



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
La Vista Center	34-67447-3430394	10/13/2020	November 17, 2020

Purpose and Plan Summary

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

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable and sustained improvement of student outcomes.

Summarize 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.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The new SJUSD LCAP describes four goals:

Goal 1: Connected School Communities

Goal 2: Healthy Environments for Socio-Emotional Growth

Goal 3: Engaging Academic Programs

Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

Comprehensive Support and Improvement - District Level Plan

San Juan Unified School District supports schools identified for Comprehensive Support and Improvement using the Continuous Cycle of Improvement model around improving all systems designed to support positive student outcomes. Each identified CSI school has a district sponsorship team consisting of district leaders from the Division of Teaching and Learning and labor management leaders from San Juan Teacher's Association (SJTA). The sponsorship team work collaboratively with the site's leadership team to support the processes of comprehensive needs assessment, development of the SPSA, and systems of monitoring progress. Sponsorship teams or representatives from the sponsorship teams will meet regularly with site leaders to support needs to help identify resources to support the goals of the school, provide technical assistance around CSI guidelines, and attend check in meetings. In addition, SJUSD has contracted with an outside consultant to provide professional development to lead site teams through the network improvement community work (NIC) to build internal capacity around improvement science work.

The School Site Council, English Learner Advisory Committee and Site Leadership teams played a critical role in providing input, assessing needs and identifying resource inequities. Each site met at least 5 times with stakeholder groups to develop the CSI plan in conjunction with planning and developing their School Plans for Student Achievement (SPSA.) Groups reviewed data, identified gaps and collaborated around the identification of resource inequities and how to address them. Transparency around budgets and funding sources was provided.

(Data and information) Each site used data relevant to their identification as a school receiving Comprehensive Support and Improvement resources. Data included: CA School Dashboard Academic and Engagement indicators from 2019-20, Annual Parent Climate Survey, Attendance Rates, Current suspension data, engagement with distance learning, report card and local assessment data. Stakeholder groups recognized that the data is impacted by distance learning and COVID 19 ramifications.

(Evidence-based) Site and district leadership examined effective practices around professional learning and effective engagement strategies using experts from Carnegie and West Ed. Sites conducted Empathy Gathering and Listening Circles to begin the Cycle of Continuous Improvement. Howe Avenue is exploring mentor programs to support target groups in improved engagement and attendance practices. La Vista is continuing to implement Positive Behavior Intervention Supports (PBIS) and Restorative Practices.

Each site adjusted their plans to address resource inequities related to engagement in distance learning and mitigating learning loss. Actions are designed to promote attendance and engagement through innovative teaching strategies, intervention, effective communication and support with technology. Providing instruction through a virtual model is new and teachers are adjusting to the shift. More resources and strategies for meeting student's academic and socio-emotional needs through a virtual platform are needed. Teachers are learning from each other. Collaboration time for teachers to refine and build capacity through shared experiences is critical.

Student learning loss varies according to each student's circumstance. There is an inequity in learning loss based on poverty, language proficiency and environmental factors. There is a need for an indicator of learning loss so that each student's situation can be addressed appropriately. Intervention will be critical to eliminating learning gaps. While there is a digital divide, there is also an inequity in the level of comfort with technology and connectivity. While students have been provided chromebooks, not all families have been provided the training they need in order to use the technology effectively.

Monitoring and Evaluating Effectiveness

The sponsorship team (refer to the support section for more information) and the site administrator will meet every 8-12 weeks to review the data and monitor the progress of the work. School Site Council, Site Leadership Teams and English Learner Advisory Committee will monitor implementation of actions and expenditures.

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Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

What did your data show (disaggregated by student group)?

Guidance	
Data Analysis	<p>Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.</p> <p>Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.</p>

Due to the Corona Virus Pandemic and resulting shift to distance learning, possible hybrid learning later in the school year and potential return to full on-site learning, the 2020-21 Comprehensive Needs Assessment is focused on the following:

1. Positive attendance as based on participation in Asynchronous or Synchronous class assignments.
2. Engagement in synchronous learning as measured by participation in Zoom classroom meetings
3. Engagement in asynchronous learning as measured by assignment completion.
4. Learning loss to be determined through local assessments, teacher observation and student outcomes.

La Vista has been identified for support, under the Comprehensive Support and Improvement (CSI) Accountability System due to a "red" indicator on the CA School Dashboard. Due to small school enrollment, suspension and attendance are the only indicators available

Current data shows: attendance is not doing well in distance learning model.

Attendance rate: 62% positive attendance rate.

Synchronous learning weekly percentage rate: 53% positive attendance rate.

Asynchronous engagement - weekly assignment completion rate: 41% positive attendance rate.

Learning loss - to be determined.

Target groups:

La Vista has been identified for support, under the Comprehensive Support and Improvement (CSI) Accountability System due to a "red" indicator on the CA School Dashboard. Due to small school enrollment, suspension and attendance are the only indicators available.

Analysis of suspension data

* In school year 2019-20, 35.2% of students were suspended at least once

* In school year 2019-20, Suspensions decreased from 2018-19.

