased by 2% in meeting standards in 22-23.

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	1543.8	*		1536.8	*		1550.4	*		16	5	
10	1555.7	*		1564.4	*		1546.3	*		12	10	
11	*	*		*	*		*	*		5	9	
12	*	*		*	*		*	*		10	4	
All Grades										43	28	

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	12.50	*		37.50	*		37.50	*		12.50	*		16	*	
10	33.33	*		16.67	*		50.00	*		0.00	*		12	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	16.28	7.14		41.86	39.29		37.21	46.43		4.65	7.14		43	28	

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	12.50	*		62.50	*		18.75	*		6.25	*		16	*	
10	41.67	*		41.67	*		16.67	*		0.00	*		12	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	30.23	17.86		55.81	75.00		11.63	3.57		2.33	3.57		43	28	

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	6.25	*		25.00	*		37.50	*		31.25	*		16	*	
10	8.33	*		25.00	*		33.33	*		33.33	*		12	*	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	4.65	7.14		20.93	17.86		48.84	53.57		25.58	21.43		43	28	

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	6.25	*		75.00	*		18.75	*		16	*	
10	0.00	*		100.00	*		0.00	*		12	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	2.33	0.00		90.70	89.29		6.98	10.71		43	28	

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	62.50	*		31.25	*		6.25	*		16	*	
10	91.67	*		8.33	*		0.00	*		12	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	83.72	85.71		13.95	10.71		2.33	3.57		43	28	

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	18.75	*		56.25	*		25.00	*		16	*	
10	8.33	*		41.67	*		50.00	*		12	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	11.63	14.29		51.16	32.14		37.21	53.57		43	28	

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	0.00	*		81.25	*		18.75	*		16	*	
10	0.00	*		83.33	*		16.67	*		12	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	0.00	3.57		83.72	82.14		16.28	14.29		43	28	

Conclusions based on this data:

1. According to unofficial results, 50% of students moved from a level 2 to a level 3 in 22-23.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
230	**79.1**	**15.7**	**0.4**
Total Number of Students enrolled in Village Oaks High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	36	15.7
Foster Youth	1	0.4
Homeless	6	2.6
Socioeconomically Disadvantaged	182	79.1
Students with Disabilities	56	24.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	40	17.4
American Indian	4	1.7
Asian	15	6.5
Filipino	3	1.3
Hispanic	120	52.2
Two or More Races	10	4.3
Pacific Islander	1	0.4
White	37	16.1

Conclusions based on this data:

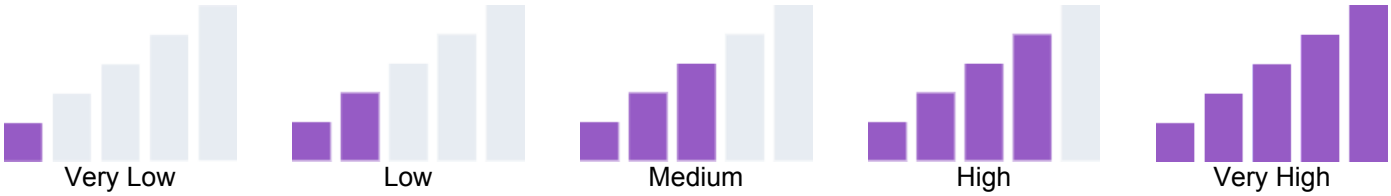
1. Hispanic students are the greatest demographic population at Village Oaks.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Very Low	**Graduation Rate** Very High	**Suspension Rate** Very High
Mathematics Very Low		
English Learner Progress No Performance Level		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. Village Oaks High School has a high graduation rate but most students do not perform well on the CAASPP.
2. Local indicators are showing that suspension rate dropped in the 2022-23 school year.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	0	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	No Performance Level	
109.5 points below standard	82.1 points below standard	
44 Students	16 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	No Performance Level
1 Student	115.9 points below standard	10 Students
	36 Students	

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 9 Students	No Performance Level 1 Student	No Performance Level 3 Students	No Performance Level 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 102.2 points below standard 25 Students	No Performance Level 2 Students		No Performance Level 3 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
9 Students	7 Students	136.9 points below standard 26 Students

Conclusions based on this data:

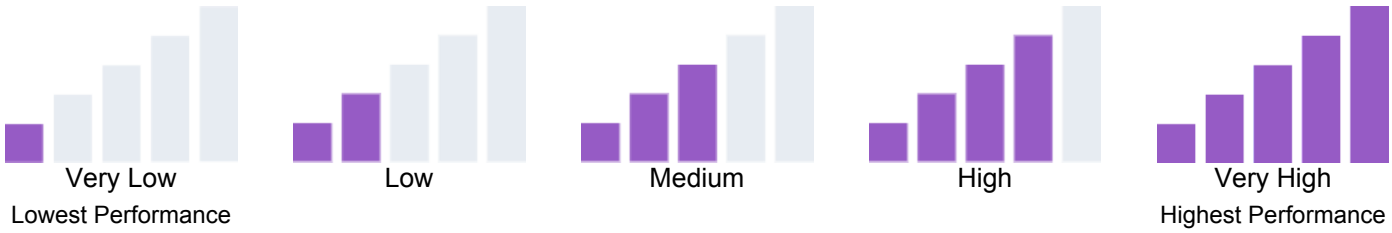
1. The majority of student are performing below standard on CAASPP ELA.
2. English Learners outperform English Only but the sample size is small.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	0	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	No Performance Level	
201.6 points below standard	184.6 points below standard	
44 Students	16 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	No Performance Level
1 Student	208.3 points below standard	10 Students
	36 Students	

