



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 full self study plan completed in the 2024-2025 school year and other self identified areas for growth. VOHS recently completed a full WASC self study and identified areas of growth that were confirmed by our WASC committee. This updated SPSA reflects the areas of growth that were identified by all stakeholders during this self study. 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: Students will increase academic proficiency in English and Mathematics in order to increase college and career readiness as measured by the CAASPP ELA and Math and local assessments.

Goal 2: All students in 10th through 12th grade will receive access to a broad scope of information, experiences, and programs that enable them to graduate having met the "prepared" college and career readiness indicator.

Goal 3: Student engagement and sense of community will increase as measured by YouthTruth and school site surveys.

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.

Goal 5: We will increase college and career readiness among English Learner (EL) students at Village Oaks High School by prioritizing reclassification and ensuring they have equitable access to the same academic and post-secondary opportunities as their peers.

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 2025 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. There was an increase in families feeling informed and parents feeling they play a meaningful role in decision making at the school, and their feelings about their students safety while at school. The staff survey results overall improved, with significant increases in pride for our school and being informed about decisions at my school. As part of our full WASC self study, students, staff, and families engaged in conversations surrounding the skills and mindsets they believe are necessary to be successful in life after high school. With this feedback, a new Mission and Vision Statement for VOHS and Schoolwide Learner Goals were drafted. All stakeholders agreed that Self-Advocacy, Management (Time, Future, & Finances), Accountability, Resiliency, and Thinking Critically were the most important skills we focus on developing in students during their time at 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 24-25 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). Administration also noted that we needed to increase peer to peer collaboration in classrooms, as a variety of classroom walkthroughs found that students were mostly completing work independently.

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, Math, and the CAST (Science Exam) were administered to grade 11 students in Spring of 2025. All English Learners were administered the ELPAC. iReady was administered to all students for reading and 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 6% of the 11th grade met or exceeded standard. This is a slight increase from last year, where only 3% of students met, or exceeded standard, however this data is still a significant area of concern. We have spent much of the last year, as a part of the WASC Self Study process, identifying the cause for this drop in success in the CAASPP ELA, but also how we could incentivize students to care about this test. As part of this discussion, students have shared with us that they do not see the purpose in putting in effort on this test as it does not substantially impact their life in the same way their classroom work/grades in coursework impacts them. The WASC Visiting Committee echoed they heard similar sentiments from our students in focus groups. They also urged us to identify data points that would be more meaningful in evaluating the success of our program. After engaging in dialogue surrounding what data could be identified that would meet that metric, we have discussed implementing tracking attendance, credit acquisition, and GPA data as a comparison between students success at the comprehensive site as compared to their success at our alternative program.

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. During the 2024-25 school year, we focused in all content areas on writing across the content area with a specific focus on incorporating evidence and analysis into our classes. This professional development proved to be highly impactful and students improved their CFA data in all areas, in many areas the increase was more than 10% from 2023-24 to 2024-25.

We saw a 3% decrease in the number of students meeting math standards, and 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 this year (2025-2026), VOHS offers Math II again in addition to financial literacy, and we are working to draft a third year math course. This year, 36% of our students are enrolled in Math II, many of these students are in Grade 11. We are hopeful that with this change in enrollment patterns we will see a significant rise in our CAASPP Math data in the 2025-26 school year.

We observed growth with our English Learners according to the ELPAC. Just over 30% of our EL students increased their score by one band. Unfortunately, we did not reclassify any EL students last year and that showcases that this is an area in which we need to diligently work to improve.

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. Departments are now filling out a collaboration reflection after each meeting. We also utilize this collaboration reflection Google Form after we complete Districtwide Collaboration Days. As a result of our last WASC self-study each department is now responsible for updating various data points each year and reporting back progress to the whole staff in order to better inform our instruction.

This year both the math and english department are working closely with Orenda as a part of our LEAP work in order to develop standards aligned common assessments that will be given throughout the year in order to gather data to inform and modify instruction as needed. They will meet together at least 5 times with LHS staff throughout the year to accomplish this work.

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 and English teachers have begun the process of Curriculum Alignment through our Orenda partnership and LEAP work. All staff participated in training on incorporating evidence and reasoning into their instruction in order to help increase CAASPP test scores. In the 2025-2026 school year all staff have received trainings on the use of Artificial Intelligence in Education and EduProtocols, which are evidence based strategies to help increase student engagement and academic rigor in classrooms. All counselors have received guidance alignment training as part of the District's LEAP partnership.

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

In the 2024-2025 school year all teachers have attended professional learning surrounding writing across the content areas, with a specific focus on incorporating evidence into writing instruction. Both math and english departments have received focused training on their content standards as a part of our LEAP work with Orenda. Throughout this year, they will work to deepen their understanding of the content standards and select focus standards for each unit as they draft common assessments across all 9-12 courses in ELA and Math. 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. Our College and Career Counselor also attended a Dual Enrollment Conference in order to learn how to more effectively integrate dual enrollment opportunities into our program for students. Additionally, multiple teachers, administrators, and a VOHS counselor attended the CCEA+ conference in order to learn information about how to better serve our unique population as a continuation high school.

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. We have also implemented a push to ensure students graduating from VOHS have accessed a Dual Enrollment courses with Delta College in a supported environment prior to leaving VOHS. The goal of this is to ensure that students are exposed to the opportunities of college course work prior to leaving high school.