Academic data is limited due to the special population served and the low number of students taking the Smarter Balanced Assessment. The number of students meeting proficiency in math and ELA is extremely low. Due to student privacy, the number of students meeting proficiency is not reported.

Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Red	Red	None	None	None	None
English Learners	None	None	None	None	None	None
Foster Youth	None	Orange	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	None	Red	None	None	None	None
Students with Disabilities	Red	Red	None	None	None	None
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	None	None	None	None	None	None
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	Orange	None	None	None	None
Two or More Races	None	None	None	None	None	None

Root Cause Analysis

What did your root causes analysis reveal?

Guidance	
Root Cause Analysis	<p>Root cause analysis follows directly from areas identified during data analysis.</p> <p>Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.</p>

La Vista serves a special population of 6-12th grade students. After analyzing our site data, it is clear that suspension and attendance are the areas that we need to focus on. After discussing the data with our stakeholders, the following root causes were identified:

- Staff is in the process of implementing Positive Behaviors and Supports, Restorative Practices, Social-Emotional Learning, mindfulness training for students and safe alternatives to suspension. COVID and the distance learning model has disrupted the campus progression in these areas.
- Students struggle socially and academically. This leads to frustration, lack of motivation to be present and participate and high level behaviors that lead to suspension.
- Many students cannot read, or read significantly below grade level.
- Dyslexia is a common problem facing our students.
- Many students refuse to take assessment which makes it difficult to gauge academic proficiency and provide the appropriate interventions

Resource Inequities

What resource inequities did you discover?

Guidance

Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.
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CSI funds will be directed towards closing the following gaps in allocated resources:

- Limited professional development around Restorative Practices, Mindfulness training, Social-Emotional Learning and alternatives to suspension
- Interventions have been limited. Outside sources of reading intervention will be pursued.
- Reading foundational skills have not been explicitly taught due to the advanced grade levels or our students. Struggling readers need phonemic awareness, phonics and fluency support. Our educators will be given training to remediate at such low levels of understanding.
- Resources toward supporting students with dyslexia has been limited.
- Students need both extrinsic and intrinsic motivation to address the history of lack of engagement in school. Tangible rewards will be used to boost the interest of the students. Also, more "hands on" classes and experiences will be integrated into the structure of our classes.
- Work experience opportunities for the older students will set up each quarter. La Vista in partnership with the Workability Team will assist students in job preparation, resume writing, job hunting, interviewing, obtaining work permit and job retention skills.

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

The La Vista Comprehensive Needs Assessment was conducted through a thorough examination of available state and local data encompassing academic and social-emotional domains. We used a “data for equity” protocol with all staff to surface strengths and gaps. A “5 whys” protocol was used to identify root causes and as the basis for a discussion about change ideas. The identified needs formed the basis for goals, outcomes, strategies, and ongoing measures.

Different components of the Comprehensive Needs Assessment was conducted collaboratively with parents/guardians, staff, PBIS team, the School Site Council, Site Leadership Team, and District Sponsorship Team.

Teachers are engaged in the process of continuous improvement through weekly staff meetings where we examine data, discuss ongoing challenges, and plan to address persistent challenges as departments and grade level teams. All staff were part of the development of the comprehensive needs assessment, including conducting root cause analysis, and will provide ongoing progress monitoring of the actions and strategies put into place to address persistent challenges, including those leading to the identification for Comprehensive Support and Improvement (CSI).

The Positive Behavioral Intervention and Support Team (PBIS) consists of certificated staff, classified staff, school psychologists and the principal. The team is charged with maintaining and improving the school-wide system of social-emotional support. The Positive Behavior Intervention Support (PBIS) team provides ongoing progress monitoring of the actions and strategies put into place to address persistent challenges leading to the identification for Comprehensive Support and Improvement (CSI).

School Site Council (SSC) participated in the development of the Comprehensive Needs Assessment and approved the CSI plan. They will participate in ongoing progress monitoring of the

actions and strategies put into place to address persistent challenges, including those leading to the identification for Comprehensive Support and Improvement.

Parents have been engaged through district surveys and personal phone calls to engage them as partners in understanding root causes of persistent challenges, generating positive change ideas, and providing feedback about our improvement efforts. Historically, survey participation has not reached the number of respondents required for actionable input. We will pursue efforts to expand participation in school surveys in order to improve the quality of the data we receive.

Site Leadership Team (SLT) is comprised of labor and management leaders at La Vista Center. The SLT, along with the SSC, will provide oversight for the implementation of the SPSA and continuous improvement of the CSI plan in partnership with the District Sponsorship Team (DST).

As part of the development of the Comprehensive Needs Assessment, including the identification of the root causes, goal development, and strategy identification, and ongoing monitoring, the SLT at La Vista is working closely with a DST comprised of district labor and management leaders. The DST will provide support and guidance for the implementation and continuous improvement of the SPSA in partnership with the District Sponsorship Team (SLT).

