

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
La Vista Center	34-67447-3430394		September 28, 2021

## 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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## 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: 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.

We only had two out of the usual 6 opportunities for parental participation on campus due to the COVID shutdown and subsequent HYBRID model of education. 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 all of 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.

Although we are open and in person, current district COVID protocols does not allow us to have in person meetings. Therefore, we are unable to have our back to school night and open house in person. We are unsure when we will be able to give families more opportunities to participate in person.

**2020-21**

**Identified Need**

Low parent participation is a barrier to La Vista accomplishing a connected school community. We want to work harder in getting more participation in school events, surveys, IEP meetings and the improvement process here at La Vista. We are looking for a School Site Council parent rep and a Community Advisory Committee parent rep for La Vista Center.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
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"> <li>• Back to School night</li> <li>• Open House</li> </ul>	X All Students X English Learners X Low-Income Students X Foster Youth X Other Mckinney-Vento	Teachers, Principal, School Counselor, Technology team, IA's, School Psychologist, Office staff.	Title I Part A Parent Involvement  Other	539  150	2021-2022 School Year

- Thanksgiving family social emotional learning activity
- IEP meetings
- End of the year parent / teacher conferences
- Graduation ceremony
- School Site Council meetings
- CAC meetings

1.2	<p>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, IEP</p>	<p>X All Students  X English Learners  X Low-Income Students  X Foster Youth  X Other Mckinney-Vento</p>	<p>Teachers, Principal, School Counselor, Mental Health Therapists, Technology team, IA's, School Psychologist, Office staff.</p>			
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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 social emotional learning activity, Awards Assemblies, Open House, Parent / teacher meetings, 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 implementing Positive Behaviors and Supports on campus. We will implement a rewards (incentives) based approach to dealing with student disciplinary issues. This is a research-based program that will enhance our ability to lower the amount of suspensions. We will also deploy 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 a positive school culture and climate. By the end of the 2021-2022 school year, we will have less than 50 total suspensions.

## 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.

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. Our students also need more access to public activities to practice appropriate social interaction behaviors.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
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	All Students X English Learners X Low-Income Students X Foster Youth X Other McKinney-Vento	Teachers, Mental Health Therapists, Support Staff, Leadership	Comprehensive Support and	7102	School year 2021-22

	<p>professional development in the area of positive behavior interventions and supports, restorative practices, classroom management strategies, effective communication, Therapeutic Crisis Intervention (TCI), mindfulness strategies and social-emotional learning.</p>		<p>Team, Safety Team including TCI Trainers, Teachers, Principal</p>	<p>Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures</p>		
2.2	<p>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</p>	<p>All Students  X English Learners  X Low-Income Students  X Foster Youth  X Other McKinney-Vento</p>	<p>Teachers, Mental Health Therapists, Support Staff, Leadership Team, Safety Team, Teachers, Principal</p>	<p>Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies LCFF Supplemental Site Allocation</p>	<p>7796  500  500</p>	<p>School year 2021-22</p>

	<p>creating personal goals and providing immediate feedback to students regarding classroom behavior and choices. Identified incentives will be used as motivators for the students. Each classroom will have a student store where virtual money earned through desired behaviors can be spent on physical incentives. There will also be a campus-wide rewards program (wolf pack passes) for an additional layer of incentives.</p>			<p>4000-4999: Books And Supplies Other 4000-4999: Books And Supplies</p>		
2.3	Teachers, mental health therapists and	<p>All Students X English Learners X Low-Income Students</p>	Teachers, Mental Health Therapists,	Comprehensive Support	3000.00	School year 2021-22