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 9 Students	No Performance Level 1 Student	No Performance Level 3 Students	No Performance Level 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 198.5 points below standard 25 Students	No Performance Level 2 Students		No Performance Level 3 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
9 Students	7 Students	209.8 points below standard 26 Students

Conclusions based on this data:

1. The majority of student perform below standards on CAASPP math.
2. English Learners outperform English Only students but the sample size is small.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Level
46.4 making progress towards English language proficiency
Number of EL Students: 28 Students
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
28.6%	25.0%	7.1%	39.3%

Conclusions based on this data:

1. Nearly 50% of English Learners are making progress toward English language proficiency but nearly a third showed regression.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	0	1

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	No Performance Level	
95.7% graduated	Less than 11 Students	
47 Students	7 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	No Performance Level
Less than 11 Students	95.2% graduated	100% graduated
4 Students	42 Students	17 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 5 Students	No Performance Level Less than 11 Students 1 Student	No Performance Level Less than 11 Students 4 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 95.2% graduated 21 Students	No Performance Level Less than 11 Students 1 Student		No Performance Level 93.3% graduated 15 Students

Conclusions based on this data:

1. Latino and socioeconomically disadvantaged students graduated at the same rate as all students.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

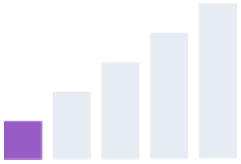
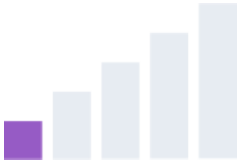
Very High	High	Medium	Low	Very Low
5	1	0	0	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
23.3% suspended at least one day	27% suspended at least one day	Less than 11 Students
288 Students	37 Students	3 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
26.7% suspended at least one day	23.7% suspended at least one day	31.8% suspended at least one day
15 Students	236 Students	66 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Very High 29.4% suspended at least one day 51 Students	No Performance Level Less than 11 Students 5 Students	No Performance Level 12.5% suspended at least one day 16 Students	No Performance Level Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very High 29.1% suspended at least one day 148 Students	No Performance Level 15.4% suspended at least one day 13 Students	No Performance Level Less than 11 Students 1 Student	High 7.8% suspended at least one day 51 Students

Conclusions based on this data:

1. In 2021-2022, white students were suspended at a lower rate than other students.
2. In 2021-2022, students with disabilities were suspended at a greater rate than other students.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2: Improve the achievement of all students including unduplicated students in reaching high academic standards and attaining proficiency in ELA and Mathematics.

Goal 1

Goal 1: The percentage of students meeting standards in English Language Arts and mathematics will increase as evidenced by CAASPP and local assessments.

Identified Need

Village Oaks High School has been identified to receive Comprehensive Support and Improvement due to underperformance on state indicators in ELA and math. The minimum Lexile to be considered College and Career Ready is 1300 and all students are not reaching this by 11th grade. Although students are demonstrating understanding of Numbers and Operations and Measurement and Geometry, they are not performing at grade level standards in Algebra and Geometry.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Mathematics Grade 11	2018-19: 193.8 points below standard 2021-22: 201.6 points below standard 2022-23: CA Dashboard Not Updated	2023-24: Decrease by 10 points
CAASPP English Language Arts Grade 11	2018-19: 61.9 points below standard 2021-22: 109.5 points below standard 2022-23: CA Dashboard Not Updated	2023-24: Decrease by 20 points
CAASPP Mathematics Grade 11	2018-19: 1% Met or Exceeded Standard 2021-22: 0% Met or Exceeded Standard 2022-23: 2% Met or Exceeded Standard	2023-24: 10% will meet or exceeded Standard
CAASPP English Language Arts Grade 11	2018-19: 23% Met or Exceeded Standard 2021-22: 18% Met or Exceeded Standard	2023-24: 25% will meet or exceeded Standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2022-23: 19% Met or Exceeded Standard	
iReady Assessment Mathematics Algebra and Algebra Thinking	Fall 2022: 90% of students are 3 years or more below grade level Spring 2023: 83% of students are 3 years or more below grade level Fall 2023: 88% of students enrolled in a math class are 3 years or more below grade level	Spring 2024: Decrease the percentage of students enrolled in a math class who are 3 years or more below grade level by 10%
iReady Assessment Reading	Fall 2022: Median Lexile = 965 (6th grade range) / 44% are reading at 9th grade or higher. Fall 2023: Median Lexile = 1075 (11th grade range) / 63% are reading at 9th grade or higher.	Fall 2024: Median Lexile = 1150 / 75% are reading at 9th grade or higher.
Common Formative Assessment in Writing Rubric Scores for Parts of Essay	2021-2022 to 2022-2023 Introduction: Proficient or Advanced 17% to 27% Focus/Claim: Proficient or Advanced 10% to 34% Evidence Support: Proficient or Advanced 14% to 31% Language Use: Proficient or Advanced 25% to 34%	2023-2024: Increase proficiency in each area of writing by 10%.
Percentage of failing grades out of total grades assigned	2021-2022: Semester 1 = 18% / Semester 2 = 19% 2022-2023: Semester 1 = 16% / Semester 2 = 15%	2023-2024: Decrease failing grades by 50% in Semester 1 and Semester 2.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1.1 Teachers will continue focusing on the read to write process (CFA development and other areas). Funding for collaboration, professional development, and supplemental materials will be provided. (See analysis section: Tier 1 - strong evidence)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,531.00	Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with disabilities; English Learners