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 Equity Multiplier funds were used to support programs and services for underperforming students.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

With the collaboration between teachers, administrators and a broad range of stakeholders, i.e. School Site Council, PTSA, student groups, and student/staff surveys, Village Oaks High School worked to identify areas of strength and concern to create a positive school climate and culture that is responsive to the whole child. Viking Council, comprised of Department Chairs and others that are interested, takes an active role in shared leadership. The Viking Council meets at least 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.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Village Oaks High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.62%	1.37%	0.64%	1	2	1
African American	18.01%	16.44%	13.46%	29	24	21
Asian	3.73%	4.11%	5.13%	6	6	8
Filipino	1.86%	2.05%	2.56%	3	3	4
Hispanic/Latino	58.39%	56.85%	67.31%	94	83	105
Pacific Islander	0.62%	1.37%	%	1	2	
White	12.42%	14.38%	8.33%	20	21	13
Two or More Races	4.35%	3.42%	2.56%	7	5	4
Not Reported	0%	%	%	0		
Total Enrollment				161	146	156

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 9	15		
Grade 10	53	30	28
Grade 11	60	59	56
Grade 12	33	57	72
Total Enrollment	161	146	156

Conclusions based on this data:

1. We are steadily working to increase our enrollment again, after having to make changes due to no longer taking 9th grade at VOHS.
2. Our largest student grouping is hispanic at 67% of our total population.
3. We have seen a substantial increase in the number of 12th grade students we support at VOHS.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	21	15	20	13.0%	10.3%	12.8%
Fluent English Proficient (FEP)	16	21	24	9.9%	14.4%	15.4%

Conclusions based on this data:

1. There was a significant increase in the number of EL students we serve in 24-25 from 23-24.
2. We have seen a steady increase in the number of Fluent English Proficient students at VOHS.
3. The percent of our total student body that are classified as EL students in 24-25 is very similar to our percent in 22-23.

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 slight increase in percent of students who met or exceeded standard from 0% 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 went down to 0% of students meeting or exceeding expectations.

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.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
146	87%	10.3%	0.0%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	15	10.3%
Foster Youth	0	0.0%
Homeless	12	8.2%
Socioeconomically Disadvantaged	127	87%
Students with Disabilities	28	19.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	16.4%
American Indian	2	1.4%
Asian	6	4.1%
Filipino	3	2.1%
Hispanic	83	56.8%
Two or More Races	5	3.4%
Pacific Islander	2	1.4%
White	21	14.4%

Conclusions based on this data:

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

2. Village Oaks serves a disproportionately high number of socioeconomically disadvantaged students.
3. The percentage of homeless students we serve is about double the state average.

School and Student Performance Data

Overall Performance

The 2024 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.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Red

Academic Engagement

Graduation Rate



Blue

Conditions & Climate

Suspension Rate



Red

Mathematics



Orange

English Learner Progress



No Performance Color

College/Career



Orange

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.
3. Despite consistent efforts, our suspension rate is still an area of concern.

School and Student Performance Data

Academic Performance English Language Arts

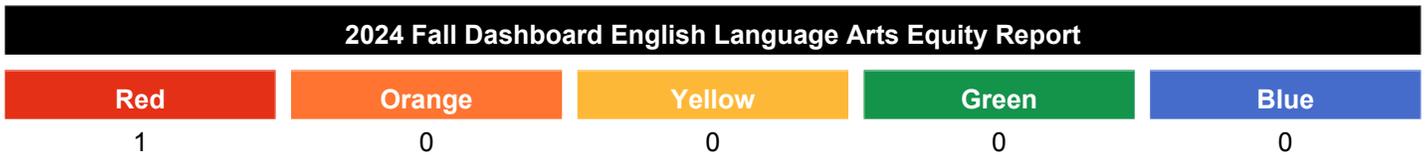
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>127.4 points below standard</p> <p>Declined 30.7 points</p> <p>55 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>128.2 points below standard</p> <p>Declined 19.1 points</p> <p>51 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color 170.4 points below standard 13 Students</p>	<p>African American</p>  <p>No Performance Color Less than 11 Students 10 Students</p>	<p>American Indian</p>  <p>No Performance Color Less than 11 Students 1 Student</p>
<p>Asian</p>  <p>No Performance Color Less than 11 Students 3 Students</p>	<p>Filipino</p>  <p>No Performance Color Less than 11 Students 1 Student</p>	<p>Hispanic</p>  <p>No Performance Color 134.6 points below standard Declined 12.5 points 29 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students 2 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Less than 11 Students 9 Students</p>

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

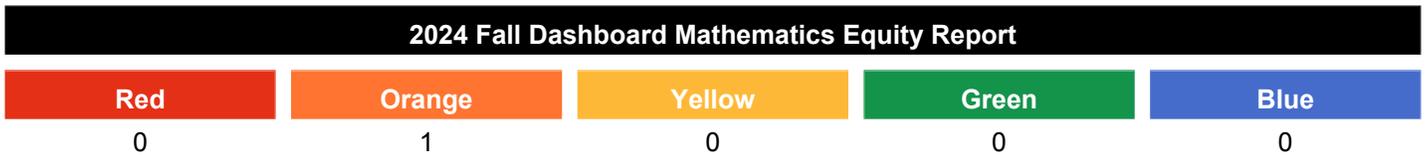
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>193.9 points below standard</p> <p>Increased 23.6 points</p> <p>55 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>194.4 points below standard</p> <p>Increased 33.2 points</p> <p>51 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color 225.4 points below standard 13 Students</p>	<p>African American</p>  <p>No Performance Color Less than 11 Students 10 Students</p>	<p>American Indian</p>  <p>No Performance Color Less than 11 Students 1 Student</p>
<p>Asian</p>  <p>No Performance Color Less than 11 Students 3 Students</p>	<p>Filipino</p>  <p>No Performance Color Less than 11 Students 1 Student</p>	<p>Hispanic</p>  <p>No Performance Color 214.5 points below standard Increased 19.3 points 29 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students 2 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color Less than 11 Students 9 Students</p>

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 2024 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.