	<p>support staff will purchase, develop and implement curriculum (social-emotional learning) and activities (class curriculum based field explorations) which focuses on building effective coping skills, pro-social skills and self regulation strategies so students can access academic learning through behavior modification and work on citizenship in public (community based instruction). All staff will encourage and model appropriate behavior, emotional</p>	<p>X Foster Youth X Other Mckinney-Vento</p>	<p>Support Staff, Leadership Team, Safety Team, Teachers, Principal</p>	<p>and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures</p>		
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	regulation, and problem solving and reinforce the importance of academic skill development with real life applications.					
2.4	Students will participate in daily 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. This will lead to less aggressive verbal interactions	All Students X English Learners X Low-Income Students X Foster Youth X Other McKinney-Vento	Teachers, Mental Health Therapists, Support Staff, Leadership Team, Safety Team, Teachers, Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,500.00	School year 2021-22

and less violent physical altercations which would lead to suspensions. These opportunities include: student and staff directed group work within the classroom setting and staff directed training during interactive activities (sports activities, game playing, academic collaboration outside of the classroom etc). This also includes anti-bullying curriculum and training for students. The activities will include behavior modification lesson plans incorporating

	students in social and physical movement activities requiring immediate hydration due to the medications the students take daily.					
2.5	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.	X All Students English Learners Low-Income Students Foster Youth Other	Teachers, Mental Health Therapists, Support Staff, Leadership Team, Safety Team, Teachers, Principal			School year 2021-22
2.6	Each Student will participate in Character Education and Development incorporated	All Students X English Learners X Low-Income Students X Foster Youth X Other Mckinney-Vento	Teachers, Mental Health Therapists, Support Staff, Leadership Team, Safety	Title I Part A Site Allocation 5000-5999: Services And Other	4000.00  1000.00	School year 2021-22

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. We will also have outside vendor presentations on campus for the low-income, english learners, Mckinney-Vento and foster youth to address illegal drug and alcohol use.

Team,  
Teachers,  
Principal

Operating  
Expenditures  
Comprehensive  
Support  
and  
Improvement (CSI)  
5000-5999:  
Services  
And Other  
Operating  
Expenditures

	Drug and alcohol use on campus has lead to numerous suspensions.					
2.7	Positive Attendance: All school staff will continue implementation of school-wide positive attendance campaign and develop interventions for non-attenders. A separate incentive system will be used for high level truancy students. Strategies to support positive attendance include: incentives and recognition for perfect individual attendance and best class attendance	All Students X English Learners X Low-Income Students X Foster Youth X Other Mckinney-Vento	Teachers, Mental Health Therapists, Support Staff, Leadership Team, Safety Team, Teachers, Principal	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies	1000.00	School year 2021-22

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. remote learning can now be used to provide a connection to the classroom curriculum and teaching progression when a student cannot be physically on campus.

# 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: 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.

\$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 use 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 2020-21	Expected Outcome 2021-22
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 X English Learners X Low-Income Students X Foster Youth X Other Mckinney-Vento	Teachers, Leadership Team, Technology Team, and Principal	Title I Part A Site Allocation	10493.50	School Year 2021-22

	<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>La Vista Center will begin a reading intervention program on campus to address the low reading levels and ability from students. Research shows the majority of the low reading population are low-income, foster youth and Mckinney-</p>	<p>All Students  English Learners  X Low-Income Students  X Foster Youth  X Other Mckinney-Vento</p>	<p>Teachers, Leadership Team, Technology Team, and Principal</p>	<p>Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries</p>	<p>14,213.00</p>	<p>School Year 2021-22</p>

	Vento students. A reading intervention teacher will be employed to assess student's reading levels, deliver intervention sessions, and track reading improvement among the participants. This will be a short term program.					
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	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Other Mckinney-Vento	Teachers, Leadership Team, Technology Team, and Principal	Title I Part A Site Allocation 4000-4999: Books And Supplies	2000.00	School Year 2021-22

