



# 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	04/26/2022	June 28th 2022

## 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).

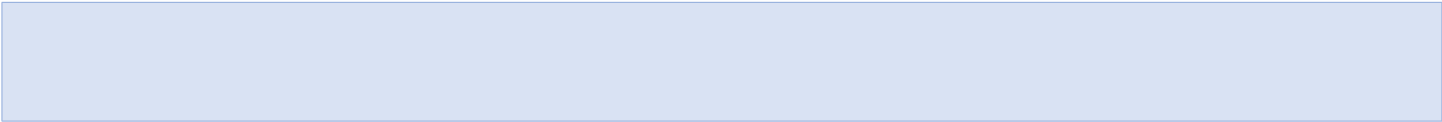
As part of the development of the Comprehensive Needs Assessment, including the identification of the root causes, goal development, and strategy identification, and ongoing monitoring, the SLT at La Vista is working closely with a DST comprised of district labor and management leaders. The DST will 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: 2021-22

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

What data did you use to monitor progress and how often?

Surveys and attendance in school functions

What worked and didn't work? Why? (monitoring)

COVID restricted attendance in school functions. We did not meet in person as usual for school functions

What modification(s) did you make based on the data? (evaluation)

We had to rely on ZOOM and other means of communication with families. Our families seem to struggle with using technology to attend functions.

**2021-22  
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 2021-22	Expected Outcome 2022-23
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> <li>• Thanksgiving family social emotional learning</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  Comprehensive Support and Improvement (CSI)	846  5000	2022-2023 School Year



	<p>ng activit y</p> <ul style="list-style-type: none"> <li>• IEP meeti ngs</li> <li>• End of the year parent / teach er confer ences</li> <li>• Gradu ation cerem ony</li> <li>• School Site Counc il meeti ngs</li> <li>• CAC meeti ngs</li> </ul>					
1.2	<p>Parent Engagement: Teachers will communicate regularly with parents and other</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</p>	<p>Title I Part A Site Allocation</p>	<p>1200</p>	<p>2022-2023 School Year</p>

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 meetings, parent surveys, ZOOM meetings, home visits by principal) to communicate

team, IA's, School Psychologist, Office staff.

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.

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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

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 2022-2023 school year, we will have less than 25 total suspensions.

## Annual Review

### SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

Suspension and behavior contract data

What worked and didn't work? Why? (monitoring)

Suspensions were down. Behavior contract information showed progression in individual behavioral goals

What modification(s) did you make based on the data? (evaluation).

We took a different approach to the vaping issue specifically. Student were placed in intervention groups instead of being susoended.

**2021-22**

**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 a global electronic tracking system for the behavior events reported 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 2021-22	Expected Outcome 2022-23
Surveys	75% of respondents felt safe on campus	85% of respondents feel safe on campus
Suspension data	46% of students received at least 1 suspension	30% of students receive at least 1 suspension
Daily Behavior Report sheets	15 students had more than 50% of time out of area	7 or less students will have more than 50% of time out of area

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Positive Behavioral Supports: All staff will continue professional development in the area of positive behavior interventions	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 including TCI Trainers, Teachers, Principal	Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	10000	School year 2022-23

	and supports, restorative practices, classroom management strategies, effective communication , Therapeutic Crisis Intervention (TCI), mindfulness strategies and social-emotional learning to increase academic success.					
2.2	School-wide behavior system will be implemented with consistency and fidelity. All staff will support the use of daily behavior contracts by assisting students in creating personal goals and providing	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 LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation	1500 500 1000	School year 2022-23

immediate feedback to students regarding classroom behavior and choices. Identified incentives will be used as motivators for the students. Each classroom will be allocated funds to provide "in the moment" reinforcement for positive behavior. The campus 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

4000-4999:  
Books And  
Supplies

	additional layer of incentives.					
2.3	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 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	Title I Part A Site Allocation 4000-4999: Books And Supplies	15000	School year 2022-23



	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.					
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	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	2000	School year 2022-23

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

	<p>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>					
2.5	<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. The honorees will receive awards and prizes for their recognition.</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Teachers, Mental Health Therapists, Support Staff, Leadership Team, Safety Team, Teachers, Principal</p>	<p>LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures</p>	1000	<p>School year 2022-23</p>

2.6	<p>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,</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) 5000-5999: Services And Other Operating Expenditures</p>	10000	School year 2022-23
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	Mckinney-Vento and foster youth to address illegal drug and alcohol use. 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	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	500	School year 2022-23

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.





# 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: 2021-22

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

What data did you use to monitor progress and how often?

Grades, participation scores and attendance data

What worked and didn't work? Why? (monitoring)

Our interest in curriculum based learning is poor with this population. We have discovered that trauma, social-emotional issues and lack of reading skills contribute to this problem.

What modification(s) did you make based on the data? (evaluation)

We increased the presence and access to ERMHS staff. We built group projects and cooperative learning opportunities in the classroom. We designed a staff to student coaching model where every student received positive interactions with staff on a daily basis (similar to check in / check out).