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  No Performance Color 52.4 points above standard making progress. Number Students: 21 Students	Long-Term English Learner Progress  No Performance Color 52.6 points above standard making progress. Number Students: 19 Students

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.

2024 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
7	3	3	8

Conclusions based on this data:

1. We are evenly divided among students who are making progress on the ELPAC test, and those who are regressing.
2. Many students continue to maintain a 4 on the ELPAC, but are unable to meet the other requirements to reclassify.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 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.

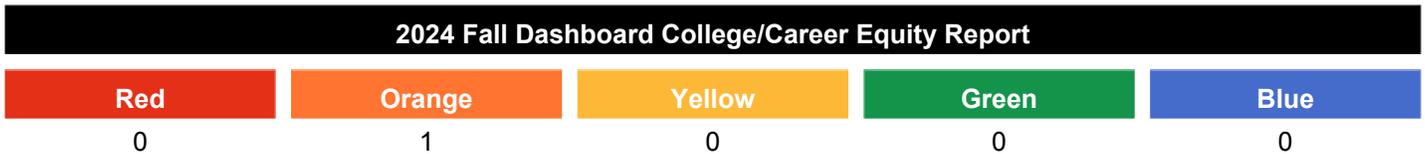
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

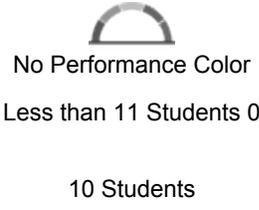
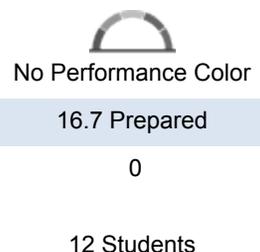
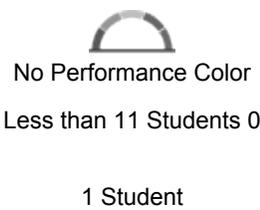
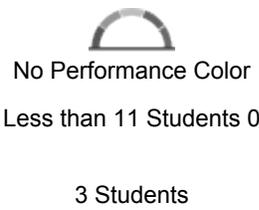
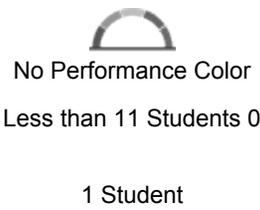
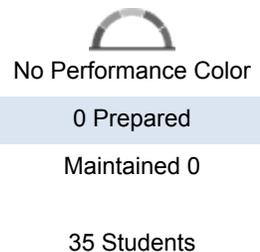
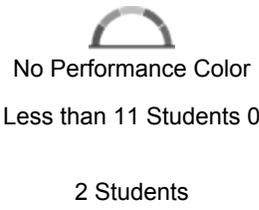
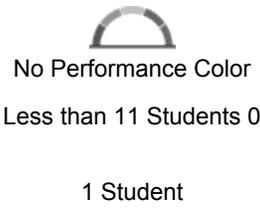
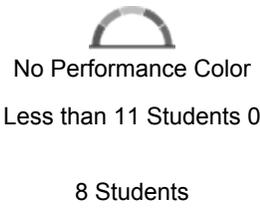


This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>6.3 Prepared</p> <p>Increased 6.3</p> <p>63 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>0 Prepared</p> <p>0</p> <p>11 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>10 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>6.7 Prepared</p> <p>Increased 6.7</p> <p>60 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students 0 10 Students</p>	<p>African American</p>  <p>No Performance Color 16.7 Prepared 0 12 Students</p>	<p>American Indian</p>  <p>No Performance Color Less than 11 Students 0 1 Student</p>
<p>Asian</p>  <p>No Performance Color Less than 11 Students 0 3 Students</p>	<p>Filipino</p>  <p>No Performance Color Less than 11 Students 0 1 Student</p>	<p>Hispanic</p>  <p>No Performance Color 0 Prepared Maintained 0 35 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students 0 2 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color Less than 11 Students 0 1 Student</p>	<p>White</p>  <p>No Performance Color Less than 11 Students 0 8 Students</p>

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.
2. We have seen slight improvement in our percent of students graduating career and college ready from 0% to 6% in 2024.