Strategy/Activity

1.2 Students will receive targeted support from paraprofessionals in classrooms. Funding for supplemental materials and professional development will be provided. (See analysis section: Tier 2 - moderate evidence)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
600.00	Comprehensive Support and Improvement (CSI)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with identified need

Strategy/Activity

1.3 Students will have access to interventions that decrease the risk of dropping out of high school lunch (e.g. Advisory, after school and lunch tutoring, Credit Recovery, and/or support classes). Funding for supplemental materials and personnel costs outside the work day will be provided. (See analysis section: Tier 2 - moderate evidence)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
38,000.00	Comprehensive Support and Improvement (CSI)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.4 Teachers can access professional development and/or be provided with collaboration time that is centered on improving student outcomes in the core areas of English, mathematics, science, and social science. (See analysis section: Tier 1 - strong evidence)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,000.00	Comprehensive Support and Improvement (CSI)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.5 Supplemental materials and supplies to support student engagement and improve student outcomes in the core areas of English, mathematics, science, and social science will be provided (e.g. novels; lab materials; technology). (See analysis section: Tier 1 - strong evidence)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	Comprehensive Support and Improvement (CSI)

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The following represents CAASPP data for Village Oaks High School. The mean scale score in ELA increased from 2478 to 2497. 19% of the grade 11 students met or exceeded standards which

was a 2% increase from the previous year. 27% of the grade 11 students nearly met standards which was a 3% increase from the previous year. Instead of focusing on the percentage of students not meeting standards, the staff focuses on the significant number of students nearly meeting standards within the domains and how developing students fluency with the read to write process can improve outcomes. This is accomplished through a focus on writing in all English classes. The English Department also leads the schoolwide initiative of the Common Formative Assessment in Writing. Every student each year takes part in this assessment, historical data is reviewed, and adjustments are made to instructional practices. Site based Districtwide Collaboration days were focused on reviewing research on high yield literacy routines.

The Common Formative Assessment in Writing is a schoolwide measure for progress in writing each year. The English Department leads this process but all teachers are involved in implementation, calibrating the rubric, and scoring the assessments. Students are showing progress overtime in being able to construct an argumentative essay. Although time is dedicated to this process through staff meetings, department meetings, and other times for collaboration, there is a need to develop a schoolwide professional development plan focused on the read to write process across all content areas. There continues to be challenges with release time for professional development due to shortages on substitute teachers.

There was a an increase of 19% in students who are reading at 9th grade or higher according to iReady from Fall 2022 to Fall 2023. This may be attributed to a focus on high yield literacy routines, the read to write process, and/or attention to vocabulary development.

We saw a 2% increase in the number of students meeting standards, but overall, the majority of students do not meet standards on grade 11 CAASPP for mathematics. We have been faced with challenges regarding student performance in mathematics due, in part, to not requiring a third year of a mathematics course. Many students transferring from LHS have not met the Math I requirement placing them further behind. Using the data from CAASPP and iReady, we made the decision starting this year to no longer place students in a pre-algebra course. Students will take Math I with support as needed and will take a Financial Literacy course that meets the Math I/Algebra requirement for A-G. We anticipate that two years of algebra-based courses that meet A-G requirements will be more beneficial for student progress in mathematics than returning students to a pre-algebra course. We also made the decision to provide students with the opportunity to take Math II and Math III courses with our online program, Subject, while receiving support from an in-person teacher. This year we will analyze how to add a Statistics or Data Science course for next school year.

The following describes the process of a root cause analysis to address low achievement in reading and math.

Root Cause 1: Students have not been provided with opportunities to attend school with a strong literacy focus.
Root Cause 1A: Students have lacked access to research based routines and instruction that consistently develops literacy over time and across content areas.
Root Cause 1B: Staff needs professional development in the area of literacy development.
Root Cause 1C: A comprehensive professional development plan in the area of literacy development has faced implementation challenges due to substitute shortages.

Root Cause 2: Students have lacked access to at least three years of math courses that are centered on process and connection to real world experiences and meet A-G.
Root Cause 2A: There has been a past practice to maintain sameness between the sequence of

courses used at LHS and VO.

Root Cause 3: Schools have over emphasized the deficits students have and placed students in a perpetual state of intervention while sacrificing age appropriate learning.
Root Cause 3A: Staff needs professional development in the area of differentiation while maintaining rigor.

The following addresses how research based practices are aligning with the goals and strategies.