Resource Inequities

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

CSI funds will be directed towards closing the following gaps in allocated resources:

- Limited professional development around Restorative Practices, Mindfulness training, Social-Emotional learning and alternatives to suspension
- Academic intervention has been limited.
- Reading foundational skills have not been explicitly taught due to the advanced grade levels of our students. Struggling readers need phonemic awareness, phonics and fluency support.
- Resources toward supporting students with dyslexia has been limited
- Available texts are often not engaging, culturally relevant or at the correct Lexile levels for our students. Auxiliary books will be purchased.
- Additional technology will be purchased to allow students to access the differentiation of curriculum.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Connected School Communities

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

To achieve the LCAP goal, we must first build a solid foundation with our La Vista parents. We get about 10% participation from our families on a consistent basis. We regularly monitor student progress on goals. We use data to identify individual student needs and create IEP goals to address those needs. Case managers connect with students and parents/guardians during this progress. By next school year, we will make better connections to families by providing more opportunities for parental input outside of IEP meetings. We will actively seek input from parents/guardians on our campus programs as well as activities specifically for the individual student. We will promote a positive and meaningful school environment by bringing hands on experiences into our curriculum and providing job related opportunities. Our goal is to get 20% participation from our families on a consistent basis.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

We only had four out of usual 6 opportunities for parental participation on campus due to the COVID shutdown. We were unable to get additional families to participate online.

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

We were unable to spend our monies allocated for the end of the year parent meeting and graduation ceremony. These are two of our most attended activities for parents.

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.

Unfortunately, we started this school year in distance learning model. Therefore, we were unable to have our back to school night and open house in person. When we physically return, we will add a few parent meetings to our schedule to give families more opportunities to participate.

2020-21

Identified Need

Low parent participation is a barrier to La Vista accomplishing a connected school community. We will work hard to get more participation in school events, surveys, IEP meetings and the improvement process here at La Vista. Since the distance learning model has been used, technology is a huge parental concern so money will be allocated to improve the technological opportunities for students.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Sign in sheets / attendance sheets for school events	10% of parents participated in school events	20% or more of parents will participate in school events

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Parent engagement events: <ul style="list-style-type: none"> • Back to School night • Open House 	X All Students English Learners Low-Income Students Foster Youth Other	Teachers, Principal, School Counselor, Technology team, IA's, School Psychologist, Office staff.	Title I Part A Parent Involvement Other	464 736	2020-2021 School Year

	<ul style="list-style-type: none"> • Thanksgiving family building meeting • IEP meetings • End of the year parent / teacher conferences • Graduation ceremony 					
1.2	Buy t-shirts for students and staff to build "community" oriented climate	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation	1000	2020-2021 School Year
1.3	Parent Engagement: Teachers will	X All Students English Learners Low-Income Students	Teachers, Principal, School	Other	500	2020-2021 School Year

communicate regularly with parents and other caregivers regarding academic and behavioral progress. Behavior contracts will be sent home daily and teachers will facilitate frequent home school communication . Parents will receive quarterly progress on IEP goals and individual student behavior data. School staff will use multiple methods (ie. phone, email, before school/after school personal contact, teacher meetings, IEP meetings,

Foster Youth
Other

Counselor,
Mental Health
Therapists,
Technology
team, IA's,
School
Psychologist,
Office staff.

parent surveys, ZOOM meetings, home visits by principal) to communicate with parents or guardians regarding student progress. Outreach activities such as Back to School Night, Thanksgiving Family building, Awards Assemblies, Open House, Family Meal Night, Graduation, etc. will serve to build relationship and trust with families and support providers.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Healthy Environments for Socio-Emotional Growth

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

We are currently implementing Positive Behaviors and Supports on campus. We will implement restorative practices, mindfulness practices and social-emotional learning strategies and curriculum in our classrooms. We will focus on building secure and meaningful relationships with our students that will enable us to be the coaches our students need for their social and emotional growth. We will continue to follow protocols that help us to create

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

We continued to implement PBIS strategies and conflict resolution meetings. As a result, our suspensions went down as evidenced by referral and suspension paperwork.

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

We did not get a chance to have our big Restorative Practices staff training due to the COVID shutdown. This has delayed our staff's learning progression and the school's implementation progression in this area.

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 move to the next level of the PBIS structure for the school and bring full Restorative Practices training to the entire staff. We will add mindfulness training and social-emotional curriculum to our strategies for campus climate growth.