School and Student Performance Data

Academic Engagement Graduation Rate

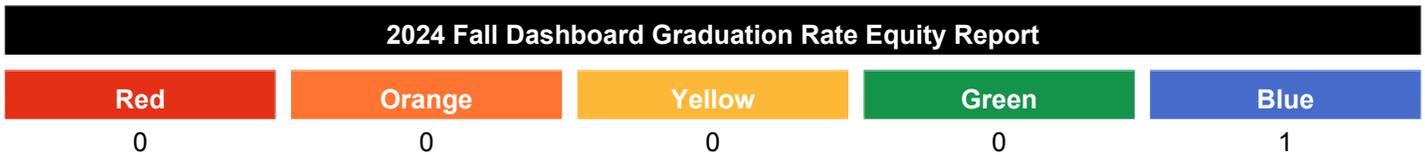
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p> Blue</p> <p>98.4% graduated</p> <p>Increased 20.3%</p> <p>63 Students</p>	<p>English Learners</p> <p> No Performance Color</p> <p>100% graduated</p> <p>11 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Blue</p> <p>98.3% graduated</p> <p>Increased 20.9%</p> <p>60 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students</p>	<p>African American</p>  <p>No Performance Color 100% graduated 12 Students</p>	<p>American Indian</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student</p>
<p>Asian</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students</p>	<p>Filipino</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student</p>	<p>Hispanic</p>  <p>No Performance Color 97.1% graduated Increased 25.7% 35 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student</p>	<p>White</p>  <p>No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students</p>

Conclusions based on this data:

1. There was a 20.3% increase in our graduation rate based in 2024.
2. We are successfully reaching both our African American and Hispanic populations in terms of graduation rate.

School and Student Performance Data

Conditions & Climate Suspension Rate

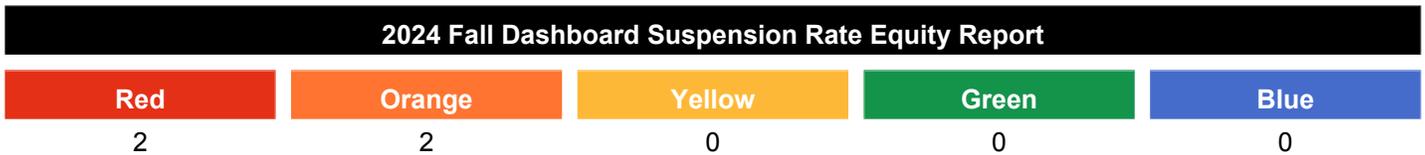
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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 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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>16.3% suspended at least one day</p> <p>Maintained 0%</p> <p>209 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>11.5% suspended at least one day</p> <p>Declined 6.3%</p> <p>26 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>13% suspended at least one day</p> <p>Declined 6.2%</p> <p>23 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>23.1% suspended at least one day</p> <p>Declined 3.6%</p> <p>13 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>15.8% suspended at least one day</p> <p>Declined 0.4%</p> <p>183 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>21.9% suspended at least one day</p> <p>Declined 2.6%</p> <p>32 Students</p>	<p>African American</p>  <p>Red</p> <p>15.2% suspended at least one day</p> <p>Increased 3%</p> <p>33 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>19.8% suspended at least one day</p> <p>Increased 0.3%</p> <p>126 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>8.3% suspended at least one day</p> <p>Increased 0.3%</p> <p>24 Students</p>

Conclusions based on this data:

1. In 2024, the majority of our suspension metrics declined.
2. In 2024, one concerning suspension metric is that our rate of suspensions for African American students increased by 3%. 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: Students will increase academic proficiency in English and Mathematics in order to increase college and career readiness as measured by the CAASPP ELA and Math 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	2022-23: 217.5 points below standard 2023-24: 193.9 points below standard 2024-25: dashboard not updated	2025-26: Decrease by 10 points
CAASPP English Language Arts Grade 11	2022-23: 96.7 points below standard 2023-24: 127.4 points below standard 2024-25: dashboard not updated	2025-26: Decrease by 50 points
CAASPP Mathematics Grade 11	2022-23: 2% Met or Exceeded Standard 2023-24: 3% Met or Exceeded Standard 2024-25: 0% Met or Exceeded Standard	2025-26: 10% will meet or exceeded Standard
CAASPP English Language Arts Grade 11	2022-23: 19% Met or Exceeded Standard 2023-24: 3% Met or Exceeded Standard	2025-26: 20% will meet or exceeded Standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2024-25: 6% Met or Exceeded Standard	
iReady Assessment Reading	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 = 1027 (8th grade range)/45% are reading at a 9th grade or higher	Fall 2026: Median Lexile = 1150 / 70% are reading at 9th grade or higher.
Common Formative Assessment in Writing Rubric Scores for Parts of Essay	2023-2024 to 2024-2025 Introduction: Proficient or Advanced 19% to 22% Focus/Claim: Proficient or Advanced 14% to 26% Evidence Support: Proficient or Advanced 26% to 37% Language Use: Proficient or Advanced 26% to 37%	2025-26: Increase proficiency in each area of writing by 10%.
Percentage of failing grades out of total grades assigned	2023-2024: 8% 2024-2025: 4%	2025-26: Decrease failing grades by 25%

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 Instructional Excellence and Collaboration - Teachers will collaborate to strengthen instructional practices through the read-to-write process, common formative assessments, and targeted professional development in rigorous instructional strategies. Departments will develop common

standards and assessments to measure progress, while math and ELA teachers will specifically focus on improving CAASPP outcomes and creating a third-year course.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

12,000

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

1.2 Data-Driven Teaching & Learning - VOHS will foster a culture of data analysis by having staff regularly review student performance to inform instruction and schoolwide practices (at least 4x per year). Students will also engage in data reflection, goal setting, and progress monitoring throughout the year (at least 2x per year).

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)

500

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

Strategy/Activity

1.3 Student Support & Intervention - Students will have access to academic and social supports that reduce the risk of dropping out, such as: advisory, tutoring, and support classes. Resources will also be provided for extended learning opportunities beyond the school 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)

Source(s)

4,000

Equity Multiplier

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.4 Resources to Enhance Engagement & Achievement - Supplemental instructional materials, technology, and lab resources will be provided to increase engagement and improve student academic outcomes in all core areas, with funding allocated for professional learning and collaboration time.