According to the Institute of Educational Sciences, there are four evidenced-based recommendations for preventing drop-out in secondary schools. Overall, these interventions have a collective rating of Tier 1 with strong evidence when fully implemented and individual ratings of a Tier 1 through Tier 4. (What Works Clearinghouse; Retrieved from https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dp_summary_101717.pdf).
1. Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems.
2. Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.
3. Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.
4. For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support

Goal 1 is directly related to recommendation #1 and the What Works Clearinghouse panel designates this recommendation as Tier 4, showing a rational for evidence. NCEERA proposes that data on attendance, behavior, and course grades should be routinely collected and monitored. Schools should create a system for flagging students when they are falling off track for graduation and intervene with supports. Assigning a single person as the advocate for a student who has fallen off track is critical. Ongoing professional development for educators is an important step.
Goal 1 is related to recommendation #2 and the What Works Clearinghouse panel designates this recommendation as Tier 2, showing moderate evidence. Ongoing professional development and collaboration for those who are supporting students is important for improving student outcomes.
Goal 1 is related to recommendation #3 and the What Works Clearinghouse panel designates this recommendation as Tier 1, showing strong evidence. Students are engaged in school and have better results with academics when they are interested in school. Programs and curricula should target increasing relevance of school. Classes that approach pedagogy with explorative or hands-on approaches help to improve course pass rates. A proactive schoolwide approach can be implemented or an intervention approach. (What Works Clearinghouse; Retrieved from https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dp_summary_101717.pdf)

According to the Institute of Education Sciences, there are four recommendations for developing writing in grades 6-12. Overall, the What Works Clearinghouse panel designates these interventions as having a collective rating of Tier 1 with strong evidence when fully implemented and individual ratings of a Tier 1 through Tier 4.
1. Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle.
2. Integrate writing and reading to emphasize key features.
3. Use assessments of student writing to inform instruction and feedback.

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

Administration observes the need for professional development to address consistent schoolwide strategies for literacy development. However, there continues to be challenges in how to provide comprehensive professional development due to shortages of substitutes. Therefore, funds for Comprehensive School Improvement have been unable to address professional development needs in a manner that is cohesive.

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

In order to review more closely the specific skills that students lack in order to be college and career ready, we also will be administering practice ASVAB tests to determine our students' strengths and weaknesses in basic skills, as well as aptitudes. If the CAASPP represents the ceiling of what students should be able to understand in order to be college and career ready, the ASVAB represents the base of minimum proficiency levels. By being able to observe students taking the traditional paper-pencil practice ASVAB tests, we will be able to better understand all the areas that affect performance on the more comprehensive CAASPP. Are there gaps in basic skills that need to be addressed through instruction? Are students not struggling with content but lacking in fluency? These areas require different approaches, and the data may shed light on how to further develop our program.

After analysis of student attendance to Academic Club, a three day a week after school tutoring, held in the library, the staff observed that this was not having a significant impact on failure rate in courses because the students with the most needs were not attending. For the 2022-2024 school year, we developed a plan for addressing this. Each teacher would determine when they could offer tutoring services during lunch or after school and personally invite students who needed to attend on an ongoing basis. We also revamped Advisory with each teacher having a specific responsibility every Monday to print a progress report for each student and have the student review Aeries Gradebook for each course and list any missing assignments. The Advisory teacher also emails the parent/guardian of students who have 2 or more failing grades and informing them that the student is mandated to attend Thursday School from 2:30 - 4:00. The student can be removed from the Thursday School list if their grades are passing before Thursday.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1: Provide all students high quality classroom instruction, equitable access to a broad course of study and standards aligned curriculum.

Goal 2

Goal 2: Students will be prepared with the skills, mindsets, and experiences necessary for college and career readiness.

Identified Need

College and Career Readiness was one of the identifying indicators on the California Dashboard for Comprehensive Support and Improvement. Performance on the Smarter Balance Summative Assessments is used as one measure for college and career readiness and Village Oaks students are performing below standard on these measures. Youth Truth survey data shows lower than the 50th percentile on ratings by students regarding college and career readiness. Many of the measures used by CDE to assess College and Career Readiness have not existed at Village Oaks, such as AP Exams, IB Exams, CTE Pathways, and A-G completion (3rd year of math; 3rd year of science; VAPA; Foreign Language). Students, in general, lack experiences in their everyday lives to gain a better understanding of their purpose and relationship to career choices.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady College and Career Ready Lexile Indicator	Fall 2022: 11% are meeting minumum Lexile for College and Career Readiness. Fall 2023: 13% are meeting minimum Lexile for College and Career Readiness.	Spring 2024: 25% are meeting minimum Lexile for College and Career Readiness.
Community College Pre-Enrollment	2021-22: 90% of graduating seniors were pre-enrolled at Delta College 2022-23: 96% of graduating seniors were pre-enrolled at Delta College	2023-24: 100% of graduating seniors will be pre-enrolled at Delta College.
Dual Enrollment	2021-22: 0 2022-23: 2	2023-24: 44 students will complete at least one course at Delta College.
CTE Enrollment	2021-22: 3 (LHS Construction) 2022-23: 0	2023-24: 58 students will complete the foundational course in the CTE Child Development Pathway.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	2018-19: 90% 2019-20: 82% 2020-21: 100% with AB104 2021-22: 95% 2022-23: 96%	2023-24: 98%
Reclassification of EL Students	2019-20: 9% 2020-21: 11% 2021-22: 0% 2022-23: 0%	2023-24: 10%
ELPAC	2021-22 to 2022-23 Grade 10 Level 3 = 70% to 83% Level 4 = 0% to 0% Grade 11 Level 3 = 22% to 50% Level 4 = 11% to 12% Grade 12 Level 3 = 25% to 0% Level 4 = 0% to 25%	2023-24: 30% of students will move at least one level.
Youth Truth Survey: My school has helped me figure out which careers match my interests and abilities.	2021-22: 42% positive rating 2022-23: 45% positive rating (Typical alternative school = 53%)	2023 - 2024: 75% postive rating
Youth Truth Survey: My school has helped me understand the steps I need to take in order to have the career I want.	2021-22: 43% positive rating 2022-23: 49% positive rating (Typical alternative school = 55%)	2023 - 2024: 75% postive rating

