

School Year:

2024-25



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

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

Additional Targeted Support and Improvement

Equity Multiplier

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. VOHS is currently in a WASC cycle and working with all stakeholders (students, families, and staff) to identify new areas for improvement. We will be submitting our new WASC Self-Study in January 2025. These goals align directly with the district LCAP. At VOHS we want to continue to build positive relationships across the school: student to student, student to staff, and staff to staff. Our mission is to continue to remove barriers for students in order to ensure they can achieve their goals in the future. VOHS will continue to focus on building strong positive relationships while holding students accountable for high standards academically and behaviorally to create an effective 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.

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 2024 to students, parents, and staff. Across every metric in the student survey our results improved from student engagement, to academic challenge, to relationships, and career and college readiness students overall impression of VOHS is increasingly positive. The parent survey results showed an increase in parents stating that they would recommend Village Oaks to another family and their students receive a high quality education. There was a significant increase in the area of our school creating a friendly environment and feeling valued by our school, all of our DEI and inclusion areas also improved on the parent survey. There was a slight decrease in how parents viewed their child's safety at school. There was a significant decrease in families feeling informed and parents feeling they play a meaningful role in decision making at the school. The staff survey results overall improved, with significant increases in pride for our school and being informed about decisions at my school. The staff continue to express they do not have access to meaningful professional development opportunities and content support. More recently, we have also been surveying all stakeholders (students, parents, and staff) about what skills they believe are necessary to be successful beyond high school. These survey results are being utilized to create new Schoolwide Learner Goals for VOHS.

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 23-24 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. 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 2024. Both Grade 11 and Grade 12 students took the CAST in Spring of 2024. 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. On the ELA CAASPP test only 3% of the 11th grade students met standard, 0% exceeded standard. This is a significant drop from the previous year where approximately 17% of students met or exceeded standard. We are working together as a staff to better understand this significant drop in our success rate on the CAASPP ELA assessment. Initial conversations have centered around the potential impacts of having a high proportion of students on IEPs in this group of 11th grade students, as well as the potential residual impacts of the COVID-19 pandemic on this specific group of students. 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. This year, we also saw a drop in the Common Formative Assessment data. All departments are working to analyze this data and implementing changes in practice to improve data. In order to address this substantial drop in success, all teachers are undergoing writing training in order to support students across all content areas in practicing evidence based writing.

We saw a 1% 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. 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. This year the math department is beginning to meet to discuss what a potential third year math offering will look like in order to align with the new LUSD graduation requirements. Beginning next year (2025-2026), we will offer Math II again in addition to financial literacy, as we work to draft a third year math course. We did see a slight increase in the percentage of students who met or exceeded standard on the Grade 11 CAASPP for mathematics, which could be in part to offering two years of algebra-based courses that meet A-G requirements.

We observed significant growth with our English Learners according to the ELPAC. 43% of our EL students increased their score by one band. Additionally, we reclassified 5% of our EL students. We are on track to increase our number of reclassified English Learners even more substantially this year. All teachers have been offered opportunities to be trained on integrated ELD strategies and the English Department will receive training this year on the ELPAC test in order to better support activities in their classroom that mimic the expectations of the ELPAC test.

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

Department Meetings were held approximately two to three times per 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 approximately 2 times per month.

This year both the math and english department are working on creating formative assessments to give students at the beginning and end of the year to monitor student growth over time in a way that feels more meaningful than the iReady assessment.

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 SVMl professional development. Two history teachers participated in Harvard Business School Case Method Training in order to learn different ways to engage students in critical thinking and writing surrounding historical topics. English and math teachers received two sessions of training on reviewing iReady data. Dr. Woodruff presented two professional development sessions to all staff. The first PD was on how to cope with stress, the second was on fighting stress.

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

The math teachers attended SVMl professional development which included review of iReady data and how to differentiate to meet students' needs within the context of content standards. In the 2024-2025 school year thus far all teachers have attended professional learning surrounding writing across the content areas. They will attend one more PD on this topic in January. Counselors at VOHS have attended guidance alignment training as part of the District's LEAP initiative and have begun aligning guidance practices to the recommendations presented in these trainings.

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

Department Chairs provide ongoing support to teachers. Ellen Hill, the Special Programs teacher for 7-12, is present on campus 2 times per month and is offering support in a variety of ways to teachers who need ongoing support. Administration regularly walks through classrooms and provides real time instructional assistance to all educators on campus.

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

Department/Collaboration 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. 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 how to gather meaningful data in order to improve engagement with all stakeholders.

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. Our Outreach Worker 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. Our outreach worker also provides bikes to families with transportation issues. LUSD continues to offer bus routes for students who meet specific requirements. All students identified as foster/homeless are provided transportation on an ongoing basis. We also continue to offer counseling services through VCCS for students identified as needing high levels of therapeutic support.

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. For the 24-25 school year, due to improvements in data, we no longer qualify for CSI funds. However, we now qualify for Equity Multiplier Funds.

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 one afternoon 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.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	1.74%	0.62%	1.37%	4	1	2
African American	17.39%	18.01%	16.44%	40	29	24
Asian	6.52%	3.73%	4.11%	15	6	6
Filipino	1.30%	1.86%	2.05%	3	3	3
Hispanic/Latino	52.17%	58.39%	56.85%	120	94	83
Pacific Islander	0.43%	0.62%	1.37%	1	1	2
White	16.09%	12.42%	14.38%	37	20	21
Multiple/No Response	4.35%	4.35%	3.42%	10	7	5
Total Enrollment				230	161	146

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten			
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9	56	15	
Grade 10	62	53	30
Grade 11	59	60	59
Grade 12	53	33	57
Total Enrollment	230	161	146

Conclusions based on this data:

1. Enrollment has decreased at VO since we no longer accept 9th grade students.
2. Our largest student grouping is hispanic at 57% of our total population.
3. We have significantly less 10th graders at VOHS than previously.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	36	21	15	17.9%	15.7%	10.3%
Fluent English Proficient (FEP)	21	16	21	8.3%	9.1%	14.4%
Reclassified Fluent English Proficient (RFEP)				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.
3. The total number of English Learners Village Oaks serves has decreased over time.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	48	62	68	44	57	66	44	57	66	91.7	91.9	97.1
All Grades	48	62	68	44	57	66	44	57	66	91.7	91.9	97.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2484.	2494.	2458.	2.27	3.51	0.00	15.91	14.04	3.03	25.00	28.07	33.33	56.82	54.39	63.64
All Grades	N/A	N/A	N/A	2.27	3.51	0.00	15.91	14.04	3.03	25.00	28.07	33.33	56.82	54.39	63.64

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	6.98	3.51	1.52	46.51	56.14	51.52	46.51	40.35	46.97
All Grades	6.98	3.51	1.52	46.51	56.14	51.52	46.51	40.35	46.97

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	6.98	1.75	0.00	41.86	47.37	34.85	51.16	50.88	65.15
All Grades	6.98	1.75	0.00	41.86	47.37	34.85	51.16	50.88	65.15