educational field exploration 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.					
3.4	Staff will continue providing a learning lab for English Learners, as 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.	All Students X English Learners Low-Income Students Foster Youth Other	Teachers, Leadership Team, Technology Team, Principal and Centralized EL Staff	Title I Part A Site Allocation 4000-4999: Books And Supplies	1000.00	School Year 2021-22
3.5	Increased academic rigor: Teachers will engage in ongoing professional development around Increased	X All Students X English Learners X Low-Income Students X Foster Youth X Other Mckinney-Vento	Teachers, Leadership Team, Technology Team, and Principal	Title I Part A Site Allocation	10493.50	School Year 2021-22

academic rigor, common core, reading and math intervention and integrated math instruction. All instructional assistants will support the use of these strategies as directed by teachers and will also have training opportunities available to assist them in supporting learning. Incentives will be used to motivate students to complete academic tasks on a consistent basis. These incentives will also be used to motivate students to complete district testing, IEP testing and state testing.

3.6	<p>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.</p>	<p>All Students  X English Learners  X Low-Income Students  X Foster Youth  X Other Mckinney-Vento</p>	<p>Teachers, Leadership Team, Technology Team, and Principal</p>	<p>Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures</p>	2,000.00	School Year 2021-22
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3.7	<p>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,</p>	<p>X All Students  X English Learners  X Low-Income Students  X Foster Youth  X Other Mckinney-Vento</p>	<p>Teachers, Leadership Team, Technology Team, and Principal</p>	<p>LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures</p>	4,000.00	School Year 2021-22
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	creativity and innovation.					
3.8	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	All Students X English Learners X Low-Income Students X Foster Youth X Other Mckinney-Vento	Teachers, Leadership Team, Technology Team, and Principal	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	2000.00	School Year 2021-22

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)					
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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.

## 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.

Overall implementation of the strategies/activities was impacted by the shift from 100% distance learning to hybrid learning two-thirds of the way through the school year. The overall effectiveness was measurable due to this shift as well.

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

No major differences

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

No changes

**2020-21**

**Identified Need**

Based on data such as the number of students in Workability programs and the number of programs developed for life skills, there is a continued need to focus on clear pathways to bright futures.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Number of students in Workability programs	N/A	Baseline
Number of programs developed for life skills	N/A	Baseline

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	Transition Planning: Students will research and explore post secondary education opportunities, career interests, and	All Students X English Learners X Low-Income Students X Foster Youth X Other Mckinney-Vento	WA1 staff, Teachers, School Counselor and Principal	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	3000.00	School year 2021-2022

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,

	<p>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>					
4.2	<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</p>	<p>All Students  X English Learners  X Low-Income Students  X Foster Youth  X Other Mckinney-Vento</p>	<p>Teachers, Mental Health Therapists, School Psychologist, School Counselor, Teachers and Principal</p>	<p>Title I Part A Site Allocation 4000-4999: Books And Supplies  LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	<p>2000.00  1000.00</p>	<p>School year 2021-2022</p>

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	\$79,287.00

## 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)	\$19,898.00

Subtotal of additional federal funds included for this school: \$19,898.00

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	\$650.00
Title I Part A Parent Involvement	\$539.00
Title I Part A Site Allocation	\$49,200.00

Subtotal of state or local funds included for this school: \$59,389.00

Total of federal, state, and/or local funds for this school: \$79,287.00

# 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)	19898	0.00
Title I Part A Site Allocation	49,200	0.00
Title I Part A Parent Involvement	539	0.00

## Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	19,898.00
LCFF Supplemental Site Allocation	9,000.00
Other	650.00
Title I Part A Parent Involvement	539.00
Title I Part A Site Allocation	49,200.00

## Expenditures by Budget Reference

Budget Reference	Amount
	21,676.00
1000-1999: Certificated Personnel Salaries	14,213.00
4000-4999: Books And Supplies	17,296.00
5000-5999: Services And Other Operating Expenditures	19,000.00
5800: Professional/Consulting Services And Operating Expenditures	7,102.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	8,796.00