2020-21

Identified Need

School safety and personal relationships are huge factors in students feeling like they are part of a safe and positive school climate. La Vista staff needs more training in the areas of PBIS, Restorative Practices, Mindfulness strategies and Social- Emotional Learning. We will need a consistent Multi-tiered rewards system. Our students respond to tangible rewards in the classroom and campus-wide. We will begin to use an electronic tracking system for the rewards so we can create reports and data to use in our behavior analysis.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Surveys	75% of respondents felt safe on campus	85% of respondents feel safe on campus
Suspension data	46% of students received at least 1 suspension	30% of students receive at least 1 suspension
Daily Behavior Report sheets	15 students had more than 50% of time out of area	7 or less students will have more than 50% of time out of area

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Positive Behavioral Supports: All staff will continue professional development in the area of positive behavior	X All Students English Learners Low-Income Students Foster Youth Other	Teachers, Mental Health Therapists, Support Staff, Leadership Team, Safety Team including TCI Trainers,	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services	9000	School year 2020-21

	interventions and supports, classroom management strategies, effective communication , restorative practices, Therapeutic Crisis Intervention (TCI), mindfulness strategies and social-emotional learning.		Teachers, Principal	And Operating Expenditures		
2.2	School-wide behavior system will be implemented with consistency and fidelity. All staff will support the use of daily behavior contracts by assisting students in creating personal goals and providing immediate feedback to	X All Students English Learners Low-Income Students Foster Youth Other	Teachers, Mental Health Therapists, Support Staff, Leadership Team, Safety Team, Teachers, Principal	Other 1000-1999: Certificated Personnel Salaries Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Other 4000-4999: Books And Supplies	2000.00 3000.00 500	School year 2020-21

	<p>students regarding classroom behavior and choices. Students will be rewarded for positive behavior with tangible and non-tangible rewards that are identified as motivators for the students. Each classroom will have a student store. There will also be a campus-wide store for an additional layer of rewards.</p>					
2.3	<p>Teachers, mental health therapists and support staff will develop and implement curriculum (social-emotional learning) and activities (class curriculum based outings)</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Teachers, Mental Health Therapists, Support Staff, Leadership Team, Safety Team, Teachers, Principal</p>	<p>Other 1000-1999: Certificated Personnel Salaries</p>	3,000.00	<p>School year 2020-21</p>

	<p>which focuses on building effective coping skills, pro-social skills and self regulation strategies so students can access learning and work on citizenship in public (community based instruction). All staff will encourage and model appropriate behavior, emotional regulation, and problem solving and reinforce the importance of academic skill development with real life applications.</p>					
2.4	<p>Students will participate in weekly social skills group, will receive social skills training within the</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Teachers, Mental Health Therapists, Support Staff, Leadership Team, Safety Team,</p>	<p>Comprehensive Support and Improvement (CSI)</p>	<p>2000.00</p>	<p>School year 2020-21</p>

	classroom setting and will have frequent opportunities for social skills development so that they can develop the skills necessary to interact collaboratively with peers in both structured and unstructured group settings, including student directed group work within the classroom setting. This also includes anti-bullying curriculum and training for students.		Teachers, Principal	1000-1999: Certificated Personnel Salaries		
2.5	School staff will honor students who achieve academic honor roll, improved citizenship as well as perfect or near perfect	X All Students English Learners Low-Income Students Foster Youth Other	Teachers, Mental Health Therapists, Support Staff, Leadership Team, Safety Team, Teachers, Principal	Title I Part A Site Allocation 4000-4999: Books And Supplies	1,000.00	School year 2020-21

	attendance during each quarterly awards assembly. The honorees will receive awards and prizes for their recognition.					
2.6	Each Student will participate in Character Education and Development incorporated within their school day and during special La Vista events such as: Back to school night, open house, Thanksgiving family building, end of the year parent conferences and graduation. These events will allow the students to showcase their social skill progression and connect parents and	X All Students English Learners Low-Income Students Foster Youth Other	Teachers, Mental Health Therapists, Support Staff, Leadership Team, Safety Team, Teachers, Principal	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	2000.00	School year 2020-21

	guardians to our La Vista Community.					
2.7	Positive Attendance: All school staff will continue implementation of school-wide positive attendance campaign and develop interventions for non-attenders. A separate rewards system may be used for truency risks. Strategies to support positive attendance include: incentives and recognition for perfect individual attendance and best class attendance every two weeks, quarterly awards	X All Students English Learners Low-Income Students Foster Youth Other	Teachers, Mental Health Therapists, Support Staff, Leadership Team, Safety Team, Teachers, Principal	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies	4000	School year 2020-21

assemblies recognizing perfect and near perfect attendance, frequent school to home communication including automated calls as well as personalized phone calls from staff for every absence, home visits conducted by principal and law enforcement officers, parent follow up by SPED case manager for multiple day absences, positive attendance incorporated into daily contracts and rewards, modified day for students who have medical reasons for non-attendance

or are young parents, independent study model for adult or working students, IEP goals to address positive attendance, attendance / truancy conferences and SARB referrals. Distance Learning can now be used to provide a connection to the classroom curriculum and teaching progression when a student cannot be physically on campus. Technology will be purchased to make this a effective option.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

We will regularly monitor student progress, using local data, state testing data and Individual Educational Plans to identify student academic needs and implement effective innovative strategies to increase student achievement.

Annual Review

SPSA Year Reviewed: 2019-20

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.

\$12,000 was allocated for supplemental academic supports and curriculum as well as significant social skills curriculum. This appeared to have a positive impact on the campus as evidenced by a lower amount of referrals & suspensions and better overall grades for students.

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

The entire amount of money could not be spent due to the COVID shutdown. We will continue these efforts this year.

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.

