

# The Single Plan for Student Achievement

**School:** La Vista Center  
**CDS Code:** 34-67447-3430394  
**District:** San Juan Unified School District  
**Principal:** Sherrie Marlette  
**Revision Date:** May 14, 2013

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the SPSA on 11/19/13.**

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## **School Mission**

### **La Vista Center's Mission Statement**

La Vista Center is dedicated to the education of the whole student through the development of positive social, emotional, behavioral and academic skills. Our staff are committed to addressing the growth of the individual in school and in the community. Using a therapeutic model, we work to provide a physically and psychologically safe environment to establish trust, build self esteem, develop internal controls and foster learning and academic success to fulfill individual potential.

## **School Profile**

La Vista Center is a Special Education Center for students classified as Emotionally Disturbed, serving 6th through 12th graders using grade level standards and best practices for instruction. All students have a current Individual Education Plan (IEP), participate in state testing, and are on a diploma track. La Vista Center has three programs that operate to serve the needs of students. They include the Day Treatment, Traditional, and Self-Contained programs. There is a high staff to student ratio in order to meet intense instructional, behavioral, social, and emotional needs of our students. La Vista Center is dedicated to the education of the whole student through the development of positive social, emotional, and academic growth. Our staff is committed to addressing the growth of the individual in the school, home, and community environment. Teachers are specially trained in the areas of differentiation of instruction, social skills development and positive behavior supports in order to help our students develop and apply 21 Century skills such as problem solving, critical thinking, group collaboration, and applications of technology. All staff are trained in Therapeutic Crisis Intervention (TCI) in order to ensure a physically and psychologically safe environment for learning.

The Day Treatment program serves those students who need the therapeutic model of a trained mental health therapist working in the classroom alongside the teacher and instructional assistants. In addition, the therapist's role is to provide site based educationally related mental health services to the student as well as work with the family to support further stabilization and school success. Emotional and behavioral issues are often dealt with in a more intensive manner using the school environment to educate and emotionally regulate the student. Social skills groups promote pro-social skill development and positive peer interactions. Home-School communication is a vital part of the school day as well with parents being a major partner in the child's academic, social and emotional stabilization and success.

The Traditional program serves those students who have acquired many of the skills to begin the transition process to a regular comprehensive middle or high school campus. They are able to receive instruction and complete their assignments with minimal intervention and scaffolding, readying them to begin accessing instruction in the general education setting. Students are beginning the process to plan for their futures beyond high school and set more long term goals for a successful transition into adulthood, including college and career readiness.

The Self-Contained Classroom serves those students whose social, emotional and behavioral needs require a higher level of external controls due to a history of behavioral events which often include safety issues. Increased structure, supports and supervision are implemented to ensure greatest opportunities for focus on learning. Consistency of staff ensures for less change and transition throughout their day. Students benefit from positive behavior supports and interventions geared towards rewarding students when they chose to actively participate as part of the learning community.

## **Comprehensive Needs Assessment Components**

### **Introduction**

### **Data Analysis**

Describe the use of data both during the 2 day planning meeting and action planning. Refer to research done during action planning.

### **Parental Involvement**

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

### **Description of Barriers and Related School Goals**

Include the strongest themes from critical issues or Gap to Goal Review of Data

## School and Student Performance Data

### Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	27	29	37	17	23	25	6	4	6	0	0	1
Growth API	362	415	436	339	457	430						
Base API	377	349	423	392	326	472						
Target	D	D	D									
Growth	-15	66	13									
Met Target												

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	2	2	2	0	0	0	21	20	30	27	29	37
Growth API							364	376	417	354	415	432
Base API							368	353	383	367	349	423
Target												
Growth												
Met Target												

#### Conclusions based on this data:

1. La Vista has a very low population of Asian-American students. Percentage of African-American students has dropped by 6% since 2010-11 but is still higher than district average in general education.
2. Annual Performance Index (API) schoolwide has improved yearly since 2010-11, although growth is not comparable to that of general education campuses. Socioeconomically disadvantaged students and students with disabilities show steady growth from year to year. Important to note though that our number of group home and foster youth students have grown by substantial amounts in the past 3 years (increased from 5% to over 20% of student population in 3 years), and this population of students have high turn over rates and have often been in several schools within one year's time, often resulting in lower test scores and decreased academic performance.
3. Subgroups are not significant due to small size of campus and low number of students testing, so the validity of the data and reliability of the data collection are in question.

## School and Student Performance Data

### English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	90	90	96	95	85	100	88	89	88	--	--	100
Number At or Above Proficient	1	--	5	--	--	3	--	--	--	--	--	--
Percent At or Above Proficient	8.3	--	22.7	--	--	18.8	--	--	--	--	--	--
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	No	Yes	No	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	50	100	--	--	92	88	96	90	90	95
Number At or Above Proficient	--	--	--	--	--	--	1	--	3	1	--	5
Percent At or Above Proficient	--	--	--	--	--	--	9.1	--	18.8	8.3	--	22.7
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

#### Conclusions based on this data:

1. In regards to English/Language Arts performance, low SES rates continue to increase and improve, as do rates for all La Vista students. Staff would though like to see number of students at or above proficient increase much more dramatically.
2. La Vista students did not meet Adequate Yearly Progress criteria in Language Arts for 2012-13 school year, which did occur the previous year.
3. Between 2011 and 2013, there has been a growth of roughly 15% in the number of students proficient or advanced, although this is still significantly lower than the target and their general education counterparts.