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

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)

Students with disabilities; English Learners

Strategy/Activity

1.5 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)

500.00

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 strong progress this year in the implementation of Goal 1: Students will increase academic proficiency in English and Mathematics in order to increase college and career readiness. While CAASPP results remain an area of growth, local assessments and course

outcomes indicate that the strategies outlined in Goal 1 are beginning to take hold and show measurable improvement.

CAASPP scores in both Mathematics and English Language Arts continue to reflect the challenges of our student population, with 0% of students meeting or exceeding proficiency in Math and only 9% meeting or exceeding proficiency in ELA in 2024–25. Additionally, in the area of ELA, they do show a growth of 6%, despite concerns surrounding the continuity of student instruction in Grade 11 ELA last year, due to having a teacher who was out a great deal. Although these percentages remain low, they underscore the importance of continued focus on instructional collaboration, targeted intervention, and data-driven practices to support student growth in core academic areas.

In contrast, local assessments provide clear evidence of student progress. iReady results showed median Lexile growth from 1013 in Fall 2024 (22% at or above 9th grade) to 1027 in Fall 2025 (45% at or above 9th grade). This nearly doubled the percentage of students reading at grade level, highlighting the effectiveness of literacy supports, the read-to-write instructional focus, and the integration of regular data reflection cycles. Writing proficiency also improved across all rubric domains based upon CFA results, highlighting the effectiveness of implementing a writing focus for professional development across all content areas last year. From 2023–24 to 2024–25, students scoring Proficient or Advanced in Introductions went from 19% to 22%, Focus/Claim increased from 14% to 26%, Evidence/Support increased from 26% to 37%, and Language Use increased from 26% to 37%. These gains reflect the impact of common formative assessments, intentional writing instruction, and professional development tied to rigorous instructional practices.

Course outcomes also showed significant improvement. The percentage of failing grades decreased from 8% in 2023–24 to 4% in 2024–25, evidence that interventions such as advisory, tutoring, and targeted support classes are helping students stay on track academically. This outcome demonstrates that the layered supports outlined in Goal 1 are reducing risk factors for student disengagement while increasing credit attainment and readiness for graduation.

Overall, the strategies and activities under Goal 1 have been implemented effectively and are showing measurable impact in local assessments, writing proficiency, and course success. While CAASPP results remain a priority for continued growth, the upward trajectory in literacy, writing, and classroom performance reflects the positive influence of instructional collaboration, data-driven teaching, and student support systems. We anticipate further gains as these strategies continue to be refined and sustained.

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, at a school site such as ours, we also acknowledge that these skills are built in areas beyond just the ELA and Mathematics classrooms. Many of the skills necessary to improve career and college readiness, along with CAASPP test scores, are developed throughout classroom instruction. This is why strategies/activities and budgeted expenditures include all content area teachers, not exclusively ELA and math.

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.

After completing the WASC self-study last year, we streamlined this goal by consolidating the number of strategies while maintaining the same focus areas. The plan now outlines five strategies, with many of the previous activities embedded under fewer sub-points. This adjustment also resulted in increased funding allocations per strategy. In addition, the self-study highlighted a need to more consistently involve both staff and students in data analysis to set goals and inform practice. This is now explicitly reflected in Strategy 1.2, which includes specific metrics for the frequency of collaboration. No changes were made to the metrics used to evaluate the effectiveness of the strategies in this goal area.

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: All students in 10th through 12th grade will receive access to a broad scope of information, experiences, and programs that enable them to graduate having met the “prepared” college and career readiness indicator.

Identified Need

College and Career Readiness was one of the identifying indicators on the California Dashboard for Equity Multiplier Funding. 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. 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 and Foreign Language). Students, in general, lack experiences in their everyday lives to gain a better understanding of their future career and college 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 2023: 13% are meeting minimum Lexile for College and Career Readiness. Fall 2024: 9% are meeting minimum Lexile for College and Career Readiness Fall 2025: 25% are meeting minimum Lexile for College and Career Readiness	Fall 2026: 30% are meeting minimum Lexile for College and Career Readiness.
Community College Pre-Enrollment	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 were pre-enrolled at Delta College	2025-26: 100% of graduating seniors will be pre-enrolled at Delta College.
CTE Enrollment	2022-23: 0 - 0 Pathway Completions	2025-26: 40 students will complete the foundational

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2023-24: 60 enrolled in foundational course for CTE Child Development - 0 Pathway Completions (Note: Year 1, so CTE Completer Course Not Offered) 2024-25: 56 students enrolled in foundational course for CTE Child Development; 8 students completed the CTE Child Development Pathway	course in the CTE Child Development Pathway. 8 students will complete the CTE Child Development Pathway.
Graduation Rate	2022-23: 96% 2023-24: 97% 2024-25: 100%	2025-26: 100%
Dual Enrollment: # of Students to complete at least one course at Delta College	2021-22: 0 2022-23: 2 2023-24: 23 2024-25: 53	2025-26: 55 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: 80%	2025-26: 90% of students will pass their dual enrollment course with a grade of C or better
Dual Enrollment: Number of students who took and passed 2 semesters of dual enrollment with Cs or better to meet the Career and College Readiness indicator	2023-24: 0 2024-25: 26 students	2025-26: 35 students
Youth Truth Survey: My school has helped me figure out which careers match my interests and abilities.	2022-23: 45% positive rating 2023-24: 47% positive rating 2024-25: 57% positive rating (typical alternative school is 53%)	2025-26: 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.	2022-23: 49% positive rating 2023-24: 55% positive rating 2024-25: 60% positive rating (typical alternative school is 55%)	2025 - 2026: 70% positive rating
Youth Truth Survey: My school has helped me develop the skills and knowledge I will need for college level classes.	2022-23: 38% positive rating 2023-24: 49% positive rating	2025-26: 65% positive rating

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2024-25: 58% positive rating (typical alternative school is 55%)	
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	2026-27: all added electives moving forward will be A-G approved

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

2.1 College & Career Readiness Supports for Students: Students will have access to a College & Career Counselor to explore career pathways, college opportunities, and support for dual enrollment success. Counselors and administration will deliver structured college and career lessons for grades 10–12 multiple times per year.

