

School Year: **2021-22**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Village Oaks High School	39685693933793	10-27-21	

## Purpose and Description

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

Schoolwide Program  
Comprehensive Support and Improvement

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

The Village Oaks High School School Plan for Student Achievement is a comprehensive plan created by all stakeholders to improve the overall educational experience for students and to better prepare them for career and or college. The stakeholders of Village Oaks High School have identified four goals for the 2021-2022 School Plan for Student Achievement, SPSA. The goals reflect the WASC self-study recommendations of the visiting committee from 2018-19 and other self identified areas for growth. These goals align directly with the district LCAP; actions and strategies of each goal are focused to address needs that have arisen due to the COVID-19 pandemic, school shut down and distance learning. This year's focus is on the 3R's: Relationships, Routines and Reflection. We want to build and rebuild positive relationships across the school: Student to student, student to staff and staff to staff. Routines are important to regain some normalcy lost by the pandemic over the past year. VOHS will focus on building strong positive routines that will create a

strong academic environment. Lastly, VOHS wants students and staff to reflect on their own actions and identify areas of strengths and weaknesses and work to improve weaknesses.

**Goal 1 Climate and Culture:** Improve academic and social-emotional engagement across school campus. This goal is focused on improving school culture. Currently, Village Oaks has created a positive culture, but attendance, suspensions, and expulsions can be improved. The stakeholders are focused on creating an environment where students want to come and learn and the culture is one of student learning and engagement. A focus will be placed on providing appropriate interventions to meet students individual needs and rebuild positive relationships that were paused because of school shut down and distance learning.

**Goal 2 College Career Readiness Support:** Strengthen support for all students to reach their post graduation goals through partnerships with community career programs, community colleges while supporting students with mental health needs to promote a smooth post high school transition. The focus of this goal is improving college and career readiness. This goal will be achieved by monitoring students academic progress in core classes to better prepare students for college. All seniors are required to create a Post Grad Plan along with a digital portfolio. Students will also be exposed to real world experiences, all juniors and seniors will have assistance in registering for San Joaquin Delta College. Village Oaks now offers dual enrollment classes through Delta College and will have one class of NJROTC to provide students an opportunity to learn about armed forces.

**Goal 3 Interventions:** Continue to streamline current interventions to systematically reach all academically and socially-emotionally struggling students. Create a Positive Behavior Intervention and Support program to recognize students model behavior and academic success.

**Goal 4:** All English learners will show growth towards meeting English Language proficiency and grade level academic standards

Village Oaks High School stakeholders and staff believe these goals are essential to provide students with appropriate environment for optimal student success.

## **Stakeholder 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 works to identify areas of strength and concern to create a positive school climate and culture. Based on the identified student outcomes, school goals were identified to support the implementation of the newly identified mission, vision and student outcomes. All stakeholders were given opportunities to discuss and provide suggestions and input on student outcomes and school goals during various meetings held over the course of the school year. This ongoing process was followed during the development of the 21-22 SPSA and input meetings were held in October with School Site Council and PTSA. Staff have multiple meetings to provide input. All input was considered in creating and devising the SPSA for the current year. All stakeholders are given the opportunity to complete the Youth Truth Survey. It is used to determine perceptive strengths and weaknesses of Village Oaks.

## Resource Inequities

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

All students are given opportunities to take grade level classes. No resource inequities identified.

# 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

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

## Goal 1

Goal 1: Climate and Culture: Improve academic and social-emotional engagement across school campus

## Identified Need

There is a direct correlation between student engagement and student academic achievement.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School wide attendance	In 2019-20 School wide attendance was 88%. In 2020-21 School wide attendance was 89.8 %	In 2021-22 School wide attendance will improve to 92%
Student Performance	In 2019-20 15% of grades earned were D's or F's. In 2020-21 26.7% of the grades earned were F's	In 2021-22 the percent of D's or F's will decrease to 10 % or lower.
Suspension data	In 2019-20 45 students were suspended In 2020-21 Village Oaks 0 students were suspended (pandemic)	2021-22 goal is to have suspensions drop by 10% or more based on 2019-20 data
Expulsion data	2019-20 10 students recommended for expulsion 2020-21 Village Oaks had 0 students recommended for expulsion	2021-22 goal is to reduce the number of expulsions by 50% from 2019-20
Increase PTSA parent involvement	In 2019-20 and 2020-21 2 parents on PTSA board	Have complete PTSA board filled by parents
Create after school counselor lead social emotional groups	2020-21 no groups (because of pandemic)	Monthly. biweekly or as needed counselor lead groups

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		focused on social emotional needs after school.