## School and Student Performance Data

### Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	84	86	91	95	79	97	63	88	75	--	--	100
Number At or Above Proficient	--	--	2	--	--	1	--	--	--	--	--	--
Percent At or Above Proficient	--	--	10.0	--	--	6.7	--	--	--	--	--	--
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	No	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	50	100	50	100	--	--	88	84	87	83	86	89
Number At or Above Proficient	--	--	--	--	--	--	--	--	2	--	--	2
Percent At or Above Proficient	--	--	--	--	--	--	--	--	14.3	--	--	10.0
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	--	--	--	--	--	--	--	--	--	--	--	--

#### Conclusions based on this data:

1. La Vista students met Adequate Yearly Progress criteria in Mathematics for 2012-13 school year, which did not occur the previous year.
2. Staff noted a direct correlation between efforts to improve quality of math instruction, with a focus on Algebra, and a higher number of students scoring proficient and above.
3. There were previously no students scoring proficient or advanced, but 10% scored in that range in 2013. Still it is much lower than the performance of their general education counterparts.

## School and Student Performance Data

### CELDT (Initial Assessment) Results

Grade	2012-13 CELDT (Initial Assessment) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	

#### Conclusions based on this data:

1. No students took the CELDT testing at La Vista this year. Very few English Learners at La Vista.

### CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	

#### Conclusions based on this data:

1. No students took the CELDT testing at La Vista this year. Very few English Learners at La Vista.

### CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	

#### Conclusions based on this data:

1. No students took the CELDT testing at La Vista this year. Very few English Learners at La Vista.



## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	2	1	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	2	1	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	54.6	56.0	57.5
Met Target	*	*	

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	0	2	0	1		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	*	*	*	*		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
<b>English-Language Arts</b>			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	--
<b>Mathematics</b>			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	--

#### Conclusions based on this data:

1. There are very few English Learners (EL) at La Vista, so little information can be gathered from data.

# School and Student Performance Data

## Local Assessment Data

Data Worksheet

La Vista Center

KR	Indicator	2010-2011	2011-2012	2012-13	2016-17	
1	Writing at grade level (gr 4,7,10)		10.0		90	Writing: rate of gr 4 & 7 students at/above state minimally proficient on STAR and gr 10 3 or higher on CAHSEE writing.
	African Am				90	
	Hispanic				90	
	Low SES				90	
	English Lnr				90	
	Special Ed				90	
Ovl	Growth API	362.0	415.0	428.0	800	API shown is growth API for that year; green shading indicates target was met - pink shading target not met; no shading indicates not a 'significant' group
	African Am				800	
	Hispanic				800	
	Low SES	364.0	376.0		800	
	English Lnr				800	
	Special Ed	354.0	415.0		800	
2	Reading on grade level (gr 2-11)	4.3	15.5	13.4	90	Reading grade level (gr 2-11) are reported as the percent of students scoring proficient or advanced on the STAR ELA test taken.
	African Am	7.1		6.7	90	
	Hispanic				90	
	Low SES	5.7	11.9	12.7	90	
	English Lnr				90	
	Special Ed			8.3	90	
2	Math at grade level (gr 2-7)				90	Math on grade level (gr 2-7) is the percent of students scoring proficient or advanced on the STAR math test taken.
	African Am				90	
	Hispanic				90	
	Low SES				90	
	English Lnr				90	
	Special Ed			8.3	90	
2	Algebra 1 completed 1st time	37.5	33.3	42.6	90	Algebra 1 completed 1st time is rate of students earning a C or higher OR scoring prof/adv on CST/CMA in Algebra 1 the first time they took the course
	African Am		21.4	63.6	90	
	Hispanic				90	
	Low SES	35.7	31.8	44.1	90	
	English Lnr				90	
	Special Ed	37.5	35.0	46.5	90	
2	Algebra 1 completed by gr 9	5.6	12.5	4.8	90	Algebra 1 completed by end of grade 9 is rate of 9th graders who have earned a C or higher OR scoring prof/adv on CST/CMA in Algebra 1 by the end of the year (ms rates show students who
	African Am				90	
	Hispanic				90	
	Low SES	7.7	14.3	5.3	90	
	English Lnr				90	
	Special Ed		13.6	4.8	90	
2	EL growth toward profic.				70	EL growth toward proficiency is the percent of English learners who grew 1 or more levels (Source is school data from Title III)
3	Pct of students abs>10% (gr K-8)	82.4	79.2	30.0	3	Absence rates >10% is percent of K-8 students absent (for any reason) more than 10% of the days enrolled (indicator of dropout potential)
	African Am			36.4	3	
	Hispanic				3	
	Low SES	86.7	93.3	35.7	3	
	English Lnr				3	
	Special Ed	81.3	75.0	32.4	3	
3	Pct adjusted dropouts (gr 9-12)	17.5	16.9		<5	Dropout rate is the percent of students in grades 9-12 who disenrolled from school after the 1st Wed in October and had not reenrolled within one calendar year.
	African Am		21.4		<5	
	Hispanic				<5	
	Low SES	6.7	10.0		<5	
	English Lnr				<5	
	Special Ed	15.0	8.1		<5	
3	Cohort Graduation Rate	54.6			95	Cohort graduation rate is the rate of students who earned a diploma within 4 years of entering ninth grade (Source: DataQuest)
	African Am				95	
	Hispanic				95	
	Low SES	58.8			95	
	English Lnr				95	
	Special Ed	52.4			95	
3	Pct of grads completing AG/CTE				70	A-G/CTE is the rate of graduates who completed all UC/CSU requirements OR who completed a CTE sequence including the capstone course
	African Am				70	
	Hispanic				70	
	Low SES				70	
	English Lnr				70	
	Special Ed				70	
5	Pct of students suspended	41.1	36.7	23.8	<2	Suspension rate is the percent of enrolled students who were suspended at home for 1+ days
	African Am	41.7	51.9	26.7	<2	
	Hispanic	36.4	29.4	23.5	<2	
	Low SES	42.5	43.0	25.8	<2	
	English Lnr				<2	
	Special Ed	69.0	37.8	21.9	<2	

NOTE: Be cautious when drawing conclusions where group populations are very small.