**2021-22**

**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. Our students need to work through mental health concerns, poor social skills and poor reading skills to access educational benefit from curriculum. Access to a supplemental online tutoring resource will give the students the ability to do supplemental homework online. Classrooms are outfitted with chromebooks so students can access online teaching resources.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Graduation Rate	6 out of 10 seniors graduated (60%)	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 adoptions, intensive reading and	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 5000-5999: Services And Other Operating Expenditures	5000	School Year 2022-23

	math intervention, integrated math instruction, and culturally responsive teaching.					
3.2	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	All Students 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 1000-1999: Certificated Personnel Salaries	9550	School Year 2022-23

	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 educational field exploration opportunities. Such supplemental technology tools includes: Chromebooks and iPads, Apple TV	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 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	6000.00 1000	School Year 2022-23

	<p>capability in the classrooms, Google Classroom, Illuminate, gmail accounts for students, ZOOM, Moby Max, and additional instructional software and apps. Students will have access to this technology.</p>					
3.4	<p>Staff will continue providing a learning lab for English Learners, as 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</p>	<p>All Students  X English Learners  Low-Income Students  Foster Youth  Other</p>	<p>Teachers,  Leadership Team,  Technology Team,  Principal and  Centralized EL Staff</p>	<p>Title I Part A Site Allocation 4000-4999: Books And Supplies</p>	500	<p>School Year 2022-23</p>

	EL staff to offer supports for EL students.					
3.5	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	<ul style="list-style-type: none"> <li>X All Students</li> <li>X English Learners</li> <li>X Low-Income Students</li> <li>X Foster Youth</li> <li>X Other Mckinney-Vento</li> </ul>	Teachers, Leadership Team, Technology Team, and Principal	Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	1000	School Year 2022-23

	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	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	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 5000-5999: Services And Other Operating Expenditures	1000	School Year 2022-23

	encourage active engagement, and positive behavior intervention and supports. This will enhance opportunities for learning in the classroom.					
3.7	Problem Solving and Critical Thinking: Students will have access to opportunities that teach basic career oriented skills (i.e. home economics, clerical, custodial, cafeteria work, cooking, horticulture, work projects, workability program, and coffee bar). Teachers will provide a wide range of curricular	X All Students X English Learners X Low-Income Students X Foster Youth X Other Mckinney-Vento	Teachers, Leadership Team, Technology Team, and Principal	Comprehensive Support and Improvement (CSI)	4898	School Year 2022-23



	<p>material and technology tools that addresses the need for continued problem solving, critical thinking, oral/written communication, collaboration, creativity and innovation. A collaboration will continue between La Vista and our schools in the district with vocational programs to place appropriate students.</p>					
3.8	<p>Teachers will research and implement lessons geared towards 21st Century skill building including use of complex texts, open ended</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>LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures</p>	1500	School Year 2022-23

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

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# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Clear Pathways to Bright Futures

## LEA/LCAP Goal

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

## SPSA/Goal 4

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

## Annual Review

### SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

We used survey data to determine the interests of pathways for our students

What worked and didn't work? Why? (monitoring)

We were limited as to how much interaction we could have this year with outside resources due to COVID issues.

What modification(s) did you make based on the data? (evaluation)

We will have our program back up and running next year.

**2021-22**

**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 2021-22	Expected Outcome 2022-23
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 community citizenship through visits to local	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	500	School year 2022-2023

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.					
4.2	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,	All Students X English Learners X Low-Income Students X Foster Youth X Other Mckinney-Vento	Teachers, Mental Health Therapists, School Psychologist, School Counselor, Teachers and Principal	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000.00 1000.00	School year 2022-2023

world language and culture development, student leadership course, horticulture / food and nutrition course. We have a bicycle technician come to campus and facilitate a bicycle maintenance and assembly class.



## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<ol style="list-style-type: none"> <li>1. Summer Programs</li>   <li>2. Intervention</li>   <li>3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language</li>   <li>4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students.</li> </ol>	<p>School year 2022-23</p> 	<p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p>	<p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <p>771,420</p>	<p>Title I</p> 

# 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	\$81,494.00

## 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
Title I Part A Parent Involvement	\$846.00
Title I Part A Site Allocation	\$51,750.00

Subtotal of state or local funds included for this school: \$61,596.00

Total of federal, state, and/or local funds for this school: \$81,494.00

# 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	51,750	0.00
Title I Part A Parent Involvement	846	0.00

## Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	19,898.00
LCFF Supplemental Site Allocation	9,000.00
Title I Part A Parent Involvement	846.00
Title I Part A Site Allocation	51,750.00

## Expenditures by Budget Reference

Budget Reference	Amount
	11,944.00
1000-1999: Certificated Personnel Salaries	9,550.00
4000-4999: Books And Supplies	29,000.00
5000-5999: Services And Other Operating Expenditures	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	11,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Comprehensive Support and Improvement (CSI)	9,898.00

5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	10,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	5,500.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	3,500.00
	Title I Part A Parent Involvement	846.00
	Title I Part A Site Allocation	1,200.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	9,550.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	23,500.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	6,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	11,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,046.00
Goal 2	41,500.00
Goal 3	30,448.00
Goal 4	2,500.00

# School Site Council Membership

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

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

Name of Members	Role
Christina Bridges	Parent or Community Member
Aiden Bridges	Secondary Student
Eric Anderson	Principal
Kelly Bonaventure	Other School Staff
Jim Slingsby (Chair)	Classroom Teacher
Conny Nelson	Other School Staff
Brigitte Tarrin	Classroom Teacher

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 4/26/2022.