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students enrolled in CTE Child Development or CTE-like courses of Entrepreneurship, Culinary/Foods, and Visual and Performing Arts

Strategy/Activity

2.1 Students will have access to courses that are engaging and interesting and develop their understanding of college and careers, develop skills necessary for employment in any industry, and develop connections between academic learning and careers. Fees or costs for supplemental

materials (e.g. equipment, technology, lab fees, lab materials) or assistance with apprenticeships (e.g. transportation) will be provided. (See analysis section: Tier 1 - strong evidence)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,650.00	Comprehensive Support and Improvement (CSI)
16,000.00	Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.2 Students will have access to community involvement experiences that challenge their world view, promote metacognition and self-reflection, and increase awareness of career options and the pathways to certifications and degrees and build a continuum of learning experiences. (See analysis section: Tier 1 - strong evidence)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
19,887.00	Comprehensive Support and Improvement (CSI)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All and/or identified students

Strategy/Activity

2.3 Students will be provided with mentorship and pro-social skills intervention from F.A.C.E.S. in order to develop a strong understanding of self and purpose that leads to an understanding of college and career readiness and positive post-graduation choices. (See analysis section: Tier 2 - moderate evidence)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
64,350.00	Comprehensive Support and Improvement (CSI)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students enrolled in CTE Child Development or CTE-like courses of Entrepreneurship, Culinary/Foods, and Visual and Performing Arts

Strategy/Activity

2.4 Staff can access professional development and/or time for collaboration that leads to furthering their understanding of how to develop their practices that lead students in understanding of college and careers. (See analysis section: Tier 1 - strong evidence)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000.00	Comprehensive Support and Improvement (CSI)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

2.5 Assistance with costs associated with Dual Enrollment will be provided (e.g. transportation, additional hours for employees). (See analysis section: Tier 1 - strong evidence)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	Comprehensive Support and Improvement (CSI)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

2.6 Assistance with costs associated with supporting English Learners and their families will be provided (e.g. supplemental materials, transportation, additional hours for employees, professional development for EL Support teacher). (See analysis section: Tier 1 - strong evidence)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	Comprehensive Support and Improvement (CSI)

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

Access to and/or engagement in pursuing college and career readiness through Dual Enrollment with Delta College and/or CTE pathways at Lincoln High School has continued to pose as a challenge. Even though we increased the number of seniors who enrolled at Delta College, only two students enrolled in a Dual Enrollment course and both of those were juniors. Village Oaks has never had large numbers of students enroll in the CTE Construction Pathway at LHS. With the change in the LHS bell schedule, the few students who were interested could not attend such a late starting class due to family or work obligations. However, we have received support from LUSD to offer the CTE Pathway of Child Development at Village Oaks starting in the 2023-24 school year. This first year of implementation will be the introductory course. As a result of being enrolled in this course, students will have access to LUSD apprenticeships in preschools or after-school programs.

We continue to have a high graduation rate at Village Oaks and have improved beyond the rate earned before the pandemic. This is due in large part to the rigorous yet supportive instruction of our teachers of English, Government, and Economics. All seniors must complete a post-graduate plan in order to graduate. Also, Lexile scores as an indicator for College and Career Readiness are increasing which may be a contributing factor for increases in graduation rate.

We observed significant growth with our English Learners according to the ELPAC. Lack of historical progress of English Learners was reviewed at the start of the 2022-2023 school year with the English Support teacher who was providing designated English Language Development to English Learners. Both ELPAC and iReady data was analyzed and a plan was established to address students' needs with regards to English skills across all domains. Even though we did not reclassify any English Learners, we observed gains on the ELPAC and in successfully completing courses. A factor in English Learners not being able to reclassify is not meeting standards on the CAASPP. How to address literacy development with clear and consistent use of research based pedagogy continues to pose as a challenge. The staff is open to professional development.

How our students view being prepared for college or career according to the Youth Truth Survey continues to be a concern. The positive ratings did increase from the previous year but we have established a goal for more significant increase. Part of the lack of positive rating may be due to the fact that our engagement with students regarding college and careers happens more at the senior level. For this school year, we have added a Financial Literacy course, the CTE Child Development Pathway, ASVAB testing, and are developing methods for inviting guest speakers into junior and sophomore courses.

The following describes the process of a root cause analysis to address college and career readiness.

Root Cause 1: Students have not had access to a comprehensive set of opportunities to explore careers through dual enrollment at Delta College or CTE courses.

Root Cause 2: Students have not been able to develop their sense of purpose and how to develop that purpose for life long goals.
Root Cause 2A: Students lack access to resources that provide them experiences outside their world view either through community based activities or school based activities (e.g. mentorship).

Root Cause 3: Support for English Learners has historically lacked purposeful implementation of English Language Development.
Root Cause 3A: There has been inadequate attention to professional development for staff.