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 Parent/Community Involvement

- a. Village Oaks High School will create an event task force to brainstorm ways to increase parent involvement. Purchase parent resources, and provide light refreshments at parent meetings. Coffee with counselors when gathering allowed (\$863 Title 1)
- b. Evaluate the current Schoolwide Learner Outcomes (SLO) and Digital Portfolio days. Make changes to represent current school goals and objectives. Work to create a more hands on experience and encourage staff and students to explore the community. Increase opportunities for community involvement and
- c. Interaction to expose students to real world experiences.(\$4,500 CSI)
- d. VOHS and its staff will continue to work with local nonprofits to provide students with opportunities for community service and provide exposure to the community and its resources.
- e. Outreach Worker 4 hours per day to improve communication with parents and facilitate parent engagement with the school. (\$30,924, Title 1)
- f. Two full time counselors, each partially funded through Title 1. (\$20,700 Title 1)
- g. Academic Success Team (AST) meetings to discuss student progress. Assign parent calls by counselor, administration or outreach worker to address what can be done to help students engage
- h. Teachers to communicate with parents via email, Parent Square or by phone biweekly.

### 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)
863.00	Title I Part A: Parent Involvement
4,500.00	Comprehensive Support and Improvement (CSI)
30,924.00	Title I Part A: Allocation
20,700.00	Title I Part A: Allocation

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students

## Strategy/Activity

### 1.2 Student Engagement

- a. Continue with student recognition program and implement additional opportunities for student recognition, PBIS. (\$2500 Block Grant)(\$250 Title1)
- b. Encourage teachers to attend Professional Development based on student engagement, and subject matter topics. (\$8,000 CSI)(\$9,423 Title 1)
- c. CASC School Counselors Conference (\$648.00 Title I)
- d. Purchase Discovery Education licenses for science teachers and students as a supplemental textbook and activities (\$3,500 CSI)
- e. Establish a peer mediation program (\$300 CSI) (\$300 Block Grant)
- f. Teachers and staff time sheeted for collaboration outside of regular school day. Focus on student engagement and Common Formative Assessment in writing (\$1,000 CSI)
- g. Modify Digital Portfolio upload days to build more opportunity for student engagement and actively address Schoolwide Learner Outcomes (SLO) (See Goal 1.1)
- h. Offer Field trip opportunities for classes and groups of students to raise engagement and to provide students with opportunities outside of the classroom setting. (\$ 6,607 CSI) - Alpine Climbing \$759
- i. Supplemental supplies and curriculum for social emotional support group. (\$1,000 CSI)
- j. Require students failing classes to attend Study Hall, " Viking Support", on Tuesday and Thursday after school (Time sheet teachers). (\$1,500 CSI)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,500.00	Unrestricted
250.00	Title I Part A: Allocation
8,000.00	Comprehensive Support and Improvement (CSI)
9,423.00	Title I Part A: Allocation
648.00	Title I Part A: Allocation
3,500.00	Comprehensive Support and Improvement (CSI)
300.00	Comprehensive Support and Improvement (CSI)
300.00	Unrestricted
1000.00	Comprehensive Support and Improvement (CSI)
6,607.00	Comprehensive Support and Improvement (CSI)
1000.00	Comprehensive Support and Improvement (CSI)
1,500.00	Comprehensive Support and Improvement (CSI)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