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	0.00	1.75	6.06	69.77	73.68	62.12	30.23	24.56	31.82
All Grades	0.00	1.75	6.06	69.77	73.68	62.12	30.23	24.56	31.82

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	6.98	5.26	0.00	67.44	61.40	63.64	25.58	33.33	36.36
All Grades	6.98	5.26	0.00	67.44	61.40	63.64	25.58	33.33	36.36

Conclusions based on this data:

1. According to unofficial results, CAASPP ELA data shows a substantial decrease in students who met, or exceeded, standards from 20% to 6%.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	48	62	68	44	57	66	44	57	66	91.7	91.9	97.1
All Grades	48	62	68	44	57	66	44	57	66	91.7	91.9	97.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2429.	2420.	2436.	0.00	0.00	0.00	0.00	1.75	3.03	6.82	8.77	3.03	93.18	89.47	93.94
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	1.75	3.03	6.82	8.77	3.03	93.18	89.47	93.94

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 11	0.00	0.00	0.00	18.18	12.28	12.12	81.82	87.72	87.88	
All Grades	0.00	0.00	0.00	18.18	12.28	12.12	81.82	87.72	87.88	

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	0.00	0.00	0.00	54.55	54.39	50.00	45.45	45.61	50.00
All Grades	0.00	0.00	0.00	54.55	54.39	50.00	45.45	45.61	50.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	0.00	1.75	0.00	40.91	40.35	53.03	59.09	57.89	46.97
All Grades	0.00	1.75	0.00	40.91	40.35	53.03	59.09	57.89	46.97

Conclusions based on this data:

1. According to unofficial results, CAASPP Math stayed the same with approximately 3% of students meeting the standard.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*		*	*		*	*		5	4	
10	*	*	*	*	*	*	*	*	*	10	6	9
11	*	*	*	*	*	*	*	*	*	9	8	5
12	*	*	*	*	*	*	*	*	*	4	4	7
All Grades										28	22	21

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*		*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.14	9.09	19.05	39.29	50.00	52.38	46.43	36.36	19.05	7.14	4.55	9.52	28	22	21

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*		*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.86	18.18	42.86	75.00	68.18	42.86	3.57	13.64	9.52	3.57	0.00	4.76	28	22	21

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.14	0.00	0.00	17.86	27.27	27.27	53.57	50.00	50.00	21.43	22.73	22.73	28	22	22

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	9.09	4.76	89.29	86.36	76.19	10.71	4.55	19.05	28	22	21

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	85.71	63.64	80.95	10.71	36.36	14.29	3.57	0.00	4.76	28	22	21

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.29	9.09	19.05	32.14	50.00	61.90	53.57	40.91	19.05	28	22	21

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	3.57	0.00	0.00	82.14	95.45	85.71	14.29	4.55	14.29	28	22	21

Conclusions based on this data:

1. We had a substantial increase in the number of students who earned a score of a 4 on the ELPAC (from 9% in 22-23 to 19% in 23-24).

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
161	90.1	13	0.6
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	21	13
Foster Youth	1	0.6
Homeless	12	7.5
Socioeconomically Disadvantaged	145	90.1
Students with Disabilities	36	22.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	29	18
American Indian	1	0.6
Asian	6	3.7
Filipino	3	1.9
Hispanic	94	58.4
Two or More Races	7	4.3
Pacific Islander	1	0.6
White	20	12.4

Conclusions based on this data:

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

2. Village Oaks serves a disproportionately high number of socioeconomically disadvantaged students.

School and Student Performance Data

Overall Performance

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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Graduation Rate Orange	Suspension Rate Yellow
Mathematics Red	Chronic Absenteeism No Performance Color	
College/Career Very Low		

Conclusions based on this data:

1. Village Oaks High School has a high graduation rate.
2. Village Oaks High School students do not perform well on the CAASPP.

School and Student Performance Data

Academic Performance English Language Arts

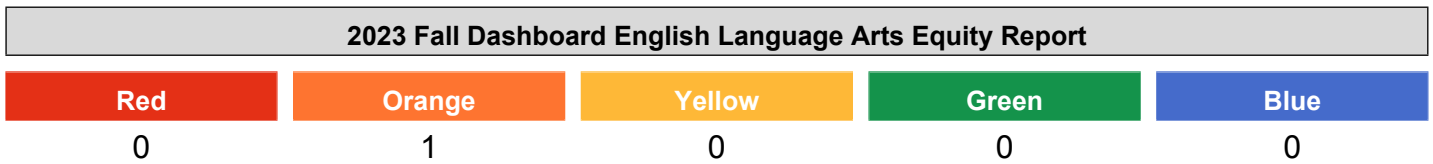
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>96.7 points below standard</p> <p>Increased Significantly +15.4 points</p> <p>46 Students</p>	<p>English Learners</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>109.1 points below standard</p> <p>Increased +8.4 points</p> <p>41 Students</p>	<p>Students with Disabilities</p> <p>Less than 11 Students</p> <p>10 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 10 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
122.1 points below standard Decreased Significantly - 17.7 points 25 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student	Less than 11 Students 6 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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 6 Students	Less than 11 Students 3 Students	100.6 points below standard Increased Significantly +42.7 points 36 Students

Conclusions based on this data:

1. The majority of student are performing below standard on CAASPP ELA.

School and Student Performance Data

Academic Performance Mathematics

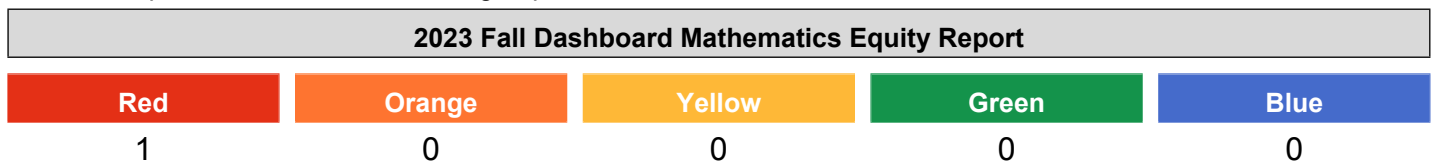
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Red 217.5 points below standard Decreased -11.2 points 46 Students	English Learners Less than 11 Students 9 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged Red 227.6 points below standard Decreased Significantly -16.5 points 41 Students	Students with Disabilities Less than 11 Students 10 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 10 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
233.8 points below standard Decreased Significantly - 31.2 points 25 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student	Less than 11 Students 6 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 6 Students	Less than 11 Students 3 Students	222.4 points below standard Decreased -4.7 points 36 Students

Conclusions based on this data:

1. The majority of student perform below standards on CAASPP math.

School and Student Performance Data

Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
31.8% making progress towards English language proficiency
Number of EL Students: 22 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.