The following describes how research based practices align with the goals and strategies.

According to the Institute of Educational Sciences, there are four evidenced-based recommendations for preventing drop-out in secondary schools. Overall, these interventions have a collective rating of Tier 1 with strong evidence when fully implemented and individual ratings of a Tier 1 through Tier 4. (What Works Clearinghouse; Retrieved from https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dp_summary_101717.pdf).
1. Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems. (Tier 4- has rationale)
2. Provide intensive, individualized support to students who have fallen off track and face significant challenges to success. (Tier 2- moderate evidence)
3. Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school. (Tier 1-strong evidence)
4. For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support (Tier 2-moderate evidence)

Goal 2 is related to recommendation #3 and the What Works Clearinghouse panel designates this recommendation as Tier 1, showing strong evidence. Building a continuum of experiential learning experiences within the classroom and outside of the classroom that have connections to careers is imperative for positive student outcomes, especially with students who are at-risk of dropping out of high school. Ongoing professional development for educators is an important step in helping to establish a culture of college and career readiness. Empowering families to be part of this process, especially those who are most at-risk (e.g. English Learners) can have a significant impact on student outcomes. (What Works Clearinghouse; Retrieved from https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dp_summary_101717.pdf)

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

Due to substitute shortages, we have been challenged to provide professional development. The requirements around use of CSI funds has been challening and we continue to partner with LUSD administration on how to overcome these challenges.

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

For the 2023-24 school year, a mentor from F.A.C.E.S will be on campus to provide guidance on pro-social behaviors during non-instructional time (lunch, passing periods, after school) and during class time by either being in classes or working with small groups of students and focusing on how to develop a college and career mindset. 68% of Village Oaks students are male, 87% are students of color, and 90% are socioeconomically disadvantaged. However, the majority of the staff are white (78%) and female (65%). F.A.C.E.S will be able to provide a mentor that mirrors our student body.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3: All students will have a safe and supportive school culture, climate, and learning environment to promote academic achievement and physical and emotional health.

Goal 3

Goal 3: Student engagement will improve.

Identified Need

Village Oaks High School serves students who often need to a space to heal from previous academic difficulties and gain a sense of hope for future outcomes. 90% of the students are socio-economically disadvantaged and represent historically underserved populations. 87% are students of color. Many students have been impacted by trauma and disruptions in their schooling history. Chronic absenteeism rose during the pandemic and continues to be a challenge.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance: Average days missed by a student	2021-22: 23 days 2022-23: 20 days	2023-24: 12 days
Attendance: Percent of positive attendance based on periods	2021-22: 87% 2022-23: 87%	2023-24: 92%
Suspension: Percent of students receiving at least 1 incident of suspension	2021-22: 23% 2022-23: 14%	2023-24: 7%
Acts of Physical Violence leading to suspension	2021-22: 37 2022-23: 18	2023-24: 0
The degree to which families positively rated school safety on the Youth Truth Survey. "My child's learning environment is safe."	2021-22: 80% 2022-23: 82%	2022-23: 90%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students as needed

Strategy/Activity

3.1 Outreach Worker will run restorative circles, peer mediations, in-school detentions with an SEL component, and provide mentorship to students. (See analysis section: Tier 2 - moderate evidence)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
43,712.24	Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students as needed

Strategy/Activity

3.2 Outreach Worker will be involved with student truancy, home visits and community based events and paid on a timesheet for work outside the normal work day.(See analysis section: Tier 1 - moderate evidence)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	Comprehensive Support and Improvement (CSI)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.3 The staff will receive professional development on trauma informed practices. Supplemental materials will be provided. (See analysis section: Tier 2- moderate evidence)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,000.00	Comprehensive Support and Improvement (CSI)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Identified as needed

Strategy/Activity

3.4 Materials to support positive student outcomes through considering development of the whole child - physical and social emotional - will be provided. (See analysis section: Tier 2- moderate evidence)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
249.96	Title I Part A: Allocation

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All and identified depending on needs

Strategy/Activity

3.5 Students will have consistent and immediate access to counseling for academic and social emotional support through a multi-tiered system of support. Access to services through Valley Community Counseling and Child Abuse Prevention Council will be provided. Funds for supplemental materials will be provided. (See analysis section: Tier 2 - moderate evidence)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	Comprehensive Support and Improvement (CSI)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Identified depending on needs

Strategy/Activity

3.6 School counselor will be paid outside the normal school day on a timesheet to provide services to students and parents as needs arise. (See analysis section: Tier 2- moderate evidence)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,093.80	Title I Part A: Allocation

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

3.8 Village Oaks will run a food pantry and clothing closet to meet students' basic needs. The Safety Officer will coordinate with the Food Bank and Student Government in management of the pantry and closet. Any materials for storage of items will be provided. (See analysis section: Tier 2 - moderate evidence)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200.00	Donations

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

During the 2021-2022, Village Oaks was faced with many students not being able to adjust to returning to school. Absenteeism and discipline incidents were high and students had an overall disengagement with school. The 2022-2023 school year appeared to be starting on this same path and a new set of challenges emerged: 1) Both administrators and some support and teaching staff had resigned at the end of 2022. 2) LUSD was discussing some key programmatic changes to Village Oaks. Being faced with all these changes and the continuance of COVID-19 challenges, the staff and new administration rallied and started deeply reflecting on how to rebuild culture and student engagement.