#### 1.3 School Wide Professional Development

- a. School wide or department training on reengaging students in education (\$2,500 CSI)
- b. The VOHS staff is being trained on trauma invested teaching strategies and how to develop a trauma invested culture in and out of the classroom. (\$6,500 CSI)
- c. Staff training on Positive Behavior Intervention and Support (PBIS) (\$1,500 CSI)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,500.00	Comprehensive Support and Improvement (CSI)
6,500.00	Comprehensive Support and Improvement (CSI)
1,500.00	Comprehensive Support and Improvement (CSI)

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

VOHS's goal to improve climate and culture last year was as successful as possible with students on distance learning for most of the year. We had a group of staff trained in Project Based Learning and actually created a "Fun Friday" where we had various breakout rooms for students to do fun activities. However, it remains a goal this year, because we need to reestablish climate and culture with students back on campus and many students not being in a classroom for over a year. We did not have many teachers involved in outside PD. Teachers were focused on transitioning to distance learning and many were in survival mode. We were able to provide a trauma informed PD at the end of the school year for staff. It was successful and a great way for staff to decompress at the end of the year.

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

Last year we did not spend all the money that was budgeted. We did not pursue schoolwide professional development until the end of the school year and teachers passed on curricular PD primarily because it was virtual and they had a greater focus on virtual teaching.

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.

This goal has not changed. There will be a refocus on parent involvement especially when they are allowed back on campus. Teachers are being offered PD opportunities within curricular areas. We are doing an internal focus on Social Emotional Learning and are including SEL's in all staff meetings led by a staff member. We will also pursue schoolwide PD on trauma/SELs for students and staff.



# 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

LCAP Goal 2: Improve the achievement of all students (including English Learners, Socioeconomically Disadvantaged and Students with Disabilities) in reaching high academic standards and attaining proficiency in ELA and Mathematics.

## Goal 2

Goal 2: College Career Readiness and Support: Strengthen support for all students to reach their post-graduation goals through partnerships with community career programs, community colleges, all while supporting students with mental health needs to promote a smooth post high school transition.

## Identified Need

VOHS students need to graduate from high school ready to enter the workforce and/or attend college. VOHS will continue building a program that provides students with a post-secondary plan and opportunities for students to become highly employable post-graduation, while providing opportunities during the school day to allow academic, and social-emotional support to aid students in achieving their highest level of potential.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	In 2018-19 VO Students were 186.2 points below standard In 2018-19 1.5% of students met standards In 2020-21 1% of students met standards	In 2021-22 Village Oaks High School students will be 175 points or less below standard In 2021-22 4% of students will meet standards
CAASPP ELA	In 2018-19 VO Students were 74.5 points below standard In 2018-19 23% of students met standard In 2020-21 16% of students met standards	In 2021-22 VO students will be 68 points or less below standard In 2021-22 25% of students will meet standards
MAP	Fall 2021- 36% of our 9th-11th graders performed low (<21 percentile) in reading	In Spring of 2022 20% or less 9th-11th graders will perform low (<21 percentile) in reading
PGP/Digital Portfolio	2018-19 90% of all VO students have created digital portfolio	In 2021-22 100% of VO students will have a digital portfolio
Delta College Dual Enrollent	2019-20 1 student enrolled in Delta College course while attending VOHS	2021-22 6 students will enroll and take courses at Delta college while attending VOHS

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2020-21 4 of students enrolled in Delta College courses while attending VOHS	
PSAT	2019-20 Village Oaks offered the PSAT and 4 students took the test 2020-21 PSAT not offered	2021-22 VOHS will again administer the PSAT and will have 6 students take the test
College/Career Opportunities	2020-21 master schedule/increase career and college elective opportunities	In 2021-2022 VO will offer two new career and college elective type classes
ELPAC	2018-19 ELPAC Overall Proficiency Level	All English learners will advance one proficiency level on the ELPAC
Reclassification of EL Students	2020-21 9% of ELs were reclassified	2021-22 15% of EL's will reclassify
Graduation Rate	2019-20 90% Grad Rate 2020-21 82% Grad Rate	2021-22- 92% Graduation Rate

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 Promote Village Oaks High School Mission/Vision/SLO's through the implementation of school wide Digital Portfolio.