5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	7,102.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	3,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	6,000.00
	Other	150.00
4000-4999: Books And Supplies	Other	500.00
	Title I Part A Parent Involvement	539.00
	Title I Part A Site Allocation	20,987.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	14,213.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	5,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	9,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	689.00
Goal 2	26,398.00
Goal 3	46,200.00
Goal 4	6,000.00

# 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 .

Attested:



Principal, Sunny Lofton on

SSC Chairperson, D. Trudy Boyd on

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## **Appendix C: Select State and Federal Programs**

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

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

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

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

Developed by the California Department of Education, January 2019

# Budget By Expenditures

## La Vista Center School

**Funding Source: Comprehensive Support and Improvement (CSI)**

**\$19,898.00 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, restorative practices, classroom management strategies, effective communication, Therapeutic Crisis Intervention (TCI), mindfulness strategies and social-emotional learning.	5800: Professional/Consulting Services And Operating Expenditures	\$7,102.00	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
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. Identified incentives will be used as motivators for the students. Each classroom will have a student store where virtual money earned through desired behaviors can be spent on physical incentives. There will also be a campus-wide rewards program (wolf pack passes) for an additional layer of incentives.	4000-4999: Books And Supplies	\$7,796.00	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 purchase, develop and implement curriculum (social-emotional learning) and activities (class curriculum based field explorations) which focuses on building effective coping skills, pro-social skills and self regulation strategies so students can access academic learning through behavior modification 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.

5000-5999: Services And  
Other Operating  
Expenditures

\$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

Positive Attendance: All school staff will continue implementation of school-wide positive attendance campaign and develop interventions for non-attenders. A separate incentive system will be used for high level truancy students. 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. remote learning can now be used to provide a connection to the classroom curriculum and teaching progression when a student cannot be physically on campus.

4000-4999: Books And Supplies

\$1,000.00

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

5000-5999: Services And Other Operating Expenditures

\$1,000.00

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

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Comprehensive Support and Improvement (CSI) Total Expenditures: \$19,898.00

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

# La Vista Center School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Socio-Emotional Growth	<p>Focus 3: Improve school climate by providing behavioral and social-emotional support</p> <p>Focus 4: Improve the safety, climate and collaborative culture of the district and of school sites</p> <p>Focus 7: Ensure site resources are allocated to meet the unique social-emotional needs of students at each site</p>
<p>Students will participate in daily 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. This will lead to less aggressive verbal interactions and less violent physical altercations which would lead to suspensions. These opportunities include: student and staff directed group work within the classroom setting and staff directed training during interactive activities (sports activities, game playing, academic collaboration outside of the classroom etc). This also includes anti-bullying curriculum and training for students. The activities will include behavior modification lesson plans incorporating students in social and physical movement activities requiring immediate hydration due to the medications the students take daily.</p>	4000-4999: Books And Supplies	\$1,500.00	Healthy Environments for Socio-Emotional Growth	<p>Focus 3: Improve school climate by providing behavioral and social-emotional support</p> <p>Focus 4: Improve the safety, climate and collaborative culture of the district and of school sites</p> <p>Focus 7: Ensure site resources are allocated to meet the unique social-emotional needs of students at each site</p>

## La Vista Center School

<p>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.</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>\$4,000.00</p>	<p>Engaging Academic Programs</p>	<p>Focus 8: Ensure a comprehensive system of support for implementing content standards and quality instruction.</p>
<p>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.</p> <ul style="list-style-type: none"> <li>- bike class (Science and elective class)</li> <li>- science experiment lab (science)</li> <li>- music lab (music)</li> <li>- art lab (Art and History class)</li> <li>- horticulture class (Science)</li> </ul>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>\$2,000.00</p>	<p>Engaging Academic Programs</p>	<p>Focus 8: Ensure a comprehensive system of support for implementing content standards and quality instruction.</p>
	<p>4000-4999: Books And Supplies</p>	<p>\$1,000.00</p>	<p>Clear Pathways to Bright Futures</p>	
<p>LCFF Supplemental Site Allocation Total Expenditures:</p>		<p>\$9,000.00</p>		
<p>LCFF Supplemental Site Allocation Allocation Balance:</p>		<p>\$0.00</p>		