In 2021-2022, Village Oaks had 37 acts of physical violence on campus that were severe enough to lead to suspension. In 2022-2023, Administration immediately met with families of all students involved in fights the previous year to explain expectations and request their help in resolving ongoing social issues. The newly hired Outreach Worker was directed to focus her work on

developing positive relationships with these individuals. A contract with a counselor from CAPC was established to provide group counseling focused on developing pro-social behaviors. VCCS provided individual therapeutic services for Tier 3 students and group Drug and Alcohol group counseling. The number of acts of physical violence leading to suspension was reduced by 46% in 2022-2023. 23% of the student body had been suspended at least one time in 2021-2022 and this dropped to 14% in 2022-2023.

On average, a student missed 13% of the school year. At the direction of Administration, the Outreach Worker was focused more on socialization of students while at school and not on attendance outreach due to the reasons described in previous paragraph. Truancy was addressed through regular communication by mail, parent meetings, and home visits by the safety officer.

The following describes the process of a root cause analysis to address student engagement.

Root Cause 1: Students have transportation issues.
Root Cause 1A: Students avoid walking to school due to neighborhood violence issues, weather, and not having the grit to push through on some days.

Root Cause 2: Students use social media as a tool for disengagement, negative interactions, gossiping, and bullying.
Root Cause 2A: Students do not understand the importance of shutting off social media for periods of time to improve overall mental health.
Root Cause 2B: Parents believe any-time access to a cell phone is a right due to safety.

Root Cause 3: Students and some parents view drug use as a personal choice that should not be regulated by school authorities.
Root Cause 3A: Students and some parents do not understand the potential short and long term effects of drug use (tobacco and marijuana).

Root Cause 4: Students have outside factors – trauma, homelessness, lack of adult support/supervision, crisis events with family, violence in neighborhood/home, responsibilities as caregivers – impacting their decision making skills with regards to cause/effect, future planning, building relationships, communication, and managing conflict.

The following describes how research based practices align with the goals and strategies.

According to the Institute of Educational Sciences, there are four evidenced-based recommendations for preventing drop-out in secondary schools. Overall, these interventions have a collective rating of Tier 1 with strong evidence when fully implemented and individual ratings of a Tier 1 through Tier 4. (What Works Clearinghouse; Retrieved from https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dp_summary_101717.pdf).
1. Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems.
2. Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.
3. Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.
4. For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support

Goal 3 is directly related to recommendation #1 and #2 and What Works Clearinghouse designates

these recommendations as Tier 4 (rational for evidence) and Tier 2 (moderate evidence). Monitoring of ABC's - Attendance, Behavior, and Course Grades, early interventions, and intense interventions creates a system of support for students, thus decreasing drop-out rates. Systems of support should include meeting basic needs, social-emotional support, rewards, support for the family, an assigned advocate, and teaching of skills for planning and preparation. Also, posting visuals in highly visible places that highlight schoolwide expectations will improve school culture. Likewise, providing items that can be posted at home (e.g. fridge stickers) can be beneficial. (What Works Clearinghouse; Retrieved from https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dp_summary_101717.pdf).

According to the Institute of Educational Sciences, Continuation Schools can learn from the Community School model on best practices for improving student outcomes. Development of the whole child is integral in this work and the school and community collaborates to focus on academics, health and wellness, and family empowerment. A research study conducted by the Rand Corporation showed positive results and the What Works Clearinghouse panel designated the study as Tier 2 (moderate evidence). The study included assigning a support person for mental health, building connections with community resources, collaborative leadership practices, and family engagement. (What Works Clearinghouse; Retrieved from https://ies.ed.gov/ncee/wwc/Study/89377)

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

The only difference was assigning the Outreach Worker to more duties related to helping students resolve peer conflicts than focusing on truancy.

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

For the 2023-2024 school year, Administration and the Outreach Worker will address truancy through a weekly meeting on the status of truant students followed by a plan for the week depending on student needs: 1) Check-in with student 2) Phone call to family 3) Home visit 4) Meeting with family and development of attendance contract 4) Referral to LUSD’s Attendance Liaison

The staff has also collaborated on how to help students feel more connected to school. Additional student activities have been added to the calendar.

Funding of an additional counselor has been removed due to low enrollment.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4: Engage parents and community members as partners to work collaboratively to support and enhance student achievement.

Goal 4

Goal 4: Families will be afforded opportunities to engage with and learn about school processes, how to support their child's academics and well-being, and be provided opportunities that support them as caregivers.

Identified Need

90% of the students are socio-economically disadvantaged and represent historically underserved populations. Many students have been impacted by trauma and disruptions in their schooling history.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Parents Completed Youth Truth Survey	2021-22: 10% 2022-23: 21%	2023-24: 50%
Youth Truth Survey: The degree to which parents responded positively about communication and feedback.	2020-21: 78% 2021-22: 75% 2022-23: 81%	2023-24: 90%
Youth Truth Survey: The degree to which parents responded positively to the safety of the school.	2020-21: 77% 2021-22: 70% 2022-23: 73%	2023-24: 85%
Youth Truth Survey: Adults from the school value people of different religions, sexual orientations, genders, abilities, races, ethnicities, etc.	2020-2021: 66% 2021-2022: 65% 2022-2023: 82%	2023-2024: 100%
Percentage of Parents Attended Back to School Night	2022-23: 0% 2023-24: 22%	2023-24: 35%
Percentage of Parents Attended Parent Conferences	Fall 2022: 71% Fall 2023: (TBD)	TBD (Conferences will be held the week of October 30, 2023.)