- a. Village Oaks HS teachers and staff will require all seniors to complete a Post-Graduation Plan, also known as the PGP. Students will create a digital portfolio upon enrolling in Village Oaks High School. Promotional materials for PGP and Digital Portfolio (\$1000 Block Grant, \$800 CSI)
- b. Require seniors to complete mock job interviews (Windows on Your Future) with community business volunteers (\$250 block)
- c. Time sheet counselors to provide small group career and college readiness planning after school (\$1,500 CSI)
- d. Provide credit recovery courses throughout the school day, not just zero period (District Funded)
- e. Provide summer school opportunities for students to recover credits
- f. MAP testing students in fall and spring. (\$2,400 CSI)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
1,000.00	Unrestricted
800.00	Comprehensive Support and Improvement (CSI)
250.00	Unrestricted
1,500.00	Comprehensive Support and Improvement (CSI)
2,400.00	Comprehensive Support and Improvement (CSI)

**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 Improve Career Technology Education Opportunities

- a. Increase opportunities for apprenticeships/job shadowing or work experience either during or outside of the school day. (CSI Budget) Staff attend PD relating to college and career opportunities for students. (\$5,000 CSI)
- b. Offer students opportunity to take PSAT. Purchase test material for students (\$150 Title 1)
- c. Investigate and develop a Pre-Graduation Class to offer to 10th and 11th graders as an elective. (\$1,000 CSI)
- d. Hands on science lab materials (\$526.00 CSI) (\$4,000 Title I \$)
- e. Purchase "Formative" licenses for math data collection and collaboration with Lincoln High. (\$1,150 CSI)
- f. Supplies for starting up Entrepreneurial class. (\$1,200 Block)
- g. Purchase digital Wall Street Journal subscription for current events and Career and College ideas (\$900 CSI)
- h. "Improve Your Tomorrow", IYT, mentorship program for young men of color. (District expense)
- i. Supplemental curriculum for Computer Applications class. Code High School (\$2,600 CSI)
- j. Purchase "Gizmos" for science classes to provide supplemental virtual lab activities and increase student engagement. (\$2,000 CSI)
- k. Purchase supplemental Social Science curriculum. (\$1,500 Title 1)
- l. Purchase supplemental math supplies and manipulatives. (\$1,500 Title 1)
- m. Purchase supplemental English and reading curriculum. (\$1,500 Title 1)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
5,000.00	Comprehensive Support and Improvement (CSI)
150.00	Title I Part A: Allocation

1,000.00	Comprehensive Support and Improvement (CSI)
526.00	Comprehensive Support and Improvement (CSI)
4,000.00	Title I Part A: Allocation
1,150.00	Comprehensive Support and Improvement (CSI)
1,200.00	Unrestricted
900.00	Comprehensive Support and Improvement (CSI)
2,600.00	Comprehensive Support and Improvement (CSI)
2,000.00	Comprehensive Support and Improvement (CSI)
1,500.00	Title I Part A: Allocation
1,500.00	Title I Part A: Allocation
1,500.00	Title I Part A: Allocation

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

English Learner Students

#### Strategy/Activity

- 2.3 Create and expand current English Language Development program for English learners
- Training for teachers and support staff in strategies for EL students (\$2,500 CSI)
  - Continue Supplemental curriculum license (Lexia) prepaid for this year
  - Pilot ELA Curriculums with embedded ELD Support
  - Primary language assistant will provide language support in the classroom

#### 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)
2500.00	Comprehensive Support and Improvement (CSI)

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

The goal of improving Career and College Readiness for students was not accomplished last year. We did have an increase of students "Dual" enrolled with Delta College. However, graduation rate, and the digital portfolio participation declined. Students required to distance learning for the majority of the year played a major role in not making significant progress with this goal.

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

College and Career readiness is still a goal. Last year with the pandemic many of the intended strategies were unable to be implemented. We were unsuccessful in implementing strategies, so budget expenditures did not happen as expected.