La Vista will use iREADY curriculum to address reading issues with our student population. La Vista will Moby Max as a supplemental curriculum for math and English.

2020-21

Identified Need

La Vista has a migrant student population with foster youth, homeless students and low socio-economic status families. Our student body is always changing and academic outcomes are constantly in need of improvement. Access to a supplemental online tutoring resource will give the students the ability to do supplemental homework online. Classrooms will be outfitted with chromebooks so students can access online teaching resources.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Graduation Rate	8 out of 13 seniors graduated (62%)	No less than 10 out of 14 seniors will graduate (71%)

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Instruction - Differentiation and technology Integration: Teachers will engage in ongoing professional development around common core, differentiated instruction, new textbook	X All Students English Learners Low-Income Students Foster Youth Other	Teachers, Leadership Team, Technology Team, and Principal			School Year 2020-21

	<p>adoptions, technology integration for distance learning, technology integration for in person learning, intensive reading and math intervention, integrated math instruction, and culturally responsive teaching.</p>					
3.2	<p>Teachers will collaborate within their grade-level teams regarding improving instructional strategies, implementing common core, infusing technology into instruction (both in distance learning and in person learning),</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Teachers, Leadership Team, Technology Team, and Principal</p>			<p>School Year 2020-21</p>

	integrated math instruction, as well as have an opportunity to analyze student local achievement data.					
3.3	Teachers will use supplemental curriculum supports and technology tools that will improve quality of instruction (in both distance learning and in person learning models), increase opportunities to enhance project based learning and educational field trip opportunities. Such supplemental technology tools includes interactive white boards, additional	X All Students English Learners Low-Income Students Foster Youth Other	Teachers, Leadership Team, Technology Team, and Principal	Comprehensive Support and Improvement (CSI) Title I Part A Site Allocation 4000-4999: Books And Supplies	1888 8900	School Year 2020-21

	<p>desktop computer work stations (with cameras, network drops in classrooms for stable student access, microphones and speakers) with access to data storage, Chromebooks and iPads, Apple TV capability in the classrooms, Google Classroom, Illuminate, gmail accounts for students, ZOOM, Moby Max, and additional instructional software and apps. Students will have access to this technology.</p>					
3.4	<p>Staff will continue providing a learning lab for English Learners, as</p>	<p>All Students X English Learners Low-Income Students Foster Youth Other</p>	<p>Teachers, Leadership Team, Technology Team, Principal and</p>			<p>School Year 2020-21</p>

	<p>well as increased individualized support, to ensure access to curriculum. Language assessment will be completed by centralized EL district staff. La Vista staff will collaborate with centralized EL staff to offer supports for EL students.</p>		Centralized EL Staff			
3.5	<p>Increased academic rigor: Teachers will engage in ongoing professional development around Increased academic rigor, common core, reading and math intervention and integrated math instruction. All instructional assistants will</p>	<p>All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Teachers, Leadership Team, Technology Team, and Principal</p>			<p>School Year 2020-21</p>

	<p>support the use of these strategies as directed by teachers and will also have training opportunities available to assist them in supporting learning. Students will be rewarded for positive classroom performance with tangible and non-tangible rewards that are identified as motivators for the students.</p>					
3.6	<p>Effective Instructional Strategies: Teachers will receive professional development and best practices training in classroom management,</p>	<p>All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Teachers, Leadership Team, Technology Team, and Principal</p>	<p>LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures</p>	5,000.00	<p>School Year 2020-21</p>

	restorative practices, positive social training techniques, instructional strategies to enhance student engagement, curriculum resources to encourage active engagement, and positive behavior intervention and supports. This will enhance opportunities for learning in the classroom.					
3.7	Problem Solving and Critical Thinking: Students will have access to opportunities that teach basic career oriented skills (i.e. home economics, clerical,	X All Students English Learners Low-Income Students Foster Youth Other	Teachers, Leadership Team, Technology Team, and Principal	LCFF Supplemental Site Allocation	1,000.00	School Year 2020-21

	<p>custodial, cafeteria work, cooking, horticulture, work projects, workability program, and coffee bar). Teachers will provide a wide range of curricular material and technology tools that addresses the need for continued problem solving, critical thinking, oral/written communication, collaboration, creativity and innovation</p>					
3.8	<p>Teachers will research and implement lessons geared towards 21st Century skill building including use of complex texts,</p>	<p>All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Teachers, Leadership Team, Technology Team, and Principal</p>	<p>Title I Part A Site Allocation</p>	<p>2000.00</p>	<p>School Year 2020-21</p>

open ended questioning and assessments, reading and writing across the content areas, project based learning, student driven lessons and collaborative group work, hands on labs and experiments, educational field explorations, technology training, explicit communication and social skills training, and life skills curriculum, all with a focus on building student independence and responsibility for their own learning.