2023 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
4	11	0	7

Conclusions based on this data:

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

School and Student Performance Data

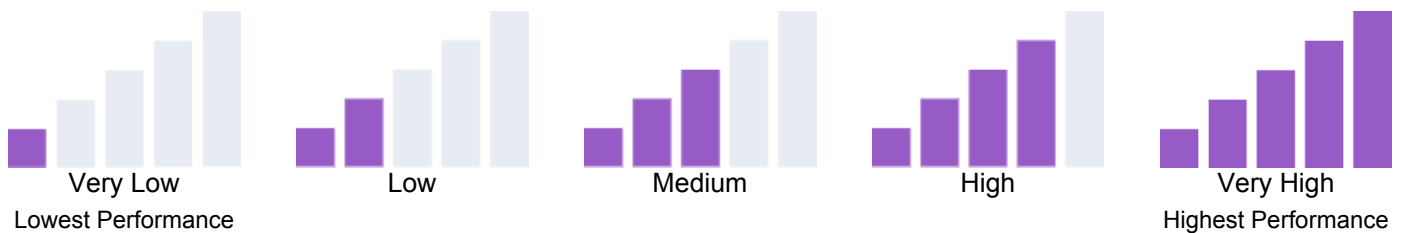
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

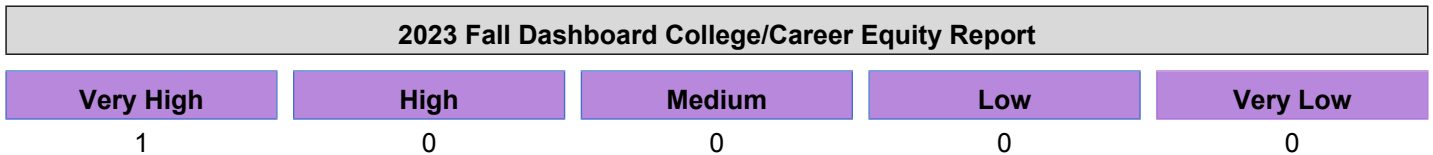
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

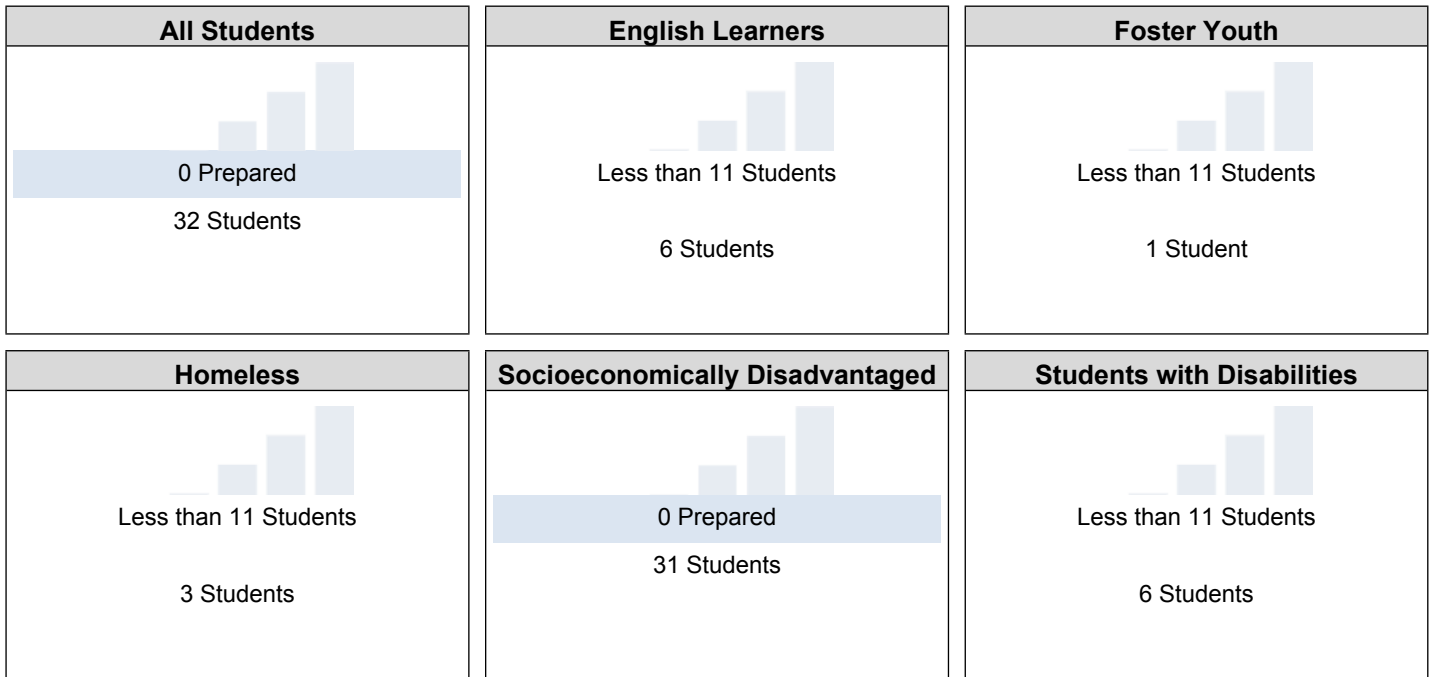


This section provides number of student groups in each level.