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)

106,000

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 Student Access to Real-World Experiences: Students will participate in real-world experiences that broaden perspectives, promote reflection, and increase awareness of college and career pathways, including certifications and degree opportunities.

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)

13,000.00

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 Dual Enrollment Access & Success: Dual Enrollment students will receive in-day support period to navigate Canvas, build study skills, and access academic support, with costs for participation in dual enrollment (transportation, staffing, materials) 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)

25,000

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 Professional Development & Staff Collaboration: Staff will receive ongoing professional development and collaboration time to strengthen college and career readiness practices, including support for dual enrollment, CTE, and electives.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10,347

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 Program Expansion to Increase College Eligibility: Staff will expand A-G course offerings, including a third year of math, and establish a LOTE program, providing professional development for assigned teachers.

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

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 once again proved to be highly effective. Across nearly all metrics, we saw continued growth and measurable improvement. This can be attributed to the intentional implementation of the strategies outlined within Goal 2.

A major area of success was the expansion of CTE enrollment and pathway completion. After beginning with 60 students enrolled in a CTE Child Development course in 2023–24, we had 56 students enrolled in the foundational course during 2024–25, with 8 students successfully completing the full Child Development Pathway. This represents significant progress from the program’s initial launch, demonstrating that students are not only enrolling but also completing multi-year pathways that build career readiness.

Dual enrollment also expanded rapidly and proved highly effective. Student enrollment in Delta College courses grew to 53 students in 2024–25, compared to 23 students the year prior. Importantly, student success rates also improved: 80% of students passed with a grade of C or better in 2024–25, compared to 48% in 2023–24 and 0% in 2022–23. In addition, 26 students successfully completed two semesters of dual enrollment with a C or better, meeting the College and Career Readiness Indicator. This growth demonstrates that the strategies of providing in-day support and removing barriers to access (such as costs and transportation) are having a meaningful impact on outcomes.

Another area of strength was the deliberate effort to expose students to a wide range of postsecondary opportunities. All seniors continued to be pre-enrolled at Delta College, ensuring 100% of students had a direct pathway into higher education. Graduation rates also climbed to 100% in 2024–25, reflecting the alignment of academic supports with postsecondary preparation. YouthTruth survey results further reinforced this growth, with students reporting increased clarity around career interests, the steps needed to achieve career goals, and the skills required for success in college-level classes. In every category, student perception data improved from the prior year and exceeded or approached typical alternative school benchmarks.

Overall, the implementation of the Career and College Readiness Goal was highly effective. The steady gains across CTE enrollment, pathway completion, dual enrollment access and success, and student perception data demonstrate that the strategies are well-aligned to student needs. We anticipate continued improvement in these areas as the outlined strategies remain a consistent focus moving forward.

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.

After completing the WASC self-study last year, we streamlined this goal by consolidating the number of strategies while maintaining the same focus areas. The plan now outlines five strategies, with many of the previous activities incorporated under fewer sub-points. This adjustment also resulted in increased funding allocations per strategy.

While most of this goal remains the same as last year, we added a few components to the strategies based on the findings from our WASC self-study.

In Strategy 2.1, we added the following language: "Counselors and administration will deliver structured college and career lessons for grades 10–12 multiple times per year." The purpose of this addition is to address the lack of intentional implementation of career and college readiness in grades 10 and 11, while recognizing the strong implementation that already exists in grade 12.

The addition of Strategy 2.5, focused on program expansion to increase college eligibility, stems from findings in our WASC self-study, our Orenda partnership, and the updated LUSD graduation requirements. We are working to ensure students have access to the three-year math requirement, as well as LOTE, which will allow VOHS graduates to meet CSU eligibility requirements in the future.

The following metrics were changed:

- We added the following YouthTruth metric: My school has helped me develop the skills and knowledge I will need for college level classes. In order to better track our success in strategy 2.1.
- We also revised the college and career metric to focus on students passing two or more Delta College classes with a C or better, in order to provide clarity and ensure it directly aligns with the Career and College Readiness Indicator on the dashboard.
- EL metrics were removed as we have created a new goal (Goal 5) that specifically targets EL students.

Additionally, all projected expected annual outcomes have increased, as we constantly aim to do better. The one exception to this is the projected number of students who will complete the foundational course for CTE Child Development. We have set the expected annual outcome for this at 40 students due to having substantially lower enrollment in the 11th grade this school year than last year.

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 and sense of community will increase as measured by YouthTruth and school site surveys.