## La Vista Center School

### Funding Source: Other

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$150.00	Connected School Communities	
	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Socio-Emotional Growth	<p>Focus 3: Improve school climate by providing behavioral and social-emotional support</p> <p>Focus 4: Improve the safety, climate and collaborative culture of the district and of school sites</p> <p>Focus 7: Ensure site resources are allocated to meet the unique social-emotional needs of students at each site</p>
Other Total Expenditures:		\$650.00		
Other Allocation Balance:		\$0.00		

### Funding Source: Title I Part A Parent Involvement

**\$539.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent engagement events: -Back to School night -Open House -Thanksgiving family social emotional learning activity -IEP meetings -End of the year parent / teacher conferences - Graduation ceremony - School Site Council meetings - CAC meetings		\$539.00	Connected School Communities	

# La Vista Center School

Title I Part A Parent Involvement Total Expenditures: \$539.00

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

## Funding Source: Title I Part A Site Allocation **\$49,200.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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. We will also have outside vendor presentations on campus for the low-income, english learners, Mckinney-Vento and foster youth to address illegal drug and alcohol use. Drug and alcohol use on campus has lead to numerous suspensions.	5000-5999: Services And Other Operating Expenditures	\$4,000.00	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
Instruction - Differentiation and technology Integration: Teachers will engage in ongoing professional development around common core, differentiated instruction, new textbook adoptions, technology integration for distance learning, technology integration for in person learning, intensive reading and math intervention, integrated math instruction, and culturally responsive teaching.		\$10,493.50	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>La Vista Center will begin a reading intervention program on campus to address the low reading levels and ability from students. Research shows the majority of the low reading population are low-income, foster youth and McKinney-Vento students. A reading intervention teacher will be employed to assess student's reading levels, deliver intervention sessions, and track reading improvement among the participants. This will be a short term program.</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>\$14,213.00</p>	<p>Engaging Academic Programs</p>	<p>Focus 2: Ensure a high level of math skills for all students. Focus 3: Ensure the development of English language proficiency among English learners.</p>
<p>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 exploration 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.</p>	<p>4000-4999: Books And Supplies</p>	<p>\$2,000.00</p>	<p>Engaging Academic Programs</p>	<p>Focus 2: Ensure a high level of math skills for all students. Focus 3: Ensure the development of English language proficiency among English learners.</p>
<p>Staff will continue providing a learning lab for English Learners, as 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>	<p>4000-4999: Books And Supplies</p>	<p>\$1,000.00</p>	<p>Engaging Academic Programs</p>	<p>Focus 2: Ensure a high level of math skills for all students. Focus 3: Ensure the development of English language proficiency among English learners.</p>

## La Vista Center School

<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 support the use of these strategies as directed by teachers and will also have training opportunities available to assist them in supporting learning. Incentives will be used to motivate students to complete academic tasks on a consistent basis. These incentives will also be used to motivate students to complete district testing, IEP testing and state testing.</p>		\$10,493.50	Engaging Academic Programs	<p>Focus 1: Ensure a high level of literacy skills for all students.</p> <p>Focus 2: Ensure a high level of math skills for all students.</p> <p>Focus 5: Increase the rate of students meeting rigorous graduation requirements.</p>
<p>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.</p>	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Engaging Academic Programs	<p>Focus 8: Ensure a comprehensive system of support for implementing content standards and quality instruction.</p>

## 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>5000-5999: Services And Other Operating Expenditures</p>	<p>\$3,000.00</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>\$2,000.00</p>	<p>Clear Pathways to Bright Futures</p>

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Title I Part A Site Allocation Total Expenditures: \$49,200.00

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

La Vista Center School Total Expenditures: \$79,287.00