**SPRING 2013 SCHOOL  
SURVEY RESULTS**

**La Vista**

*Low Parent Response*

<b>Effective Instructional Strategies/21st Century Skills</b>	<i>Pct Strongly Agree/Agree</i>	PARENT		STUDENT (gr5-11)		STAFF	
		N	Pct	N	Pct	N	Pct
Improved ability to read and understand complex text		11	63.6%			23	65.2%
Improved written communication skills		11	63.6%			23	69.6%
Improved spoken/oral communication skills		11	63.6%			25	64.0%
Improved ability to solve complex problems		11	54.5%			23	47.8%
Improved ability to use technology to find information/solve problems		11	54.5%			23	69.6%
Improved ability at working with other students on problems/projects		11	54.5%			24	62.5%
Improved leadership skills		11	54.5%			24	58.3%
Encouraged to share knowledge/ideas in a creative way		11	63.6%			23	87.0%
Curiosity/imagination is fostered		11	63.6%			23	82.6%
School promotes academic success of all students.		11	63.6%			25	80.0%
<b>Personalized Learning</b>							
	<i>Pct Strongly Agree/Agree</i>	PARENT		STUDENT (gr5-11)		STAFF	
		N	Pct	N	Pct	N	Pct
Academic goals have been collaboratively set and monitored.		11	81.8%			23	87.0%
Students have a learning plan/4-year plan.		11	90.9%			23	73.9%
Students are challenged at school through high standards of academic performance.		11	63.6%			25	48.0%
<b>Character Education</b>							
	<i>Pct Most/All of the Time (character)</i>	PARENT		STUDENT (gr5-11)		STAFF	
		N	Pct	N	Pct	N	Pct
Students model RESPECT at this school.		11	9.1%			24	4.2%
Students model RESPONSIBILITY at this school.		11	45.5%			24	4.2%
Students model HONESTY at this school.		11	27.3%			24	4.2%
Students model CARING at this school.		11	27.3%			24	12.5%
Students model COOPERATION at this school.		11	27.3%			24	4.2%
Students model COURAGE at this school.		11	27.3%			24	8.3%
The school fosters an appreciation of student diversity and respect for each other.						24	91.7%
<b>Parent/Family Involvement</b>							
	<i>Pct Strongly Agree/Agree</i>	PARENT		STUDENT (gr5-11)		STAFF	
		N	Pct	N	Pct	N	Pct
Parents are well-informed about their child's progress in school.		11	81.8%				
Teachers provide information about a child's performance to parents who speak a language other than English.		5	#####			14	85.7%
Teachers promptly contact parents when he/she is concerned about their child's progress.		11	54.5%			21	81.0%
Teachers are responsive to parents when they call or want to meet.		11	72.7%			21	95.2%
Teachers send home work or ideas that help parents support their students at home.		11	36.4%			19	57.9%
Adults/staff in the office are helpful when parents/students come in or call.		11	#####				
Translated materials (or a translator) for my language are available when parents come to school.		5	#####				
This school clearly outlines the parent, student and school responsibilities in educating my child (e.g., School Compact).		11	72.7%				
The school keeps parents well-informed about school activities.		11	54.5%				
I speak a language other than English and I receive general information from my student's school in my language.		5	#####				
This school offers parents opportunities to be involved in school and classroom activities.		11	63.6%			23	69.6%
Parents are invited to meetings where the school's academic performance is discussed.		11	81.8%				
This school actively seeks the input of parents before making important decisions.		11	72.7%				

**Conclusions based on this data:**

1. Suspension rates are consistent across the demographic spectrum. Suspension rate has also decreased by over 3 times since 2010-11 school year, and significant decrease in suspensions of African-American students noted.
2. Great improvement in attendance data - improved schoolwide by over 7% in 2012-13 school year. The percent of students absent greater than 10% K-8 has decreased dramatically from 82.4% to 30%. Also, Socioeconomically Disadvantaged students showed significant increase in positive attendance.
3. Based on surveys-
  - Staff have higher expectations about what rigorous academics entails compared to parents. Conversely, not as many parents believe curiosity and imagination are fostered at La Vista, which is lower than staff's impressions in this area. Parent ratings were, on the whole, much lower than staff. In addition, parent and staff expectations don't seem to be the same. Parents do note that the school is mostly responsive to their needs and the students' needs.
  - There is a huge disparity between what the staff at La Vista's documentation reflects regarding students modeling character education versus staff fostering an appreciation of student diversity and respect for each other. Staff identifies a need for increased focus on character education, as well as modeling and teaching pro social skills and behavior.
  - Low parent involvement in survey noted - sent home and emailed over 100 and only 11 completed. Need for increased parent involvement and engagement.