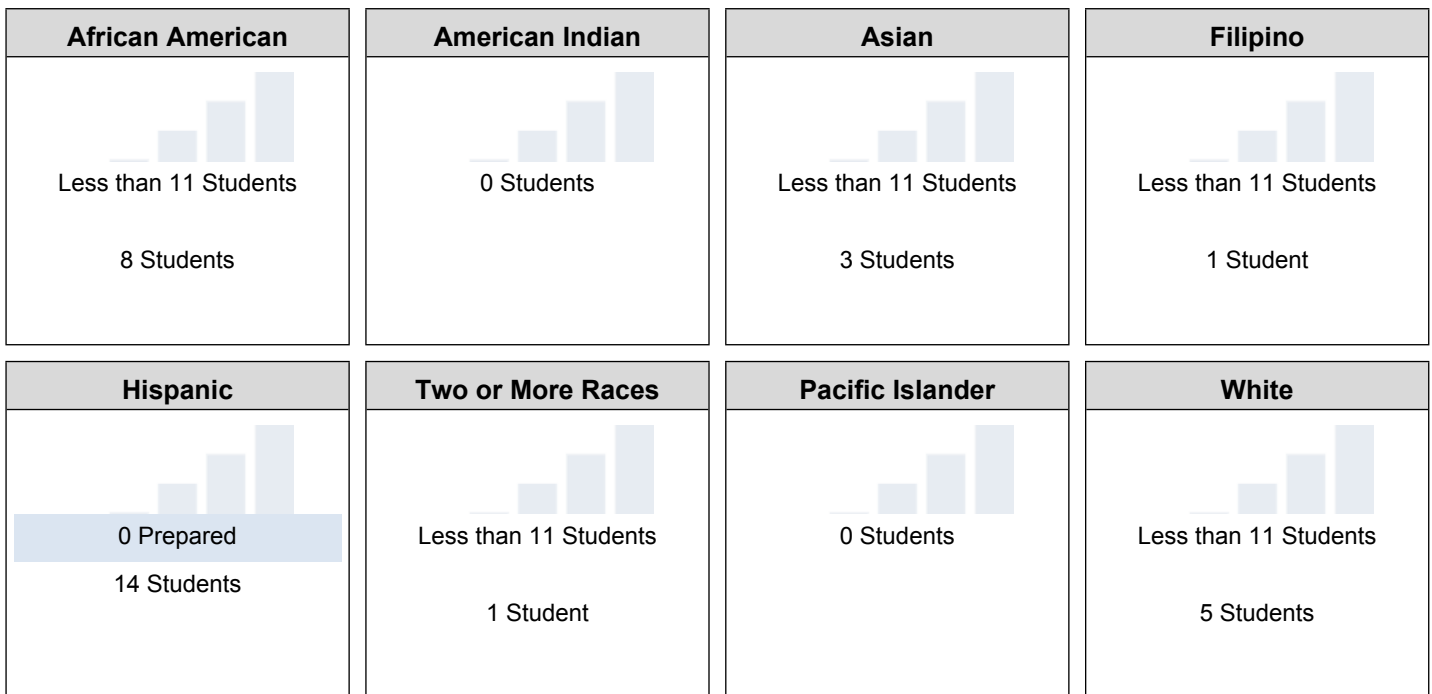


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. VOHS traditionally has not had the supports in order to ensure students could meet the state defined metrics for career and college readiness.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

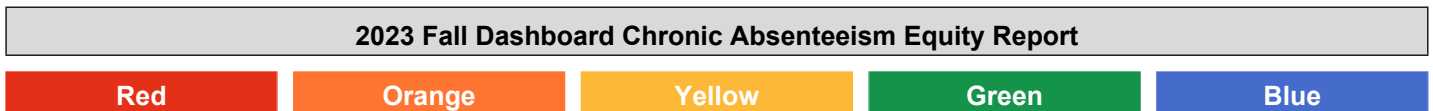
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>	 <p>No Performance Color 0 Students</p>

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate

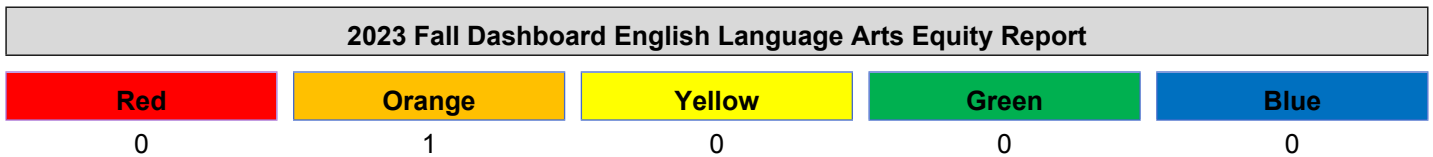
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Orange 78.1% graduated Decreased Significantly -17.6 32 Students	English Learners Less than 11 Students 6 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged Orange 77.4% graduated Decreased Significantly -17.8 31 Students	Students with Disabilities Less than 11 Students 6 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">8 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p>Less than 11 Students</p> <p align="center">3 Students</p>	<p>Less than 11 Students</p> <p align="center">1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">71.4% graduated</p> <p align="center">Decreased Significantly - 23.8</p> <p align="center">14 Students</p>	<p>Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p>Less than 11 Students</p> <p align="center">5 Students</p>

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

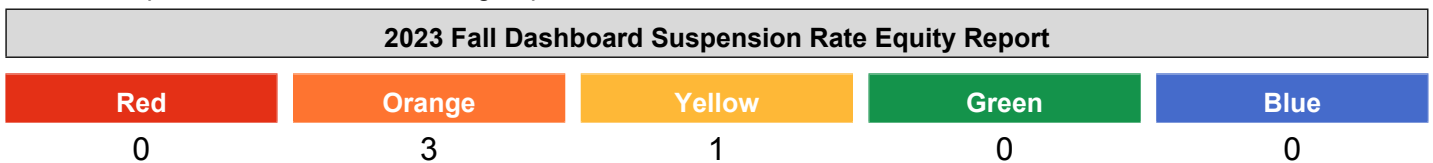
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>16.3% suspended at least one day</p> <p>Declined Significantly -7 203 Students</p>	<p>English Learners</p> <p>17.9% suspended at least one day</p> <p>Declined -9.2 28 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 1 Student</p>
<p>Homeless</p> <p>26.7% suspended at least one day</p> <p>Maintained 0 15 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>16.3% suspended at least one day</p> <p>Declined Significantly -7.4 178 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>24.4% suspended at least one day</p> <p>Declined -7.4 45 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 12.1% suspended at least one day Declined -17.3 33 Students	Less than 11 Students 2 Students	18.2% suspended at least one day Increased 5.7 11 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 19.5% suspended at least one day Declined -9.6 118 Students	Less than 11 Students 9 Students	Less than 11 Students 1 Student	8% suspended at least one day Maintained 0.2 25 Students

Conclusions based on this data:

1. In 2023, the majority of our suspension metrics declined, many of them substantially.
2. In 2023, one concerning suspension metric is that the rate at which homeless students were suspended remained the same at 26.7%. This showcases an inequity that needs to be addressed.

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

Students at Village Oaks High School have traditionally struggled to successfully achieve high percentage of students meeting or exceeding standards on both the CAASPP English Language Arts and Mathematics tests. In order to ensure students have as many opportunities open to them upon graduating from Village Oaks High School, we need to improve students success rates on these metrics. Understanding that the CAASPP test evaluates skills that are necessary for success in both future college and career opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Mathematics Grade 11	2021-22: 201.6 points below standard 2022-23: 217.5 points below standard 2023-24: dashboard not updated	2024-25: Decrease by 10 points
CAASPP English Language Arts Grade 11	2021-22: 109.5 points below standard 2022-23: 96.7 points below standard 2023-24: dashboard not updated	2024-25: Decrease by 50 points
CAASPP Mathematics Grade 11	2021-22: 0% Met or Exceeded Standard 2022-23: 2% Met or Exceeded Standard 2023-24: 3% Met or Exceeded Standard	2024-25: 10% will meet or exceeded Standard
CAASPP English Language Arts Grade 11	2021-22: 18% Met or Exceeded Standard 2022-23: 19% Met or Exceeded Standard	2024-25: 20% will meet or exceeded Standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2023-24: 3% Met or Exceeded Standard	
iReady Assessment Reading	Fall 2022: Median Lexile = 965 (6th grade range) / 44% are reading at 9th grade or higher. Fall 2023: Median Lexile = 1075 (10th grade range) / 63% are reading at 9th grade or higher. Fall 2024: Median Lexile = 1013 (8th grade range)/ 22% are reading at 9th grade or higher	Fall 2025: Median Lexile = 1150 / 70% are reading at 9th grade or higher.
Common Formative Assessment in Writing Rubric Scores for Parts of Essay	2022-2023 to 2023-2024 Introduction: Proficient or Advanced 27% to 19% Focus/Claim: Proficient or Advanced 34% to 14% Evidence Support: Proficient or Advanced 31% to 26% Language Use: Proficient or Advanced 34% to 26%	2024-2025: Increase proficiency in each area of writing by 10%.
Percentage of failing grades out of total grades assigned	2022-2023: 15% 2023-2024: 8%	2024-2025: Decrease failing grades by 50%

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.