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

We will be working with the new CTE/Adult School Director of Lincoln Unified to accomplish current action plan to offer our students more opportunities toward college and career. Ultimately are end goal is to be able to provide students exposure to their intended career field. This will be a continued goal for the foreseeable future.

# 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

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

## Goal 3

Goal 3: Interventions - Continue to streamline current interventions to systematically reach all academically and socially-emotionally struggling students. Create a Positive Behavior Intervention and Support program to recognize students model behavior and academic success.

## Identified Need

VOHS students need academic and social-emotional support. In order to more effectively support students' academic and social and emotional needs, intervention strategies including attendance, academic and mental health support must be systematically streamlined to ensure students learn the life skills necessary to achieve their level of potential, both during and after graduation.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Post Grad Plan/Digital Portfolio	Post Grad Plan has been required second semester of Grade 12	All grades 9-12 create a four year digital portfolio/Post Grad plan that requires students to create short and long-term goals
Positive Behavior Intervention System	2019-20 No PBIS in place 2020-21 Pandemic- minimal activities promoting positive achievements and behavior	2021-22- Create and establish PBIS program for VOHS students
Summer School Early Intervention	2019-20 25% of incoming 9th graders complete summer school course 2020-21 - No incoming 9th grade students offered summer school (Pandemic)	2021-22- All incoming 9th graders will be offered summer school 50% of incoming 9th graders will complete summer school course.
SEL Intervention	2020-21 No after school counseling groups	2021-22- After school group counseling sessions offered by VOHS counselors for social emotional support

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

3.1 Create and implement a Positive Behavior Intervention System, PBIS

- a. Contract with an organization to train and develop a system of positive interventions appropriate for high school aged students (\$1,500 CSI)
- b. Purchase materials and incentives to encourage positive behavior (\$1,000 Donations)
- c. Purchase material to advertise PBIS on campus (\$500 Block)
- d. Recruit and strongly encourage summer school opportunities for 9th grades.
- e. Identify students struggling academically early and provide them Directed Studies as an elective.
- f. Have teachers and Paraprofessionals provide students with office hours after school for individual or small group academic support (Viking Support)
- g. Create after school counseling groups focused on social emotional support. Time sheet counselors (\$1,500 CSI)

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,500.00	Comprehensive Support and Improvement (CSI)
1,000.00	Donations
500.00	Unrestricted
1,500.00	Comprehensive Support and Improvement (CSI)

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

It was extremely difficult to streamline interventions with students doing distance learning. We were able to provide support with home visits and virtual meetings with counselors and other support staff, but it was not as successful as hoped.

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

Last year, implementation was difficult and budgetary expenditures towards the goal were not as planned because of distance learning and the pandemic.

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.

This year we have modified the goal to include both social, emotional support as well as incorporating a Positive Behavior Intervention System. Recognizing students who display academic and behavior improvements will improve culture and build on student successes.



# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$49,288.00
Total Carryover Funds	22,170.00
Total Federal Funds Provided to the School from the LEA for CSI	\$60,283.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$138,491.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$60,283.00
Title I Part A: Allocation	\$70,595.00
Title I Part A: Parent Involvement	\$863.00

Subtotal of additional federal funds included for this school: \$131,741.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Donations	\$1,000.00
Unrestricted	\$5,750.00

Subtotal of state or local funds included for this school: \$6,750.00

Total of federal, state, and/or local funds for this school: \$138,491.00

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

Name of Members	Role
Alicia Collins	Parent or Community Member
Elizabeth Hancock	Parent or Community Member
Jacqeline Jones	Parent or Community Member
Roberto Blanco	Secondary Student
LaKayla Miles	Secondary Student
Aries Tenorio	Secondary Student
Hayley Agardy	Classroom Teacher
Larisa Huiras	Classroom Teacher
Zack Newman	Classroom Teacher
Kim Saelee	Classroom Teacher
Josef Schallberger	Principal
Mary Grupe, Secretary	Other School Staff

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


# Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/27/2021.

Attested:

	Principal, Josef Schallberger on 10/27/2021
	SSC Chairperson, Elizabeth Hancock on 10/27/2021