## Planned Improvements in Student Performance

### Planned Improvements: Goal/Tactic #1

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>Focus: Academic Performance Goal #1</b>
<b>District Strategy:</b>
Strategy 1: We will ensure all staff are implementing effective instructional strategies integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards 21st century skills and personal educational plans.
<b>Tactic #1:</b>
All students in all grade levels will increase academic performance and assessment scores in Math and Language Arts by 10% as measured by daily work completion, teacher made assessments, grade reports, district benchmarks, STAR Testing and CAHSEE data.
<b>Data Used to Form this Tactic:</b>
Individual student data, Classroom data, Grade level data, Schoolwide data.
<b>Findings from the Analysis of this Data:</b>
<b>Related Objective and how it will be Measured:</b>
Data from grade reports, district benchmarks, CST/CMA testing , CAHSEE testing, and progress on IEP goals.

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.1 Instruction - Differentiation &amp; Technology Integration: Teachers will receive professional development and best practices training in Differentiated Instruction, Technology Integration, Reading and Math Intervention, Disciplinary Literacy and Algebra Instruction.</p> <p>.Teachers will collaborate within their grade-level teams regarding Improving Instructional Strategies, Infusing Technology into Instruction, Algebra Instruction, Disciplinary Literacy, as well as have an opportunity to analyze student achievement data.</p> <p>.Teachers will use supplemental curriculum supports and technology tools that will improve quality of instruction, increase opportunities for academic discourse, enhance project based learning opportunities, as well as allow for better access to curriculum for students with disabilities. Such supplemental technology tools includes interactive white boards, additional computer work stations, individual tablets, instructional software,</p>	8/15/13 - 6/4/2014	<p>La Vista Leadership Team Members</p> <p>La Vista Technology Team</p> <p>Sherrie Marlette / La Vista Principal</p>		None Specified	Local Control Funding Formula (LCFF)	1,775.00
				None Specified	School Wide Program (SWP)	15,000.00

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>etc.</p> <p>.Staff will set up learning lab for English Language Learners, as well as provide increased individualized support, to ensure access to curriculum. Language assessment will be completed by centralized EL district staff.</p>						
<p>1.2 Increased Academic Rigor and Accountable Talk: Teachers will receive professional development and best practices training on Increasing Academic Rigor and Accountable Talk in the classroom, Reading and Math Intervention, Disciplinary Literacy and Algebra 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.</p> <p>.Teachers will collaborate within their grade-level teams regarding Improving Instructional Strategies to Increase Academic Rigor and Accountable Talk, Algebra Instruction, Disciplinary Literacy, as well as have an opportunity to analyze student achievement data.</p>	8/15/2013 - 6/4/2014	<p>La Vista Leadership Team Members</p> <p>Sherrie Marlette / La Vista Principal</p>		None Specified	School Wide Program (SWP)	2,500.00

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>.Teachers will visit other classrooms on Comprehensive Middle and High School campuses to observe lessons in both the Special Ed and General Ed classroom settings and collaborate with other teachers at that site.</p> <p>.Teachers will use supplemental curriculum supports that will improve quality of instruction, increase opportunities for academic discourse, enhance project based learning opportunities, as well as allow for better access to curriculum for students with disabilities.</p>						
1.3 Increased Academic Rigor and Accountable Talk						



## Planned Improvements in Student Performance

### Planned Improvements: Goal/Tactic #2

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>Focus: Student Engagement Goal #2</b>
<b>District Strategy:</b>
Strategy 1: We will ensure all staff are implementing effective instructional strategies integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards 21st century skills and personal educational plans.
<b>Tactic #2:</b>
.100% of La Vista students will increase time on task, classroom participation, and active engagement in learning.
<b>Data Used to Form this Tactic:</b>
Individual student data, Classroom data, Grade level data, Schoolwide data as well as Daily Behavior Contract from "DataTracker" system.
<b>Findings from the Analysis of this Data:</b>
<b>Related Objective and how it will be Measured:</b>
Data from daily individual student behavior contracts, teacher observations and collaboration, grade reports, student work samples, number of students earning schoolwide weekly rewards, progress on IEP goals, behavior documentation and suspension data.

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.1 Effective Instructional Strategies: .All teachers will develop and implement a variety of instructional strategies that support academic engagement while Instructional Assistants will support student engagement as directed by teacher.</p> <p>.Teachers will receive professional development and best practices training in Classroom Management, Instructional Strategies to Enhance Student Engagement, Curriculum Resources to Encourage Active Engagement, and Positive Behavior Intervention and Supports.</p> <p>.Teachers will collaborate within their grade-level teams regarding Improving Instructional Strategies to Enhance Student Engagement, Classroom Management Techniques, as well as have an opportunity to analyze student achievement and behavior data.</p> <p>.Teachers will use supplemental curriculum supports and technology tools that will increase opportunities for academic engagement, enhance project based learning</p>	8/15/2013 - 6/4/2014	<p>La Vista Leadership Team Members</p> <p>Sherrie Marlette / La Vista Principal</p>		None Specified	School Wide Program (SWP)	5,000.00

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
opportunities, as well as allow for better access and increased levels of engagement with curriculum for students with disabilities.						
<p>2.2 Positive Behavioral Supports: All staff will continue professional development in the area of Positive Behavior Interventions and Supports, Classroom Management Strategies, Effective Communication and Therapeutic Crisis Intervention (TCI).</p> <p>.Schoowide behavior system will be implemented with consistency and fidelity. All staff will support the use of daily contracts by assisting students in creating personal goals and providing immediate feedback to students regarding classroom behavior and choices. 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> <p>.Mental health therapy team will work to develop effective coping skills, pro-social skills and emotional stabilization so students can access learning.</p>	8/15/2013 - 6/4/2014	<p>La Vista Safety Team Members</p> <p>La Vista Leadership Team Members</p> <p>Sherrie Marlette / La Vista Principal</p>		None Specified	School Wide Program (SWP)	2,500.00