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Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

La Vista will offer opportunities for career exploration through presentations from the armed forces, field explorations to local businesses, opportunities to participate in Workability Program, connection to our "Go to Work Program", opportunity to participate in Coffee Bar program on campus, connection to in district CTE classes, on campus career presentations and activities, introduction to Job Corps and California Conservation Corps and the use of career assessments such as California Career Zone and other assessment tools. La Vista will offer opportunities for college exploration through field explorations to American River College and Sacramento State University, virtual tours of other higher education institutions across the United States and exploring trade school opportunities. We will have (either in person or virtual) presentations from local trade schools.

2020-21

Identified Need

Annual Measurable Outcomes

Metric/Indicator

Baseline 2019-20

Expected Outcome 2020-21

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	<p>Transition Planning: Students will research and explore post secondary education opportunities, career interests, and community citizenship through visits to local community colleges and 4 year universities, visit to or presentation from the armed forces, Job Corps and California Conservation Corps. Students will have access to: Workability program, community volunteer programs, guest speakers from</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>WA1 staff, Teachers, School Counselor and Principal</p>	<p>Title I Part A Site Allocation 4000-4999: Books And Supplies</p>	<p>2000.00</p>	<p>School year 2020-2021</p>

	community organizations and businesses, job shadowing opportunities, county and district CTE courses, resume development, practice interviews, opportunity for on campus jobs or supported employment in the community via job permits (Go to Work Program), and use of the Naviance Program and California Career Zone website.					
4.2	School staff will further develop programs geared towards life skills and social skill development, as well as	X All Students English Learners Low-Income Students Foster Youth Other	Teachers, Mental Health Therapists, School Psychologist, School Counselor, Teachers and Principal	Title I Part A Site Allocation 4000- 4999: Books And Supplies	2500.00	School year 2020-2021

building a therapeutic educational environment on campus. This includes: therapeutic art program, therapeutic music program, culinary arts program, social skills training activities, recreational sports participation, world language and culture development, student leadership course, horticulture / food and nutrition course. We will also bring a bicycle technician in to facilitate a bicycle maintenance and assembly class.

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$52,488.00

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)	\$19,888.00

Subtotal of additional federal funds included for this school: \$19,888.00

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 (\$)
LCFF Supplemental Site Allocation	\$9,000.00
Other	\$6,736.00
Title I Part A Parent Involvement	\$464.00
Title I Part A Site Allocation	\$16,400.00

Subtotal of state or local funds included for this school: \$32,600.00

Total of federal, state, and/or local funds for this school: \$52,488.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	9000	0.00
Comprehensive Support and Improvement (CSI)	19888	0.00
Title I Part A Site Allocation	16,400	0.00
Title I Part A Parent Involvement	464	0.00

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	19,888.00
LCFF Supplemental Site Allocation	9,000.00
Other	6,736.00
Title I Part A Parent Involvement	464.00
Title I Part A Site Allocation	16,400.00

Expenditures by Budget Reference

Budget Reference	Amount
	4,588.00
1000-1999: Certificated Personnel Salaries	7,000.00
4000-4999: Books And Supplies	21,900.00
5000-5999: Services And Other Operating Expenditures	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	9,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Comprehensive Support and Improvement (CSI)	1,888.00

1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	2,000.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	9,000.00
	LCFF Supplemental Site Allocation	1,000.00
	LCFF Supplemental Site Allocation	1,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	7,000.00
	Other	1,236.00
1000-1999: Certificated Personnel Salaries	Other	5,000.00
4000-4999: Books And Supplies	Other	500.00
	Title I Part A Parent Involvement	464.00
	Title I Part A Site Allocation	2,000.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	14,400.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,700.00
Goal 2	26,500.00
Goal 3	18,788.00
Goal 4	4,500.00

School Site Council Membership

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

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

Name of Members	Role
Christine Patton	Parent or Community Member
Cameron Biebl	Secondary Student
Sunny Lofton	Principal
Laura Duran	Parent or Community Member
Trudy Boyd (Chair)	Other School Staff
Conny Nelson	Other School Staff
Brigitte Tarrin	Classroom Teacher
James Slingsby	Classroom Teacher
Eric Hood	Classroom Teacher
Kelly Bonaventure	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 11/10/2020.

Attested:



Principal, Sunny Lofton on 11/10/2020

SSC Chairperson, D. Trudy Boyd on 11/10/2020

Budget By Expenditures

La Vista Center School

Funding Source: Comprehensive Support and Improvement (CSI)

\$19,888.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Positive Behavioral Supports: All staff will continue professional development in the area of positive behavior interventions and supports, classroom management strategies, effective communication, restorative practices, Therapeutic Crisis Intervention (TCI), mindfulness strategies and social-emotional learning.	5800: Professional/Consulting Services And Operating Expenditures	\$9,000.00	Healthy Environments for Socio-Emotional Growth	Focus 3: Improve school climate by providing behavioral and social-emotional support Focus 4: Improve the safety, climate and collaborative culture of the district and of school sites Focus 7: Ensure site resources are allocated to meet the unique social-emotional needs of students at each site
Students will participate in weekly social skills group, will receive social skills training within the classroom setting and will have frequent opportunities for social skills development so that they can develop the skills necessary to interact collaboratively with peers in both structured and unstructured group settings, including student directed group work within the classroom setting. This also includes anti-bullying curriculum and training for students.	1000-1999: Certificated Personnel Salaries	\$2,000.00	Healthy Environments for Socio-Emotional Growth	Focus 3: Improve school climate by providing behavioral and social-emotional support Focus 4: Improve the safety, climate and collaborative culture of the district and of school sites Focus 7: Ensure site resources are allocated to meet the unique social-emotional needs of students at each site