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)

5,000.00

Source(s)

Equity Multiplier

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.

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)

600.00

Source(s)

Equity Multiplier

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 (e.g. Advisory, after school and lunch tutoring, and/or support classes). Funding for supplemental materials and personnel costs outside the work day will be provided.

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)

6,000.00

Source(s)

Equity Multiplier

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 will be provided with professional development specifically focused on writing across the content areas. The PD provided will be applicable to all core content areas (English, Mathematics, Science, and Social Science).

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)

8,000.00

Equity Multiplier

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).

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)

4,000.00

Equity Multiplier

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students enrolled in math courses

Strategy/Activity

1.6 Math teachers will collaborate on ways to increase scores of current math students, as well as work in collaboration to develop a third year math course to be offered beginning 2025-2026.

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)

3000.00

Equity Multiplier

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 data relating to CAASPP for Village Oaks High School shows a substantial decrease in the area of English Language Arts. The data from 2022-2023 to 2023-2024 decreased by 14%. In the 2023-2024 school year only 3% of students met or exceeded standard for ELA. One possible reason for this significant decrease in students meeting and/or exceeding standard may be the large cohort of students in Grade 11 during the 23-24 school year who were identified as students with special needs and being serviced on an Individualized Education Plan (IEP). This in conjunction with the decrease in Common Formative Assessment data across all metrics shows there is a significant need to review and address the overall effectiveness of the strategies/activities we have outlined to help us implement our goal of increasing the percent of students meeting, or exceeding, the standard on the CAASPP tests.

The data relating to CAASPP Math at Village Oaks High School increased by 1%. We had 3% of Village Oaks High School 11th grade students meet or exceed standards on the CAASPP Math exam during the 2023-2024 year, compared to almost 2% the previous year. This increase may be attributed to providing supplemental materials and supplies in order to improve student engagement in core areas. In addition to math teachers having access to high quality professional development and collaboration.

We did see a significant decrease in the percentage of failing grades at Village Oaks High School last year. This occurred as a direct result of implementing a new system for tracking student progress over time. Students who are failing 2, or more, classes each week are now assigned to Thursday School, where they are required to attend after school for 1.5 hours in order to work on bringing up their grades. They are supported by two certificated staff members. Students are able to earn their way off of the Thursday School list if they raise their grades before Thursday, which provides an incentive for students to keep their grades up. Finally, we use this list compiled each week of struggling students to monitor student progress and hold SSTs as needed when students continue to struggle for multiple weeks in a row. This clearly defined process came out of the strategies outlined and supported in this goal and we were able to decrease our percentage of students failing from 15% in 2022-2023 to 8% in 2023-2024.

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, and math, development. However, there continues to be challenges in how to provide comprehensive professional development during the school day due to nationwide shortages of substitutes. Therefore, funds for set aside for this purpose have been unable to be used 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.

There were some slight changes made to this goal in regards to both metrics and strategies/activities. After two years of utilizing the iReady as a metric for growth in math in this area, we have deleted this metric. As we move toward a 3 year math requirement for all, the math department is working to collaborate on developing a new formative assessment that can be utilized instead across all math courses taught at Village Oaks High School. Additionally, strategy 1.6 was added in order to address the persistent low CAASPP math scores, as well as prepare for the change in graduation requirement adopted by LUSD, which will require all students to take three years of math. This new math requirement should help us increase the number of students who are achieving a score of standard met, or exceeded, on the CAASPP Math test in Grade 11.

Another change was made to Strategy 1.4 which previously allowed teachers to access professional development and collaboration around a variety of content areas. However, due to the persistent substitute shortage many teachers were not able to access this professional development. Additionally, for the 2024-2025 school year, we have 3 built in professional development days, which will allow for all staff to be given quality professional development on writing across the content areas, with a specific focus on incorporating evidence. This was an area of weakness in our data from last year on the Common Formative Assessment. These are also necessary skills to be successful on the ELA portion of the CAASPP. The hope is by implementing this professional development for all teachers we will see an increase in our CFA data as well as our CAASPP ELA data.

Mid-Year 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.

All strategies and activities were implemented. Advisory was implemented that allowed for weekly check-ins with students regarding progress in each class. Students not passing classes were assigned to Thursday School in order to receive extra support in classes from teachers. A tracking system was developed by a teacher who is also the site's Technology Lead. Then the Department Chair of English used this tracking system to create a document to track students who continued to not make progress in classes. The Department Chair would meet weekly with site administration to review students and next steps (SST, SART, SARB, or other interventions were considered.). The failure rate in courses is on the decline compared to the previous two school years but has yet to return to the rate during the 2018-19 school year (before the COVID Pandemic). Semester 1 data showed a 6-8% decline in failure rate compared to the last two years.

Teachers were provided access to paid collaboration time for planning on how to meet student needs. English and math teachers were provided with professional development related to data analysis using iReady. On Diagnostic 2 for math, the Algebra and Algebraic Thinking scores stayed

relatively the same. During iReady professional development, teachers decided how to implement time for the iReady lesson in math and during the ELD Support Class for English Learners and analysis would be completed again after the Diagnostic 3. Also, English teachers were provided release time from their classrooms to observe the delivery of the ELPAC speaking and writing. This led to discussion with administration on how they were better able to understand what is being required of English Learners and change instructional practices accordingly. The team also discussed developing a plan next year for English teachers to be fully trained on ELPAC and administer at least some of the assessments.

The Common Formative Writing Assessment continues to be a useful historical tool for tracking writing development over time. Administration and leadership have discussed ways a stronger attention to writing could be addressed across all content areas. Data from the Common Formative Assessment will be available for review at the end of year analysis.

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

Access to professional development for addressing pedagogy across the school in all content areas continues to be an area for improvement. Therefore, the budgeted expenditures were not used for professional development and transferred to supporting credit recovery

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.

The only change that is being made is for math teachers and the ELD teacher to implement the iReady My Path. A request for additional day of iReady professional development will be made to occur after Diagnostic 3.

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: By graduation 2027, Village Oaks High School will increase the percentage of graduating students meeting California School Dashboard criteria for College and/or Career readiness to at least 15%. To support the goal, there will be emphasis on targeting socioeconomically disadvantaged students in the area of mathematics.