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>.Teachers will communicate regularly with parents and other caregivers regarding academic and behavioral progress. Team will also work to implement Individualized Behavior Support Plans (BSPs) as well as support progress on Social, Emotional, Behavioral and Mental Health goals established through the IEP.</p> <p>.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 groupwork within the classroom setting. This also includes anti-bullying curriculum and training for students.</p> <p>Staff will use Therapeutic Crisis Intervention (TCI) training to ensure that students have both a physically as well as psychologically safe environment in which to learn.</p> <p>.School staff will honor students who achieve</p>						

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Academic Honor Roll, Improved Citizenship as well as Perfect or Near Perfect Attendance during each Quarterly Awards Assembly. Students will also participate in Character Education and Development incorporated within their school day.						

## Planned Improvements in Student Performance

### Planned Improvements: Goal/Tactic #3

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>Focus: 21st Century Skills Goal #3</b>
<b>District Strategy:</b>
Strategy 1: We will ensure all staff are implementing effective instructional strategies integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards 21st century skills and personal educational plans.
<b>Tactic #3:</b>
All students will develop 21st Century skills such as problem solving, critical thinking, communication, collaboration, creativity and innovation in order to be ready to complete in a global economy, be successful in post secondary education or the workplace, and be a contributing member of their community.
<b>Data Used to Form this Tactic:</b>
Individualized Student Data, Classroom Data, Grade Level Data, Schoolwide Data, Graduation Data, Post High School Tracking of College and Workplace Entry for Graduates.
<b>Findings from the Analysis of this Data:</b>
<b>Related Objective and how it will be Measured:</b>
Data on project completion, performance-based assessments, portfolio assessments, teacher observations, grade reports, graduation rates, participation rates in Workability and Life Skills courses (ie. social skills development, culinary arts, off campus supported employment, etc.), increased rubric scores for written expression/essay tasks, progress on IEP transition goals and Individual Transition Plans (ITP) through the IEP.

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.1 Problem Solving &amp; Critical Thinking: Teachers will engage in ongoing professional development in moving towards Common Core Standards, Disciplinary Literacy, Building 21st Century Skills, and embedding the standards into their lesson design across subject areas.</p> <p>.Teachers will provide a wide range of curricular material that addresses the need for continued problem solving, critical thinking, oral/written communication, collaboration, creativity and innovation, and use performance based assessments to measure growth in 21st Century Skills.</p> <p>.Teachers will research and implement lessons geared towards 21st Century skill building including use of more complex texts, more open ended questioning and assessments, reading and writing across the content areas, project based learning, more student driven lessons and group work, hands on labs and experiments, technology training, explicit communication and social skills training, and life skills curriculum, all with a focus on</p>	8/15/2013 - 6/4/2014	<p>La Vista Workability / Transition Team</p> <p>La Vista Leadership Team Members</p> <p>Sherrie Marlette / La Vista Principal</p>		None Specified	School Wide Program (SWP)	2,500.00

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
building student independence and responsibility for their own learning.						
<p>3.2 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, WorkAbility program, community volunteer programs, guest speakers from community organizations and businesses, job shadowing opportunities, county ROP courses, resume development, practice interviews, opportunity for supported employment in the community and use of the Naviance Program.</p> <p>.School staff will further develop programs geared towards life skill and social skill development, as well as building leadership qualities and real life application of knowledge obtained in the classroom. This includes the Workability program, off campus supported employment, art program, culinary arts program, social skills courses, athletics/sports participation, world language development, student</p>	8/15/2013 - 6/4/2014	<p>La Vista Leadership Team Members</p> <p>Workability / Transition Team</p> <p>Sherrie Marlette / La Vista Principal</p>		None Specified	School Wide Program (SWP)	2,000.00
				None Specified	Title I Part A: Parent Involvement	276.00



Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>leadership course, etc.</p> <p>.Teachers will work to empower students to find their voice and advocate for their future goals and aspirations through the IEP process, as well as actively involve the parents and other service providers in the development of the Individual Transition Plan (ITP) and transition goals for the student. Teachers will monitor progress on individual goals quarterly in order to ensure measurable progress towards goals. Teachers will review transcripts, credits, graduation and A-G requirements with students quarterly to ensure they are an active participant in their education.</p>						

## Planned Improvements in Student Performance

### Planned Improvements: Goal/Tactic #4

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>Focus: Positive School Attendance Goal #4</b>
<b>District Strategy:</b>
Strategy 6: We will identify model and integrate positive character traits as well as develop means for assessment to help our students become contributing responsible and caring members of a diverse community.
<b>Tactic #4:</b>
95% of students will increase their attendance by 5% or more, with a goal of achieving 90% attendance schoolwide.
<b>Data Used to Form this Tactic:</b>
Daily attendance reports, individual student attendance data, class attendance data, grade level attendance data, schoolwide attendance data.
<b>Findings from the Analysis of this Data:</b>
Improved attendance by over 7% in 2012-13 school year - biggest school attendance gain in the entire district.
<b>Related Objective and how it will be Measured:</b>
Daily attendance reports, number of daily phone calls made for student absences, frequency of parent communication surrounding student absences, number of students earning quarterly awards for perfect or near perfect attendance at Quarterly Awards Assembly, number of attendance conferences, number of SARB referrals and meetings.