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: Percent of positive attendance based on periods	2022-23: 87% 2023-24: 88% 2023-24: 88%	2025-26: 92%
Suspension: Percent of students receiving at least 1 incident of suspension	2022-23: 16% 2023-24: 16% 2024-25: 13%	2025-26: 7%
Acts of Physical Violence leading to suspension	2022-23: 18 (8% of total population) 2023-24: 26 (10% of our population) 2024-25: 4 (2% of our population)	2025-26: 5
Youth Truth: The degree to which families positively rated school safety "My child's learning environment is safe."	2022-23: 82% 2023-24: 73% 2024-25: 87%	2024-25: 90%
Youth Truth: The degree to which students positively rated their engagement in school.	2022-23: 43% 2023-24: 56% 2024-25: 60%	2024-25: 70%
Youth Truth: This summary measure describes the degree	2022-23: 3.37 (49th percentile) 2023-24: 3.57 (71st percentile)	2025-26: 80th percentile

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
to which students feel they receive support and personal attention from their teachers.	2024-25: 3.65 (76th percentile)	
Youth Truth: This summary measure describes the degree to which students feel welcome at their school and have collaborative relationships with their classmates.	2022-23: 3.15 (19th percentile) 2023-24: 3.32 (46th percentile) 2024-25: 3.46 (73rd percentile)	2025-26: 80th percentile
Youth Truth: The degree to which students feel safe from harm during school.	2022-23: 39% 2023-24: 56% 2024-25: 61%	2025-26: 70%
Youth Truth: The degree to which students feel safe from harm during their classes	2022-23: 57% 2023-24: 67% 2024-25: 72%	2025-26: 80%

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 Student Engagement & Belonging: Village Oaks will strengthen student engagement and sense of community by implementing advisory surveys, offering enrichment opportunities in college and career readiness, and utilizing systems to track participation (in clubs & athletics), increasing student access to athletics, and counseling check-ins.

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)

12,912

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 as needed

Strategy/Activity

3.2 Basic Needs & Whole Child Supports: Village Oaks will expand wraparound supports by providing a food pantry and clothing closet, along with supplemental materials and resources that address the physical, social-emotional, and developmental needs of the whole child.

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	Donations
500	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 Counseling & Mental Health Access: Village Oaks will ensure consistent and immediate access to counseling services through a multi-tiered system of support, extended counselor hours, and partnerships with Valley Community Counseling to meet both academic and social-emotional needs.

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)
1000	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 Outreach & Restorative Supports: Village Oaks will utilize the Outreach Worker to address truancy, conduct home visits, and facilitate restorative practices such as circles, peer mediations, SEL-based detentions, and mentorship to strengthen student accountability and connection.

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)
-----------	-----------

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.

Data reflects strong progress in safety, belonging, and support systems, with continued areas of need around attendance and engagement. Attendance has remained steady at 88% for two years, below the 92% target, showing a need for stronger outreach efforts and engagement opportunities. Suspensions held at 16% in 2022–23 and 2023–24 before decreasing to 13% in 2024–25. Huge growth was seen in the area of acts of physical violence leading to suspension - dropped significantly from 26 incidents (10% of students) in 2023–24 to 4 incidents (2%) in 2024–25. These improvements align directly with the implementation of restorative practices, peer mediations, increased staff presence during passing periods and lunch time, as well as expanded counseling access through multi-tiered supports.

Youth Truth survey results highlight growth in student connection and belonging. Families reporting school safety increased from 73% in 2023–24 to 87% in 2024–25, nearing the 90% goal. Student engagement rose from 43% in 2022–23 to 60% in 2024–25, supported by advisory surveys and new college and career engagement activities. Perceptions of teacher support improved from the 49th percentile in 2022–23 to the 76th percentile in 2024–25, while students' sense of welcome and collaboration rose from the 19th to the 73rd percentile. These outcomes reflect the impact of new student orientation, advisory activities, expanded counselor availability, and whole-child supports such as the food pantry and clothing closet. Student-reported safety also improved (61% at school, 72% in class), showing progress but indicating further need for continued outreach and engagement.

Overall, Village Oaks has made measurable gains by connecting strategies to student outcomes: restorative and outreach practices reduced suspensions and violence, advisory and career-readiness activities boosted engagement, and basic needs supports increased belonging and safety perceptions. Continued work in these areas will be essential to meet 2025–26 targets, especially in raising attendance, engagement, and student-reported safety.

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.

After completing the WASC self-study last year, we streamlined this goal by consolidating the number of strategies while maintaining the same focus areas. The plan now outlines four strategies, with many of the previous activities incorporated under fewer sub-points. This adjustment also resulted in increased funding allocations per strategy.

Through the WASC self-study process we did add the strategies of utilizing short student surveys given in advisory in order to acquire information on how we could increase student engagement and sense of community. We also added a focus on having counselors create opportunities for students to engage at lunch and after school in college and career activities.

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

- Youth Truth: This summary measure describes the degree to which students feel they receive support and personal attention from their teachers. (added previous data and set goals for data moving forward)
- Youth Truth: This summary measure describes the degree to which students feel welcome at their school and have collaborative relationships with their classmates. (added previous data and set goals for data moving forward)
- Youth Truth: The degree to which students feel safe from harm during school. (added previous data and set goals for data moving forward)
- Youth Truth: The degree to which students feel safe from harm during their classes (added previous data and set goals for data moving forward)

We removed the metric surrounding the average number of days missed by students due to lack of easily accessible reports in Aeries to consistently locate and measure this data. Instead, we continue to use the average percentage data provided as a metric, which guides our bi-monthly attendance meetings.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5: Include families and community and create learning environments worthy of our students to ensure students want to attend and feel safe at school.