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 Equity Multiplier Funding, and was also an area of need identified during our last WASC Self-Study. 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, Dual Enrollment and A-G completion (3rd year of math; 3rd year of science; Foreign Language). Students, in general, lack experiences in their everyday lives to gain a better understanding of their future career options and the relationship between current choices and those options.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady College and Career Ready Lexile Indicator	Fall 2022: 11% are meeting minimum Lexile for College and Career Readiness. Fall 2023: 13% are meeting minimum Lexile for College and Career Readiness. Fall 2024: 9% are meeting minimum Lexile for College and Career Readiness	Spring 2025: 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 were pre-enrolled at Delta College	2024-25: 100% of graduating seniors will be pre-enrolled at Delta College.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CTE Enrollment	2021-22: 3 (LHS Construction) - 0 Pathway Completions 2022-23: 0 - 0 Pathway Completions 2023-24: 60 (CTE Child Development) - 0 Pathway Completions (Note: Year 1, so CTE Completer Course Not Offered)	2024-25: 55 students will complete the foundational course in the CTE Child Development Pathway. 8 students will complete the CTE Child Development Pathway.
Graduation Rate	2018-19: 90% 2019-20: 82% 2020-21: 100% with AB104 2021-22: 95% 2022-23: 96% 2023-24: 97%	2024-25: 98%
Reclassification of EL Students	2019-20: 9% 2020-21: 11% 2021-22: 0% 2022-23: 0% 2023-24: 5%	2024-25: 20%
ELPAC	2022-23 to 2023-24 Grade 10 33% of students increased their score by one band. Grade 11 20% of students increased their score by one band. Grade 12 43% of students increased their score by one band.	2024-25: 40% of students will move at least one level.
Dual Enrollment	2021-22: 0 2022-23: 2 2023-24: 23	2024-25: 40 students will complete at least one course at Delta College.
Dual Enrollment Pass Rate: Students passing a dual enrollment course with a grade of C or better.	2022-23: 0% 2023-24: 48%	2024-25: 90% of students will pass their dual enrollment course with a grade of C or better
Dual Enrollment: Number of students who will take 2 semesters of dual enrollment in order to meet the Career and College Readiness Indicator	2023-24 - 0	2024-25: 25 students

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 2023-24: 47% positive rating (typical alternative school is 53%)	2024 - 2025: 60% positive 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 2023-24: 55% positive rating (typical alternative school is 55%)	2024 - 2025: 75% positive rating
A-G Elective Courses: Number of Elective Courses (not from Subject Platform) that are A-G approved	2023-24: 0 2024-25: 5	2025-26: 13

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 Dual Enrollment

Strategy/Activity

2.1 Students enrolled in Dual Enrollment courses with San Joaquin Delta College will have access to a class period in their day with additional support from a certificated staff member in order to help them navigate Canvas, and assist students in developing the skills necessary to be successful in college level coursework (study skills, note taking, understanding syllabi, professional emails, etc.)

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)

25,000.00

Source(s)

Equity Multiplier

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.

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

Equity Multiplier

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All; Additional specific focus on all students taking on Dual Enrollment courses

Strategy/Activity

2.3 Students will have access to a Career and College Counselor in order to support them in understanding and identifying current career prospects, as well as exploring future career and college opportunities. This counselor will also work closely with Dual Enrollment students in order to help facilitate increased success for those taking these courses.

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)

104,000

Equity Multiplier

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 Culinary/Foods, Visual and Performing Arts, or Career Exploration

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.

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)

5,000

Equity Multiplier

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).

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

Equity Multiplier

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).

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

Equity Multiplier

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.7 Assistance with cost associated with collaboration on drafting and submitting elective courses for A-G approval in order to expand students access to courses that will allow them to meet the College and Career Readiness Indicator.

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)

2,000.00

Source(s)

Equity Multiplier

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.8 Staff can access professional development surrounding how continuation high schools integrate college and career readiness into their programs (i.e. dual enrollment, CTE opportunities, elective course options, etc.) and engage students in such topics.

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)

13,650.00

Source(s)

Equity Multiplier

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.

There was great success with the overall implementation of our Career and College Readiness Goal and the strategies outlined within the goal proved to be highly effective. Across all metrics we increased our success rate. This can be attributed to many of the strategies outlined within Goal 2. First and foremost, we set the expectation that all juniors, whose schedule would allow for it, would be placed into a CTE Child Development course, beginning the majority of 11th grade students at VO on a CTE Pathway. The number of students enrolled in a CTE Pathway course went from 0 in 2022-2023 to 60 in 2023-2024. This year we are on track to have 8 students complete the CTE Child Development Pathway through the completion of a two period Advanced Child Development course.

Additionally, we placed a strong focus on encouraging students to take a Dual Enrollment course from San Joaquin Delta College during the 2023-2024 school year and we had 23 students enroll in

a San Joaquin Delta College dual enrollment course during the 2023-2024 school year. Of the students who enrolled, 48% passed with a C or better, compared to 0% the previous year.

During the 2023-2024 school year, we also implemented a focus on students engaging in experiences to expose them to career and college opportunities both within the classroom and outside of the classroom. Students went on field trips to other community colleges, including Columbia College, which provides students with an opportunity to live on campus while still attending a community college. Students also engaged in more dialogue surrounding potential future career opportunities throughout their courses. This was reflected in the positive increase in Youth Truth survey data that showed that students had a better understanding of what steps they need to take in order to have the career that they want, as well as that school has helped them figure out which careers match their interest and abilities. The dual enrollment courses offered during 2023-2024 and again in 2024-2025 aim to also help students at understanding the answers to these questions. Each semester we offer two 1-unit dual enrollment courses which allow students to explore future career opportunities based upon their interests. We also had 100% of our senior students pre-enroll with San Joaquin Delta College and our graduation rate increased to 97% in the 2023-2024 school year.

Finally, we saw an increase in our percentage of reclassified EL students which went from 0% in 2022-2023 to 5% in 2023-2024. This can be attributed to providing all English teachers on campus the opportunity to observe portions of the ELPAC test being proctored and allowing teachers to better understand the skills that will be necessary in order for students to be reclassified as Fluent English Proficient.

Overall, our implementation of the Career and College Readiness Goal was highly effective and we anticipate continuing to increase these metrics as we further support this goal through the strategies and activities outlined above.

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 were challenging. As of 2024-2025, we no longer qualify for CSI funds and instead our main funding source has changed to Equity Multiplier funding. Our hope is that this funding is able to be used in ways that still advance this goal and we do not run into the same challenges we faced with CSI funding.

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.