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.1 Positive Attendance: All school staff will continue implementation of school-wide positive attendance campaign and develop interventions for non-attenders. 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, parent follow up by Sp Ed casemanager for multiple day absences, positive attendance incorporated into daily contracts and rewards, modified day for students who have medical reasons for non-attendance, IEP goals to address positive attendance, attendance / truancy conferences and SARB referrals.	8/15/2013 - 6/4/2014	Attendance Clerk		None Specified	Local Control Funding Formula (LCFF)	400.00
		La Vista Leadership Team Members		None Specified		1,000.00
		Sherrie Marlette / La Vista Principal		None Specified	Title I Part A: Parent Involvement	600.00

**Summary of Expenditures in this Plan**

**Total Allocations and Expenditures by Funding Source**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
Title I Part A: Parent Involvement	1,036	160.00
Title I Part A: Professional Development (PI Schools)	3,888	3,888.00
Title I Part A: Site Allocation	34,992	34,992.00

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
	1,000.00
Local Control Funding Formula (LCFF)	2,175.00
School Wide Program (SWP)	29,500.00
Title I Part A: Parent Involvement	876.00

**Total Expenditures by Object Type and Funding Source**

<b>Funding Source</b>	<b>Object Type</b>	<b>Total Expenditures</b>
	None Specified	1,000.00
Local Control Funding Formula (LCFF)	None Specified	2,175.00
School Wide Program (SWP)	None Specified	29,500.00
Title I Part A: Parent Involvement	None Specified	876.00

## 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Aleah Braithwaite	[ ]	[ ]	[ ]	[X]	[ ]
Brigitte Tarrin	[ ]	[X]	[ ]	[ ]	[ ]
Cheryl Bremson (Chair)	[ ]	[X]	[ ]	[ ]	[ ]
Christy Mohammed	[ ]	[ ]	[ ]	[X]	[ ]
James Slingsby	[ ]	[X]	[ ]	[ ]	[ ]
Joanne Jackson	[ ]	[X]	[ ]	[ ]	[ ]
Joe Rath	[ ]	[ ]	[ ]	[X]	[ ]
Josie Horn	[ ]	[ ]	[ ]	[ ]	[X]
Keith Morrissette	[ ]	[ ]	[ ]	[ ]	[X]
Loucretia Donaldson	[ ]	[ ]	[X]	[ ]	[ ]
Natalie Jackson	[ ]	[ ]	[ ]	[ ]	[X]
Sherrie Marlette	[X]	[ ]	[ ]	[ ]	[ ]
Trudy Holleman	[ ]	[ ]	[X]	[ ]	[ ]
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>3</b>

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:
  - State Compensatory Education Advisory Committee
  - English Learner Advisory Committee
4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 05/14/2013.

Attested:

Sherrie Marlette

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Cheryl Bremson

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

## La Vista Center's Parent Involvement Policy

### La Vista Center Parent Involvement Policy

La Vista Center agrees to implement the following statutory requirements:

The school will jointly develop with parents, teachers, and other staff a parent involvement policy that is agreed upon by all parties.

The school will notify parents about the parent involvement policy and will distribute this policy to all parents.

The parent involvement policy will be made available to the local community.

The school will periodically review and update the policy to meet the changing needs of the parents and school.

The school will carry out programs, activities, and procedures in accordance with this definition: PARENT INVOLVEMENT MEANS THE PARTICIPATION OF PARENTS IN A REGULAR 2-WAY COMMUNICATION INVOLVING STUDENT ACADEMIC LEARNING AND OTHER SCHOOL ACTIVITIES ENSURING THAT

A. That parents play an integral role in assisting their child's learning

B. That parents are encouraged to be actively involved in their child's education at school

C. That parents are full partners in their child's education and are included in decision making especially in the IEP process of their child.

D. A collaboration process will be in place for parents to be fully involved in academic, behavior, and transition goals.

La Vista Center will implement school wide parental involvement policy components by taking the following actions:

A. La Vista Center will hold a meeting at the beginning of the school year inviting parents to develop a joint agreement.

B. La Vista will solicit written remarks from parents unable to attend the meeting.

C. Conduct a needs assessment which includes all stakeholders

D. Base needs assessment on school data and the school's results from the Nine Academic Program Component Survey

E. Set goals

F. Decide upon a monitoring process

La Vista Center will take the following actions to distribute its Parent Involvement Policy

A. It will be included on the La Vista Webpage

B. It will be included in the La Vista Student Handbook

C. It will be included in all IEP meetings

Our School Site Council will analyze our school's academic performance data each year and serve as the basis for our Single School Plan for School Achievement.

Teachers at La Vista will provide parents opportunities to examine text books and resources that will be utilized in the classroom during the course of study. Parents will have access to state grade level standards and district standards at the beginning of the school year or semester.

Teachers will inform parents in writing about the different forms of assessments that will be used in the different courses of study.

An annual parent survey will be conducted to review school effectiveness as perceived by the parent community. Parents will be invited to review the survey results to offer suggestions which address the areas of concern. The school will use the findings of the survey and the parent analysis to design future strategies for more parental involvement and to revise, if necessary its parental involvement policies

La Vista Center will help build staff and parent capacity for strong parental involvement that supports a partnership between the school and home in order to improve student achievement and sense of community.

Attention will be given to providing data that is both understandable and meaningful to parents concerning their child's achievement. Teachers will provide copies of Data Director reports at every IEP meeting. All parents will receive a letter informing them of their child's assessment results on the annual STAR tests. Parents will be invited to speak with school personnel regarding STAR results.

Parents will be offered the opportunity for training in how to support key grade level standards, use of technology resources, assistance with homework and other curriculum related activities at the annual Back to School Night, newsletters, and IEP Meetings or Program Reviews.