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

4.1 Engagement with families using non-traditional methods (High School Parent Conferences and Family Portraits; Coffee at the Curb; Winter PM Cocoa at the Curb; Food Pantry Giveaways; VO Kick-off; Flapjack Friday; Senior Night). Funding for supplemental materials and snacks will be provided. (See analysis section: Tier 1 - strong evidence)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
795.00	Title I Part A: Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

4.2 Staff will form committees and collaborate outside the school day to analyze data and best practices for family engagement. (See analysis section: Tier 1 - strong evidence)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	Comprehensive Support and Improvement (CSI)

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Village Oaks serves a high percentage of families living in poverty and many of these families are from underserved populations. We recognize that we are trying to educate students who have not

fit into the box of traditional school practices, and therefore, should engage with families in non-traditional ways. In 2022-23, we held parent conferences, monthly Coffee and the Curb, and communicated regularly through Parent Square and email. We did observe some gains in how parents responded on the Youth Truth Survey in February but still have room for improvement. The greatest area of growth was in the area of how parents believe we value differences. There was a gain of 16% in positive ratings.

The following describes the process of a root cause analysis to address family engagement.

Root Cause 1: Families have had negative school experiences.

Root Cause 2: School systems were created to meet needs of middle class families of European descent.

Root Cause 3: Families have not been directly asked to engage with school in a certain way.

Root Cause 4: Families who speak another language besides English may have had to wait for an interpreter making them feel less than.

Root Cause 5: Families need access to resources such as transportation and child care.

Root Cause 6: Families basic needs are not being met.

The following describes how research based practices align with the goals and strategies.

According to the Institute of Educational Sciences, there are four evidenced-based recommendations for preventing drop-out in secondary schools. Overall, these interventions have a collective rating of Tier 1 with strong evidence when fully implemented and individual ratings of a Tier 1 through Tier 4. (What Works Clearinghouse; Retrieved from https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dp_summary_101717.pdf).
1. Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems.
2. Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.
3. Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school.
4. For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support

Throughout this report, building connections to the family is described as a key step in improving student outcomes. Overall, the What Works Clearinghouse panel designates these recommendations as Tier 1 (strong evidence). Recommendations include finding methods that are not business as usual and providing consistent communication. (What Works Clearinghouse; Retrieved from https://ies.ed.gov/ncee/wwc/PracticeGuide/24)

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

We did not spend all of the designated funds on parent resources. We are trying to determine what resources our families would like access to.

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

Our focus year this year will be on teacher led committee work in developing family engagement. This has already resulted in an increase in attendance to our Back to School Night which we called Viking Kick-Off. In lieu of a traditional Back to School Night where parents rotate through classrooms, we held the event outside, had departments at table booths, and provided key information. Parents were able to meander through the event, learn, grab some free nachos or corn dogs, purchase items from Student Government or PTSA, and take free items from our Food pantry.

We continue to be concerned about how families view the safety of the school. We have implemented some additional measures this year regarding school safety. Having a full-time Assistant Principal has provided for additional monitoring of the female designated restroom. A teacher has become a regular monitor of the male boys' restroom during lunch break. The one campus supervisor continues to monitor the hallways. The outreach worker continues to work with students who have peer conflicts.

We also implemented a schoolwide "no cell phone" policy which means when students enter the classroom they place their cell phone in a box with charging stations. We anticipate this will help with the planning of events or harassment through messaging that leads to physical violence.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Budget Summary

Funds Budgeted to the School by Funding Source

Funding Source This dropdown should be populated manually.	Funding Allocation This data field should be populated manually.	Funds Remaining to be Allocated This field is auto calculated by DTS and manual entries will be overwritten automatically
Title I Part A: Allocation	73,587.00	0.00
Title I Part A: Parent Involvement	795.00	0.00
Donations	200.00	0.00
Comprehensive Support and Improvement (CSI)	172,487.00	0.00

Total Funding Allocation: 0.00
This field is auto calculated by DTS and manual entries will be overwritten automatically

Expenditures by Funding Source From SPSA Goals

Funding Source This field is auto calculated by DTS and manual entries will be overwritten automatically	Amount This field is auto calculated by DTS and manual entries will be overwritten automatically
Comprehensive Support and Improvement (CSI)	172,487.00
Donations	200.00
Title I Part A: Allocation	73,587.00
Title I Part A: Parent Involvement	795.00

Total SPSA Allocated (This field is auto calculated by DTS and manual entries will be overwritten automatically**):**
247,069.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

1 Secondary Students

Name of Members	Role
Maria Quilon	Parent or Community Member
Marlo Gonzales	Parent or Community Member
Shivona Miles	Parent or Community Member
Anayley Bravo	Parent or Community Member
Buford Geter	Secondary Student
Larisa Huiras	Classroom Teacher
Amy Bowen	Classroom Teacher
Kim Saelee	Classroom Teacher
Veronica Tigert	Principal
Mary Grupe	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 09-28-2023.

Attested:

Principal, Veronica Tigert on 09-29-2023

SSC Chairperson, Larisa Huiras on 09-29-2023

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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