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	2023-24: 21% 2024-25: 21%	2025-26: 35%
Youth Truth Survey: This summary measure describes the degree to which there are open and effective lines of communication between families and schools.	2022-23: 4.20 (94th percentile) 2023-24: 4.25 (95th percentile) 2024-25: 4.34 (97th percentile)	2025-26: 98th percentile
Youth Truth Survey: The degree to which parents state "My child's learning environment is safe."	2022-23: 82% 2023-24: 73% 2024-25: 87%	2025-26: 90%
Youth Truth Survey: Adults from the school value people of different religions, sexual orientations, genders, abilities, races, ethnicities, etc.	2022-23: 83% 2023-24: 77% 2024-25: 73%	2025-2026: 85%
Percentage of Parents Attended Back to School Night	2023-24: 22% 2024-25: 20% 2025-26: 23%	2026-27: 35%
Percentage of Parents Attended Parent Conferences	Fall 2023: 72% Fall 2024: 74%	Fall 2025: 80%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Contact Entries in Aeries Interventions	2022-23: 529 2023-24: 613 2024-25: 575	2025-26: 600

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)

703

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)

400

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.

Family engagement efforts at Village Oaks have shown both growth and areas for continued improvement. Parent contact entries in Aeries interventions have remained high over the past three years, and parent conference attendance increased from 72% in Fall 2023 to 74% in Fall 2024. These trends suggest that the non-traditional engagement strategies outlined in Strategy 4.1, such as Coffee at the Curb, VO Kick Off, and the food pantry, are effectively building connections with families. Youth Truth survey results also highlight growth, with parents reporting improved communication (4.20 ? 4.34, rising from the 94th to 97th percentile) and stronger perceptions of safety (73% ? 87%).

However, survey participation has remained flat at 21% for the past two years, limiting the ability to fully capture parent perspectives. Additionally, perceptions of inclusivity declined from 83% to 73% over the past three years, suggesting that more intentional efforts are needed to ensure families feel valued and represented.

Overall, the data reflects that non-traditional engagement opportunities are making a positive impact, but traditional events such as VO Kick Off and survey participation require renewed focus. Moving forward, staff should continue to prioritize low-barrier, community-centered events while also embedding cultural responsiveness into programming and outreach. Increasing survey participation and broadening access to family education opportunities about post-graduation options (Strategy 4.2) will be key to sustaining progress and strengthening family voice.

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.

Annual outcomes were changed based upon baseline data from the last two years in order to ensure we continue to set goals to improve.

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: Accelerate student learning with high expectations for all to increase student achievement for all student groups

Goal 5

Goal 5: We will increase college and career readiness among English Learner (EL) students at Village Oaks High School by prioritizing reclassification and ensuring they have equitable access to the same academic and post-secondary opportunities as their peers.

Identified Need

Recent data indicates a critical need for academic growth among our English Learner (EL) students, particularly in the upper grade levels. The lack of progress, as measured by ELPAC growth and reclassification, for our graduating EL students is an urgent area of concern that must be addressed to ensure their college and career readiness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification of EL Students	2022-23: 0% 2023-24: 5% 2024-25: 0%	2025-26: 20%
ELPAC	2023-24 to 2024-25 Grade 10 12.5% of students increased their score by one band. Grade 11 20% of students increased their score by one band. Grade 12 0% of students increased their score by one band.	2025-26: 40% of students will move at least one level.
Graduation Rate Among EL Students	2024-2025 - 100% of EL students graduated	2025-2026 - 100% of our EL Students will graduate
% EL Students Completing Dual Enrollment Course	2024-2025 - 9% of our English Learners	2025-2026 - 25% of our EL Students will take and complete a dual enrollment course

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)

English Learners

Strategy/Activity

5.1: Targeted Language Development & Reclassification Support - Provide structured supports for EL students to accelerate English proficiency and increase reclassification rates. This includes designated ELD instruction, small-group intervention focused on ELPAC domains, and progress monitoring throughout the year. Counselors and teachers will collaborate to ensure EL students set reclassification goals and receive ongoing support toward meeting them.

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)

1000

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)

English Learners

Strategy/Activity

5.2: Equitable Access to Academic & College-Readiness Opportunities - Ensure EL students are intentionally included in dual enrollment, CTE pathways, and A-G approved coursework by providing translation, academic counseling, and in-day support periods. Staff will monitor enrollment trends and implement outreach strategies to expand access so that EL students participate at rates comparable to their peers.

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)

253

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)

English Learners

Strategy/Activity

5.3: Family & Student Engagement for College and Career Readiness - Strengthen communication and engagement with EL students and families to build awareness of graduation requirements, reclassification benefits, and post-secondary opportunities. Activities will include bilingual workshops and structured family conferences to support both reclassification and long-term college/career planning.

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)

1000

Equity Multiplier

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	53075	0.00
Title I Part A: Parent Involvement	703.00	0.00
Donations	200.00	0.00
Equity Multiplier	194,412.00	0.00

Total Funding Allocation: 248,390

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	194,412.00
Title I Part A: Allocation	53,075.00
Title I Part A: Parent Involvement	703.00

Total SPSA Allocated (This field is auto calculated by DTS and manual entries will be overwritten automatically):
248,390.00

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
Zachary Zepeda	Secondary Student
Mary Grupe	Other School Staff
Kendall Irely	Principal
Amy Bowen	Classroom Teacher
Kathleen O'Neill	Parent or Community Member
Thomas Crocker	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.

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019