La Vista Center will either provide a monthly newsletter to parents through the Title One Parent Liaison or through School Messenger to inform parents of important school information.

Information regarding La Vista Center student and parent programs will be available in an understandable, uniform format including the following documents:

All IEP Forms

Field Trip Forms

CAHSEE Exam Results (California High School Exit Exam)

STAR Results (Standardized Testing and Reporting)

No Child Left Behind Teacher Qualifications letter

Uniform Complaint Procedures

Parent-Student Handbook

District Parent Rights and Responsibilities

Transcripts

Report Cards

Truancy Notice

Suspension Notice

Critical Incident Forms

This School Parental Involvement Policy was developed by the La Vista Site Council and agreed upon as evidenced by Site Council Minutes on March 15th 2011.

This policy was reviewed by the 2013-2014 La Vista Leadership Team in August, 2013, and by the Site Council Members in October, 2013. This policy will be in effect for the period of August 15, 2013 to June 4, 2014.



## Annual Program Evaluation for 2013-14 Goals & Actions

### Planned Improvement Goal #1:

All students in all grade levels will increase academic performance and assessment scores in Math and Language Arts by 10% as measured by daily work completion, teacher made assessments, grade reports, district benchmarks, STAR Testing and CAHSEE data.

### Related Objective and how it will be Measured:

Data from grade reports, district benchmarks, CST/CMA testing , CAHSEE testing, and progress on IEP goals.

Please report student achievement in respect to identified measure based on latest assessments noted above as noted in Goal 1 for the 2013-2014 Annual Program Evaluation Template. If no action taken during the reporting period mark "NA":

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### Data: Analysis/Findings:

Please report progress in actions implemented this year:

<b>Actions to be Taken to Reach This Goal</b> <i>(Do Not Edit)</i>	<b>Progress in Actions</b>		<b>Additions/Modifications based on Findings</b>
	<b>Aug-Jan</b>	<b>Jan-June</b>	
<p>Instruction - Differentiation &amp; Technology Integration:            Teachers will receive professional development and best practices training in Differentiated Instruction, Technology Integration, Reading and Math Intervention, Disciplinary Literacy and Algebra Instruction.</p> <p>.Teachers will collaborate within their grade-level teams regarding Improving Instructional Strategies, Infusing Technology into Instruction, Algebra Instruction, Disciplinary Literacy, as well as have an opportunity to analyze student achievement data.</p> <p>.Teachers will use supplemental curriculum supports and technology tools that will improve quality of instruction, increase opportunities for academic discourse, enhance project based learning opportunities, as well as allow for better access to curriculum for students with disabilities. Such supplemental technology tools includes interactive white boards, additional computer work stations, individual tablets, instructional software, etc.</p> <p>.Staff will set up learning lab for English Language Learners, as well as provide increased individualized support, to ensure access to curriculum. Language assessment will be completed by centralized EL district staff.</p>			

<b>Actions to be Taken to Reach This Goal</b> <i>(Do Not Edit)</i>	<b>Progress in Actions</b>		<b>Additions/Modifications based on Findings</b>
	<b>Aug-Jan</b>	<b>Jan-June</b>	
<p>Increased Academic Rigor and Accountable Talk: Teachers will receive professional development and best practices training on Increasing Academic Rigor and Accountable Talk in the classroom, Reading and Math Intervention, Disciplinary Literacy and Algebra 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.</p> <p>.Teachers will collaborate within their grade-level teams regarding Improving Instructional Strategies to Increase Academic Rigor and Accountable Talk, Algebra Instruction, Disciplinary Literacy, as well as have an opportunity to analyze student achievement data.</p> <p>.Teachers will visit other classrooms on Comprehensive Middle and High School campuses to observe lessons in both the Special Ed and General Ed classroom settings and collaborate with other teachers at that site.</p> <p>.Teachers will use supplemental curriculum supports that will improve quality of instruction, increase opportunities for academic discourse, enhance project based learning opportunities, as well as allow for better access to curriculum for students with disabilities.</p>			
Increased Academic Rigor and Accountable Talk			

**Planned Improvement Goal #2:**

.100% of La Vista students will increase time on task, classroom participation, and active engagement in learning.

**Related Objective and how it will be Measured:**

Data from daily individual student behavior contracts, teacher observations and collaboration, grade reports, student work samples, number of students earning schoolwide weekly rewards, progress on IEP goals, behavior documentation and suspension data.

Please report student achievement in respect to identified measure based on latest assessments noted above as noted in Goal 1 for the 2013-2014 Annual Program Evaluation Template. If no action taken during the reporting period mark "NA":

**Data: Analysis/Findings:**

Please report progress in actions implemented this year:

<b>Actions to be Taken to Reach This Goal</b> <i>(Do Not Edit)</i>	<b>Progress in Actions</b>		<b>Additions/Modifications based on Findings</b>
	<b>Aug-Jan</b>	<b>Jan-June</b>	
Effective Instructional Strategies: .All teachers will develop and implement a variety of instructional strategies that support academic engagement while Instructional Assistants will support student engagement as directed by teacher.  .Teachers will receive professional development and best practices training in Classroom Management, Instructional Strategies to Enhance Student Engagement, Curriculum Resources to Encourage Active Engagement, and Positive Behavior Intervention and Supports.  .Teachers will collaborate within their grade-level teams regarding Improving Instructional Strategies to Enhance Student Engagement, Classroom Management Techniques, as well as have an opportunity to analyze student achievement and behavior data.  .Teachers will use supplemental curriculum supports and technology tools that will increase opportunities for academic engagement, enhance project based learning opportunities, as well as allow for better access and increased levels of engagement with curriculum for students with disabilities.			