Attested:



Principal, Sunny Lofton on 4/26/2022

SSC Chairperson, D. Trudy Boyd on 4/26/2022

# 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
		\$5,000.00	Connected School Communities	
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	\$10,000.00	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
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. A collaboration will continue between La Vista and our schools in the district with vocational programs to place appropriate students.		\$4,898.00	Engaging Academic Programs	Focus 8: Ensure a comprehensive system of support for implementing content standards and quality instruction.

# La Vista Center School

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

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

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

Proposed Expenditure	Object Code	Amount	Goal	Action
Teachers will research and implement lessons geared towards 21st Century skill building including use of complex texts, open ended questioning and assessments, reading and writing across the content areas, project based learning, student driven lessons and collaborative group work, hands on labs and experiments, educational field explorations, technology training, explicit communication and social skills training, and life skills curriculum, all with a focus on building student independence and responsibility for their own learning. - bike class (Science and elective class) - science experiment lab (science) - music lab (music) - art lab (Art and History class) - horticulture class (Science)	5000-5999: Services And Other Operating Expenditures	\$1,500.00	Engaging Academic Programs	Focus 8: Ensure a comprehensive system of support for implementing content standards and quality instruction.
	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Engaging Academic Programs	Focus 2: Ensure a high level of math skills for all students. Focus 3: Ensure the development of English language proficiency among English learners.
	4000-4999: Books And Supplies	\$1,000.00	Clear Pathways to Bright Futures	



## 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

\$500.00 Healthy Environments for Socio-Emotional Growth

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

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

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

4000-4999: Books And Supplies

\$500.00 Healthy Environments for Socio-Emotional Growth

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

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

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

## La Vista Center School

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 be allocated funds to provide "in the moment" reinforcement for positive behavior. The campus 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

\$1,500.00 Healthy Environments for Socio-Emotional Growth

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

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

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

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.

4000-4999: Books And Supplies

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

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

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

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

## La Vista Center School

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.

5000-5999: Services And  
Other Operating  
Expenditures

\$1,000.00 Healthy  
Environments for  
Socio-Emotional  
Growth

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

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

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

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

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

### Funding Source: Title I Part A Parent Involvement \$846.00 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		\$846.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures: \$846.00

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

### Funding Source: Title I Part A Site Allocation \$51,750.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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## La Vista Center School

Parent Engagement: Teachers will communicate regularly with parents and other caregivers regarding academic and behavioral progress. Behavior contracts will be sent home daily and teachers will facilitate frequent home school communication. Parents will receive quarterly progress on IEP goals and individual student behavior data. School staff will use multiple methods (ie. phone, email, before school/after school personal contact, IEP meetings, parent surveys, ZOOM meetings, home visits by principal) to communicate with parents or guardians regarding student progress. Outreach activities such as Back to School Night, Thanksgiving family 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.

\$1,200.00 Connected School Communities

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 to increase academic success.

5800:  
Professional/Consulting  
Services And Operating  
Expenditures

\$10,000.00 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

<p>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.</p>	<p>4000-4999: Books And Supplies</p>	<p>\$15,000.00</p>	<p>Healthy Environments for Socio-Emotional Growth</p>	<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>4000-4999: Books And Supplies</p>	<p>\$1,000.00</p>	<p>Healthy Environments for Socio-Emotional Growth</p>	<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>Instruction - Differentiation and technology Integration: Teachers will engage in ongoing professional development around common core, differentiated instruction, new textbook adoptions, intensive reading and math intervention, integrated math instruction, and culturally responsive teaching.</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>\$5,000.00</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>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>\$9,550.00</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>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: 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>\$6,000.00</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>\$500.00</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>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>	<p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>\$1,000.00</p>	<p>Engaging Academic Programs</p>	<p>Focus 1: Ensure a high level of literacy skills for all students.  Focus 2: Ensure a high level of math skills for all students.  Focus 5: Increase the rate of students meeting rigorous graduation requirements.</p>

## La Vista Center School

<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>5000-5999: Services And Other Operating Expenditures</p>	<p>\$1,000.00</p>	<p>Engaging Academic Programs</p>	<p>Focus 8: Ensure a comprehensive system of support for implementing content standards and quality instruction.</p>
<p>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>\$500.00</p>	<p>Clear Pathways to Bright Futures</p>	

## La Vista Center School

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 have a bicycle technician come to campus and facilitate a bicycle maintenance and assembly class.

4000-4999: Books And  
Supplies

\$1,000.00 Clear Pathways to  
Bright Futures

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Title I Part A Site Allocation Total Expenditures: \$51,750.00

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

La Vista Center School Total Expenditures: \$81,494.00