There were many changes to this goal made in regards to the annual outcomes, metrics, and strategies. In large part due to this goal now being the main focus of our Equity Multiplier funding. We did not eliminate any of the metrics that were outlined in this goal, but did add a few new metrics in order to better represent areas of growth we anticipate over the coming years. The following are the metrics that were added to measure our progress towards this goal:

- Added the Dual Enrollment Pass Rate (presented data from previous years and set goals moving forward)
- Added number of Students who will take 2 semesters of dual enrollment and pass with Cs or better in order to meet the Career & College Readiness Indicator (presented data from

previous years and set goals moving forward, in order to directly align with LCAP goals outlined for VOHS)

- Added the number of elective courses at VOHS that are A-G approved (presented data from previous years and set goals moving forward)

We changed strategy 2.1 from a CTE focus, which has now moved to strategy 2.4, to a dual enrollment focus. As part of our Equity Multiplier funds we were able to address a need that became apparent after more of our students took a dual enrollment course in 2023-2024. What we found was that the majority of our students needed additional support in order to better understand the skills necessary to be successful in a college course. Additionally, students needed support on how to navigate the Canvas online platform utilized by San Joaquin Delta College (SJDC). In order to help meet this need, we developed a dual enrollment course, facilitated by a certificated staff member, in order to support students who are enrolled in a SJDC dual enrollment course. These students report to a class period where they are supported by a teacher and the VOHS Career and College Counselor. The funds outlined in this strategy pay for a teacher at Village Oaks to teach an additional period in order to support 30 students in taking a dual enrollment course from SJDC.

Unfortunately, due to the loss of CSI money, we could no longer continue to support the F.A.C.E.S. mentor at Village Oaks High School. As a result, this strategy was deleted from this goal. However, due to the Equity Multiplier funds, we were able to add the funding of a Career and College Counselor at VOHS. The goal of this additional support is to further increase student exposure to career and college opportunities at earlier points in their high school education. Additionally, this counselor is working closely with dual enrollment students and San Joaquin Delta College in order to ensure that we have students successfully passing their dual enrollment courses and being offered a variety of course offerings.

We also added two additional strategies to this goal (Strategy 2.7 and 2.8). Strategy 2.7 aims to support elective teachers in ensuring that their courses meet the A-G requirements and can be submitted for approval as A-G elective courses meeting either the F, or G, requirement prior to the start of the 2025-2026 school year. Additionally, strategy 2.8 aims to providing funding for professional development with other continuation schools to collaborate on how to continue to successfully implement career and college readiness opportunities for our unique population of students.

Mid-Year 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 strategies and actions were implemented. A strong focus on college and career readiness was addressed from multiple levels: 1) Having a mindset of no child will fail any courses through implementing Advisory and various interventions 2) All seniors were enrolled at Delta College. 3) Promotion and encouragement for students to enroll in Dual Enrollment with Delta College and

support for completing classes. 4) A practice ASVAB test was administered and scores reviewed with students. 5) Offering the foundation course of the CTE Pathway in Child Development and setting the standard that all juniors will complete the course. 6) Providing students with community experiences, including college tours, to raise their awareness about careers and industry. 7) Offering additional opportunities for students to develop affinities with the culture of school. 8) Mentorship to students needing Tier 2 (in-class) and Tier 3 (out of class) support for building connections to school and developing a sense of purpose for steps after high school.

Results from data thus far show promising results for implementation. 100% of Village Oaks students completed a Delta College application and 19 students enrolled in Dual Enrollment compared to 2 students last school year. 74 students are enrolled in the foundational course of the Child Development Pathway. The Youth Truth Survey yield an increase in positive responses in how Village Oaks is helping the students become College and Career Ready (an increase of 2-23% depending on area).

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

Access to professional development for CTE or CTE-like teachers was limited.

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.

There are no changes at the mid-year review.

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: 20 days	2024-25: 12 days
Attendance: Percent of positive attendance based on periods	2021-22: 87% 2022-23: 87% 2023-24: 88%	2024-25: 92%
Suspension: Percent of students receiving at least 1 incident of suspension	2021-22: 23% 2022-23: 14% 2023-24: waiting on data (preliminary data shows it was 7 more suspensions, but still waiting on percent of students)	2024-25: 7%
Acts of Physical Violence leading to suspension	2021-22: 37 2022-23: 18 (8% of total population) 2023-24: 26 (10% of our population)	2024-25: 5
Youth Truth: The degree to which families positively rated school safety "My child's learning environment is safe."	2021-22: 80% 2022-23: 82% 2023-24: 73%	2024-25: 90%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth: The degree to which students positively rated their engagement in school.	2021-22: 48% 2022-23: 46% 2023-24: 55%	2024-25: 70%
Youth Truth: The degree to which students positively rate their relationships at school (with teachers).	2021-22: 44% 2022-23: 47% 2023-24: 55%	2024-25: 70%

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.

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)

58,991.00

Source(s)

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.

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)

2,000.00

Source(s)

Equity Multiplier

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Identified as needed

Strategy/Activity

3.3 Materials to support positive student outcomes through considering development of the whole child - physical and social emotional - will be provided.

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)

500.00

Source(s)

Equity Multiplier

Strategy/Activity 4

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

3.4 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 will be provided. Funds for supplemental materials will be provided.

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)

500.00

Source(s)

Equity Multiplier

Strategy/Activity 5

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

3.5 School counselor will be paid outside the normal school day on a timesheet to provide services to students and parents as needs arise.

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

Equity Multiplier

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3.6 Village Oaks will run a food pantry and clothing closet to meet students' basic needs. The Outreach Worker will coordinate with the Food Bank and VOHS Student Government in management of the pantry and closet. Any materials for storage of items will be provided.

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

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

3.7 A program will be utilized to more efficiently track students time out of class, engagement in school activities, and check ins with school counselors/support services in order to increase data surrounding student engagement.

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)

2,050.00

Equity Multiplier

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 overall effectiveness of Goal 3 to improve student engagement was mixed - some areas increased, others declined, and some remained stagnant. All strategies were implemented, although it is evident that their success varied. This is an area we continue to need to strengthen as a site. We saw an increase in the number of acts of physical violence last year at Village Oaks from 18 in 2022-2023 to 26 in 2023-2024. However, in examining this data more closely the majority of the acts of violence fell into two categories - students who reoffended, and students who had one singular act of violence and never committed another. All students who had repetitive acts of violence were eventually expelled from Lincoln Unified School District. All others accessed the strategies outlined in 3.1 provided by our Outreach Worker such as restorative circles and in-school detentions with a significant focus on social emotional learning. The data shows that these strategies and the relationship building attached to them led to students not reoffending.

Our attendance data remained stagnant. On average students missed 20 days in both the 22-23 and 23-24 school year. Additionally our attendance metric measuring percent of positive attendance based on periods increased only slightly from 87% in 22-23 to 88% in 23-24. This is despite our best efforts at implementing strategy 3.2 and utilizing our Outreach Worker to implement a more regular system of home visits. In addition to our administrative team scheduling and running a large number of School Attendance Review Team (SART) meetings. We continue to need to work on finding and implementing strategies that will increase student attendance as we understand the proven link between strong attendance and academic success.

Finally, we did see growth in the majority of areas related to engagement on the YouthTruth survey. Students rated their positive engagement in their school at 55% in 2023-2024, up from 46% in 2022-2023. Additionally, the degree to which students positively rate their relationships at school (with teachers) increased from 47% in 2022-2023 to 55% in 2023-2024. These numbers show that many of our strategies relating to developing the whole child (Strategy 3.3, 3.4, 3.5, 3.6, 3.7) are working to positively impact student engagement at Village Oaks High School.

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

There were no significant differences between the intended implementation and the implemented strategies to meet the goal.