La Vista Center School

Teachers will use supplemental curriculum supports and technology tools that will improve quality of instruction (in both distance learning and in person learning models), increase opportunities to enhance project based learning and educational field trip opportunities. Such supplemental technology tools includes interactive white boards, additional desktop computer work stations (with cameras, network drops in classrooms for stable student access, microphones and speakers) with access to data storage, Chromebooks and iPads, Apple TV capability in the classrooms, Google Classroom, Illuminate, gmail accounts for students, ZOOM, Moby Max, and additional instructional software and apps. Students will have access to this technology.

\$1,888.00 Engaging Academic Programs

Focus 2: Ensure a high level of math skills for all students.
Focus 3: Ensure the development of English language proficiency among English learners.

La Vista Center School

Positive Attendance: All school staff will continue implementation of school-wide positive attendance campaign and develop interventions for non-attenders. A separate rewards system may be used for truency risks. Strategies to support positive attendance include: incentives and recognition for perfect individual attendance and best class attendance every two weeks, quarterly awards assemblies recognizing perfect and near perfect attendance, frequent school to home communication including automated calls as well as personalized phone calls from staff for every absence, home visits conducted by principal and law enforcement officers, parent follow up by SPED case manager for multiple day absences, positive attendance incorporated into daily contracts and rewards, modified day for students who have medical reasons for non-attendance or are young parents, independent study model for adult or working students, IEP goals to address positive attendance, attendance / truancy conferences and SARB referrals. Distance Learning can now be used to provide a connection to the classroom curriculum and teaching progression when a student cannot be physically on campus. Technology will be purchased to make this a effective option.

4000-4999: Books And Supplies

\$4,000.00 Healthy Environments for Socio-Emotional Growth

Focus 1: Increase students' engagement in and connectedness to school

Focus 2: Develop and support patterns of regular attendance for all students

Focus 7: Ensure site resources are allocated to meet the unique social-emotional needs of students at each site

4000-4999: Books And Supplies

\$3,000.00 Healthy Environments for Socio-Emotional Growth

Focus 3: Improve school climate by providing behavioral and social-emotional support

Focus 4: Improve the safety, climate and collaborative culture of the district and of school sites

Focus 7: Ensure site resources are allocated to meet the unique social-emotional needs of students at each site

La Vista Center School

Comprehensive Support and Improvement (CSI) Total Expenditures: \$19,888.00

Comprehensive Support and Improvement (CSI) Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation \$9,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Effective Instructional Strategies: Teachers will receive professional development and best practices training in classroom management, restorative practices, positive social training techniques, instructional strategies to enhance student engagement, curriculum resources to encourage active engagement, and positive behavior intervention and supports. This will enhance opportunities for learning in the classroom.	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Engaging Academic Programs	Focus 8: Ensure a comprehensive system of support for implementing content standards and quality instruction.
Problem Solving and Critical Thinking: Students will have access to opportunities that teach basic career oriented skills (i.e. home economics, clerical, custodial, cafeteria work, cooking, horticulture, work projects, workability program, and coffee bar). Teachers will provide a wide range of curricular material and technology tools that addresses the need for continued problem solving, critical thinking, oral/written communication, collaboration, creativity and innovation		\$1,000.00	Engaging Academic Programs	Focus 8: Ensure a comprehensive system of support for implementing content standards and quality instruction.

La Vista Center School

Each Student will participate in Character Education and Development incorporated within their school day and during special La Vista events such as: Back to school night, open house, Thanksgiving family building, end of the year parent conferences and graduation. These events will allow the students to showcase their social skill progression and connect parents and guardians to our La Vista Community. Buy t-shirts for students and staff to build "community" oriented climate

5000-5999: Services And Other Operating Expenditures

\$2,000.00 Healthy Environments for Socio-Emotional Growth

Focus 5: Increase the degree of parent and student voice in San Juan Unified School District

Focus 7: Ensure site resources are allocated to meet the unique social-emotional needs of students at each site

\$1,000.00 Connected School Communities

LCFF Supplemental Site Allocation Total Expenditures: \$9,000.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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La Vista Center School

Parent Engagement: Teachers will communicate regularly with parents and other caregivers regarding academic and behavioral progress. Behavior contracts will be sent home daily and teachers will facilitate frequent home school communication. Parents will receive quarterly progress on IEP goals and individual student behavior data. School staff will use multiple methods (ie. phone, email, before school/after school personal contact, teacher meetings, IEP meetings, parent surveys, ZOOM meetings, home visits by principal) to communicate with parents or guardians regarding student progress. Outreach activities such as Back to School Night, Thanksgiving Family building, Awards Assemblies, Open House, Family Meal Night, Graduation, etc. will serve to build relationship and trust with families and support providers.