<b>Actions to be Taken to Reach This Goal</b> <i>(Do Not Edit)</i>	<b>Progress in Actions</b>		<b>Additions/Modifications based on Findings</b>
	<b>Aug-Jan</b>	<b>Jan-June</b>	
<p>Positive Behavioral Supports: All staff will continue professional development in the area of Positive Behavior Interventions and Supports, Classroom Management Strategies, Effective Communication and Therapeutic Crisis Intervention (TCI).</p> <p>.Schoowide behavior system will be implemented with consistency and fidelity. All staff will support the use of daily contracts by assisting students in creating personal goals and providing immediate feedback to students regarding classroom behavior and choices. 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> <p>.Mental health therapy team will work to develop effective coping skills, pro-social skills and emotional stabilization so students can access learning.</p> <p>.Teachers will communicate regularly with parents and other caregivers regarding academic and behavioral progress. Team will also work to implement Individualized Behavior Support Plans (BSPs) as well as support progress on Social, Emotional, Behavioral and Mental Health goals established through the IEP.</p> <p>.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 groupwork within the classroom setting. This also includes anti-bullying curriculum and training for students.</p> <p>Staff will use Therapeutic Crisis Intervention (TCI) training to ensure that students have both a physically as well as psychologically safe environment in which to learn.</p> <p>.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. Students will also participate in Character Education and Development incorporated within their school day.</p>			

**Planned Improvement Goal #3:**

All students will develop 21st Century skills such as problem solving, critical thinking, communication, collaboration, creativity and innovation in order to be ready to complete in a global economy, be successful in post secondary education or the workplace, and be a contributing member of their community.

**Related Objective and how it will be Measured:**

Data on project completion, performance-based assessments, portfolio assessments, teacher observations, grade reports, graduation rates, participation rates in Workability and Life Skills courses (ie. social skills development, culinary arts, off campus supported employment, etc.), increased rubric scores for written expression/essay tasks, progress on IEP transition goals and Individual Transition Plans (ITP) through the IEP.

Please report student achievement in respect to identified measure based on latest assessments noted above as noted in Goal 1 for the 2013-2014 Annual Program Evaluation Template. If no action taken during the reporting period mark "NA":

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**Data: Analysis/Findings:**

Please report progress in actions implemented this year:

<b>Actions to be Taken to Reach This Goal</b> <i>(Do Not Edit)</i>	<b>Progress in Actions</b>		<b>Additions/Modifications based on Findings</b>
	<b>Aug-Jan</b>	<b>Jan-June</b>	
<p>Problem Solving &amp; Critical Thinking: Teachers will engage in ongoing professional development in moving towards Common Core Standards, Disciplinary Literacy, Building 21st Century Skills, and embedding the standards into their lesson design across subject areas.</p> <p>.Teachers will provide a wide range of curricular material that addresses the need for continued problem solving, critical thinking, oral/written communication, collaboration, creativity and innovation, and use performance based assessments to measure growth in 21st Century Skills.</p> <p>.Teachers will research and implement lessons geared towards 21st Century skill building including use of more complex texts, more open ended questioning and assessments, reading and writing across the content areas, project based learning, more student driven lessons and group work, hands on labs and experiments, 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>			

<b>Actions to be Taken to Reach This Goal</b> <i>(Do Not Edit)</i>	<b>Progress in Actions</b>		<b>Additions/Modifications based on Findings</b>
	<b>Aug-Jan</b>	<b>Jan-June</b>	
<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, WorkAbility program, community volunteer programs, guest speakers from community organizations and businesses, job shadowing opportunities, county ROP courses, resume development, practice interviews, opportunity for supported employment in the community and use of the Naviance Program.</p> <p>.School staff will further develop programs geared towards life skill and social skill development, as well as building leadership qualities and real life application of knowledge obtained in the classroom. This includes the Workability program, off campus supported employment, art program, culinary arts program, social skills courses, athletics/sports participation, world language development, student leadership course, etc.</p> <p>.Teachers will work to empower students to find their voice and advocate for their future goals and aspirations through the IEP process, as well as actively involve the parents and other service providers in the development of the Individual Transition Plan (ITP) and transition goals for the student. Teachers will monitor progress on individual goals quarterly in order to ensure measurable progress towards goals. Teachers will review transcripts, credits, graduation and A-G requirements with students quarterly to ensure they are an active participant in their education.</p>			

**Planned Improvement Goal #4:**

95% of students will increase their attendance by 5% or more, with a goal of achieving 90% attendance schoolwide.

**Related Objective and how it will be Measured:**

Daily attendance reports, number of daily phone calls made for student absences, frequency of parent communication surrounding student absences, number of students earning quarterly awards for perfect or near perfect attendance at Quarterly Awards Assembly, number of attendance conferences, number of SARB referrals and meetings.

Please report student achievement in respect to identified measure based on latest assessments noted above as noted in Goal 1 for the 2013-2014 Annual Program Evaluation Template. If no action taken during the reporting period mark "NA":

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**Data: Analysis/Findings:**

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
Positive Attendance: All school staff will continue implementation of school-wide positive attendance campaign and develop interventions for non-attenders. 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, parent follow up by Sp Ed casemanager for multiple day absences, positive attendance incorporated into daily contracts and rewards, modified day for students who have medical reasons for non-attendance, IEP goals to address positive attendance, attendance / truancy conferences and SARB referrals.			