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.

We added the following metrics to help measure student perceptions of the success of this goal:

- YouthTruth: The degree to which students positively rated their engagement in school (added previous data and set goals for data moving forward)
- YouthTruth: The degree to which students positively rate their relationships at school (with teachers). (added previous data and set goals for data moving forward)

The strategy related to staff receiving professional development on trauma informed practices was removed. We received this training last year and it was highly effective, but this year we shifted the focus of professional development to writing across the content area due to a significant dip in our CAASPP ELA data and not having enough resources to fund both. All other strategies remained the same. There was the addition of a strategy to utilize a program to more efficiently track students out of class time, engagement in school activities, and check ins with counselors/support services

in order to increase data surrounding student engagement.

Mid-Year 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 strategies and activities were implemented. The staff received 2 sessions of professional development on trauma informed practices from Dr. Woodruff of Huckleberry Consultants. The Outreach Worker provided mentorship to students needing emotional and/or behavioral support, as well as addressing truancy through counseling sessions, check-ins, and home visits. Tiered Counseling Services were provided by the school counselor, group counseling through CAPC, and individual counseling through VCCS. All of these services contributed to positive results in the data.

Semester 1 showed a slight increase in positive period attendance (91%). The following represents data reported in semester 1 for Interventions: 54 Attention to Attendance Mentoring; 18 home visits were conducted; 8 Truancy Contacts by Phone; 5 Student Study Team Meetings; 8 School Attendance Review Meetings; 243 Parent Contacts; 106 Parent Conferences; 137 Academic Counseling Reviews.

Semester 1 showed a decrease in number of suspensions related to physical violence (12) and a decrease in the percent of the student body receiving at least 1 day suspension (11%). 143 incidences related to violations of Educational Code were assigned "Other Means of Correction" which included counseling support with the school counselor and/or mentorship with the Outreach Worker or F.A.C.E.S. mentor.

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

There were no major differences.

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.

There are no changes at the mid-year review.

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: 21%	2024-25: 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: 79%	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: 68%	2024-25: 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: 77%	2024-2025: 100%
Percentage of Parents Attended Back to School Night	2022-23: 0% 2023-24: 22% 2024-25: 20%	2025-26: 35%
Percentage of Parents Attended Parent Conferences	Fall 2022: 71% Fall 2023: 72% Fall 2024: 74%	Fall 2025: 80%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Contact Entries in Aeries Interventions	2021-22: 186 2022-23: 529 2023-24: 613	2024-25: 650

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.

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)

589.00

Source(s)

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 students

Strategy/Activity

4.2 Staff members will collaborate on creating family engagement events in order to better educate our families about our school, as well as opportunities for their students after graduation.

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)

1,000.00

Source(s)

Equity Multiplier

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.

We worked to implement all the strategies/activities outlined in Goal 4 relating to family engagement. As a staff, we focused on parent engagement and collecting "Street Data" during our district wide collaboration days. However, our data did not show the growth we had hoped for in when looking at our YouthTruth data. We maintained the same number of families completing YouthTruth survey. The majority of questions from family YouthTruth data we look at to measure growth in this area declined, although only slightly.

One positive increase, albeit slight, we did see was in the number of parents attending parent conferences. In Fall 2024, we had 74% of our parents attend a parent conference for their student, compared to 72% the previous year. Additionally, we made significantly more parent contacts in 2023-2024 compared to 2022-2023. We went from 529 parent contacts being made during the 22-23 school year to 613 contacts in 23-24. These numbers are up substantially from previous years, as we have continued to prioritize contacting families regularly at Village Oaks and ensuring that we record these conversations in our interventions system.

Further evidence of these strategies effectiveness was the sustained increase in percentage of parents attending VO Kick-Off, our version of Back to School Night. We maintained approximately 20% of parents attending. This more approachable event has led to significantly greater attendance from families. We provide food and encourage families to bring their other children, which removes the barrier of child care. This idea came from staff collaboration surrounding family involvement and has proven to be very effective.

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 to access.

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.

Only one change was made to the metrics monitoring this goal - number of parent contacts has been added. Communicating regularly with families and logging that intervention has been a focus over the last few years and continues to be a focus. By adding this metric to the SPSA it ensures it will continue to be a focus moving forward.

We have also changed policies surrounding the bathrooms after receiving feedback about safety from both families and students. This information was presented at VO Kick-Off, and all students were informed in their classes prior by the Principal. There are now limits on students in both the boys' and girls' restrooms. They are actively monitored by staff and we ensure that there are never

more than 5 students in either restroom at a time. This has led to a significant increase in students reporting feeling safe utilizing the restroom at all times of the day. Additionally, the District installed vape sensors in both restrooms that are actively monitored in order to help keep our campus a safe, drug-free, place.

Otherwise, no aspects of this goal, or the annual outcomes have substantially changed.

Mid-Year 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 strategies and activities were implemented but some adjustments were made. Due to inclement weather, the afternoon Cocoa at the Curb continued to be cancelled and PTSA was unable to raise the funds to have Flapjack Fridays with families of students who had positive attendance. A community building approach to Back to School Night (VO Kick-off) was implemented which increased attendance by 22%. Coffee at the Curb in the mornings continued and became a positive method for meeting new parents.

72% of parents attended the Fall Conference which is relatively the same amount that attended last year. Leadership has discussed the need to add a Winter Conference since we receive many new students as the year progresses.

On the Youth Truth Survey, the positive ratings by parents remained relatively the same regarding school safety and inclusion. Leadership and administration continues to discuss how to influence these areas. One idea is to share more often the data regarding school safety and the activities on campus that honor inclusion. Parent Square has not been a useful tool for sharing. We have found that direct emailing and postal mail over Parent Square receives greater response. We have discussed the idea of Data Postcards mailed home on a regular basis giving snapshots of great things happening at the school. We also noted that parents took the survey in February and several items may have influenced the data: 1) We received an influx of new students in January that had not been a part of the school the entire first semester. 2) We had several significant discipline incidences on campus and in classrooms.

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

There were no major differences.

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.

There are no changes at the mid-year review.

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	58991	0.00
Title I Part A: Parent Involvement	589.00	0.00
Donations	200.00	0.00
Equity Multiplier	200,300	0.00

Total Funding Allocation: 247,069

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
Donations	200.00
Equity Multiplier	200,300.00
Title I Part A: Allocation	58,991.00
Title I Part A: Parent Involvement	589.00

Total SPSA Allocated (This field is auto calculated by DTS and manual entries will be overwritten automatically):
260,080.00

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
- 2 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Ana Bravo	Parent or Community Member
Wilisha Beatty-Cherry	Classroom Teacher
Nakayla Cage	Secondary Student
Mary Grupe	Other School Staff
Kendall Irely	Principal
Amy Bowen	Classroom Teacher
Kathleen O'Neill	Parent or Community Member

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 09-26-2024.

Attested:



Principal, Kendall Irey on 09-26-2024

SSC Chairperson, Amy Bowen on 09-26-2024