\$500.00 Connected School Communities

\$736.00 Connected School Communities

School-wide behavior system will be implemented with consistency and fidelity. All staff will support the use of daily behavior contracts by assisting students in creating personal goals and providing immediate feedback to students regarding classroom behavior and choices. Students will be rewarded for positive behavior with tangible and non-tangible rewards that are identified as motivators for the students. Each classroom will have a student store. There will also be a campus-wide store for an additional layer of rewards.

1000-1999: Certificated Personnel Salaries

\$2,000.00 Healthy Environments for Socio-Emotional Growth

Focus 3: Improve school climate by providing behavioral and social-emotional support

Focus 4: Improve the safety, climate and collaborative culture of the district and of school sites

Focus 7: Ensure site resources are allocated to meet the unique social-emotional needs of students at each site

La Vista Center School

Teachers, mental health therapists and support staff will develop and implement curriculum (social-emotional learning) and activities (class curriculum based outings) which focuses on building effective coping skills, pro-social skills and self regulation strategies so students can access learning and work on citizenship in public (community based instruction). All staff will encourage and model appropriate behavior, emotional regulation, and problem solving and reinforce the importance of academic skill development with real life applications.

1000-1999: Certificated Personnel Salaries

\$3,000.00

Healthy Environments for Socio-Emotional Growth

Focus 3: Improve school climate by providing behavioral and social-emotional support

Focus 4: Improve the safety, climate and collaborative culture of the district and of school sites

Focus 7: Ensure site resources are allocated to meet the unique social-emotional needs of students at each site

4000-4999: Books And Supplies

\$500.00

Healthy Environments for Socio-Emotional Growth

Focus 3: Improve school climate by providing behavioral and social-emotional support

Focus 4: Improve the safety, climate and collaborative culture of the district and of school sites

Focus 7: Ensure site resources are allocated to meet the unique social-emotional needs of students at each site

Other Total Expenditures: \$6,736.00

Other Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement

\$464.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent engagement events: -Back to School night -Open House -Thanksgiving family building meeting -IEP meetings -End of the year parent / teacher conferences - Graduation ceremony		\$464.00	Connected School Communities	

La Vista Center School

Title I Part A Parent Involvement Total Expenditures: \$464.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

Funding Source: Title I Part A Site Allocation **\$16,400.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
School staff will honor students who achieve academic honor roll, improved citizenship as well as perfect or near perfect attendance during each quarterly awards assembly. The honorees will receive awards and prizes for their recognition.	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments for Socio-Emotional Growth	Focus 3: Improve school climate by providing behavioral and social-emotional support Focus 4: Improve the safety, climate and collaborative culture of the district and of school sites Focus 7: Ensure site resources are allocated to meet the unique social-emotional needs of students at each site
Teachers will research and implement lessons geared towards 21st Century skill building including use of complex texts, open ended questioning and assessments, reading and writing across the content areas, project based learning, student driven lessons and collaborative group work, hands on labs and experiments, educational field explorations, technology training, explicit communication and social skills training, and life skills curriculum, all with a focus on building student independence and responsibility for their own learning. - bike class (Science and elective class) - science experiment lab (science) - music lab (music) - art lab (Art and History class) - horticulture class (Science)		\$2,000.00	Engaging Academic Programs	Focus 8: Ensure a comprehensive system of support for implementing content standards and quality instruction.
	4000-4999: Books And Supplies	\$8,900.00	Engaging Academic Programs	Focus 2: Ensure a high level of math skills for all students. Focus 3: Ensure the development of English language proficiency among English learners.

La Vista Center School

<p>Transition Planning: Students will research and explore post secondary education opportunities, career interests, and community citizenship through visits to local community colleges and 4 year universities, visit to or presentation from the armed forces, Job Corps and California Conservation Corps. Students will have access to: Workability program, community volunteer programs, guest speakers from community organizations and businesses, job shadowing opportunities, county and district CTE courses, resume development, practice interviews, opportunity for on campus jobs or supported employment in the community via job permits (Go to Work Program), and use of the Naviance Program and California Career Zone website.</p>	<p>4000-4999: Books And Supplies</p>	<p>\$2,000.00</p>	<p>Clear Pathways to Bright Futures</p>
<p>School staff will further develop programs geared towards life skills and social skill development, as well as building a therapeutic educational environment on campus. This includes: therapeutic art program, therapeutic music program, culinary arts program, social skills training activities, recreational sports participation, world language and culture development, student leadership course, horticulture / food and nutrition course. We will also bring a bicycle technician in to facilitate a bicycle maintenance and assembly class.</p>	<p>4000-4999: Books And Supplies</p>	<p>\$2,500.00</p>	<p>Clear Pathways to Bright Futures</p>

Title I Part A Site Allocation Total Expenditures: \$16,400.00

Title I Part A Site Allocation Allocation Balance: \$0.00

La Vista Center School Total Expenditures: \$52,488.00