

School Year: **2023-24**



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	6/5/2023	August 8, 2023

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

Comprehensive Support and Improvement (CSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators.

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.

Table of Contents

SPSA Title Page	1
Purpose and Plan Summary	1
Table of Contents.....	4
Comprehensive Needs Assessment Components	6
Data Analysis	6
Root Cause Analysis.....	8
Resource Inequities	8
Input from Educational Partners	9
Resource Inequities	10
School and Student Performance Data	12
Student Enrollment.....	12
Goals, Strategies, & Proposed Expenditures.....	21
SPSA/Goal 1	21
SPSA/Goal 2.....	24
SPSA/Goal 3	28
SPSA/Goal 4	33
Centralized Services for Planned Improvements in Student Performance	36
Centralized Services	36
Budget Summary	45
Budget Summary	45
Other Federal, State, and Local Funds	45
Budgeted Funds and Expenditures in this Plan	46
Funds Budgeted to the School by Funding Source.....	46
Expenditures by Funding Source	46
Expenditures by Budget Reference	46
Expenditures by Budget Reference and Funding Source	46
Expenditures by Goal.....	47
School Site Council Membership	48
Recommendations and Assurances	49
Instructions.....	50
Instructions: Linked Table of Contents.....	50
Purpose and Description.....	51
Educational Partner Involvement	51
Resource Inequities	51
Goals, Strategies, Expenditures, & Annual Review	52
Annual Review	53
Budget Summary	54

Appendix A: Plan Requirements56
Appendix B:59
Appendix C: Select State and Federal Programs61

Comprehensive Needs Assessment Components

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

Data Analysis

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

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

Academics - Based on the amount of students who took the Smarter Balance test in the 21/22 school year, there is no data reflected in the California Dashboard.

It was our teams goal to be able to establish academic baseline data this school. Through I-ready assessments, PSAT, and IEP goals, we have been able to establish the following baseline data:

iREADY - ELA at Grade level.

Grade 8 -

0% at grade level (average 2nd grade reading level level/491)

Grade 9

1 student at grade level

Avg score 591 (7th)

Grade 10

0 students at grade level

Avg score - 531 (3rd)

Grade 11

0 students at grade level at Grade Level

Average Score 610 (8th)

Grade 12

0 students at grade level at Grade Level

Average Score 610 (8th)

PSAT Results:

Meeting or Exceeding Standard in ELA: 12.5 %

Need to strengthen (10)- 62.3%

Need to strengthen(11) - 33%,

Math:

iREADY diagnostic results

Grade 8 -

0 students at grade level (average 467 (2nd grade)

Grade 9

0 students at grade level
Avg score 459 (5th)

Grade 10
0 students at grade level
Avg score -459 (5th)

Grade 11
0 students at grade level at Grade Level
Average Score 485 (6th)

Grade 12
0 students at grade level
Average Score 495 (7th)

PSAT Results:
Meeting or Exceeding Standard in ELA: 12.5 %
Need to strengthen (10)- 62.3%
Need to strengthen(11) - 33%,

PSAT Results:
Meeting or Exceeding Standard in Math: 0%
Need to strengthen (10) - 75%
Need to strengthen (11) - 33%

Suspension :

The suspension rate has increased since 21/22 School year.
21/22 - 17%, 22/23 : 31%.

Attendance: Our attendance Rate has improved since 21/22:
21/22: Chronically Absent: 77.8% Regular Attendance: 15.9%
22/23 - Chronically absent 66.7% Regular Attendance Rate: 25.6%

Behavior Referral Data

21/22 - 92
22/23- 178 total incidents

- +11 incidents of unsafe behavior
- +28 incidents of fighting
- + 12 incidents of property damage
- + 5 incidents of assault upon an employee

By Semester:

Total referrals 108 (semester 1)
Total Referrals : 70 (Semester 2, after implementing discipline policy for fighting, aggression, violence).

- 27 incidents of aggression/violence/safety, unsafe behavior (61 sem1/ 34 set 2)

Culture Climate Data

Improvements from 21/22-22/23

- Caring Relationships: School Climate that is caring - +50% parent/ 100% student/ 43.6% staff
- School Decision Making : Uses diverse input for decision making +50% parents, +100% student, +63.3% staff
- Safety: Our school is a safe place for Staff +44.6%
- School Culture: Curriculum represents diversity of students - +33% student, +50% staff

- Academic Progress: Students and families understands how assignments are graded : +100% students, +43.6% staff
- Safety: My school is a safe place for all students: +50% parent, +66% students, -5.6% staff
- High expectations: Students are challenged academically at our school - Parents - +66% students , +13% staff
- Engagement : Students complete work on time : +33% students, Students are interested in what they are learning : +66% students, +25% staff

Areas to Improve from 21/22-22/23

- Family Involvement - Opportunities for families to participation -50% (drop from 50%) Parent
- Safety: My school is a safe place for all students: +50% parent, +66% students, -5.6% staff
- High expectations: Students are challenged academically at our school : - 100 parents
- Engagement: Quality classes are offered that meet the students' interests: -17% staff
- College/Career Readiness: Students and families know what requirements are needed to pass high school: - 50% parents

Root Cause Analysis

What did your root causes analysis reveal?

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

La Vista serves a special population of 8-12th grade students. After analyzing our site data, it is clear that:

La Vista has met the criteria for CSI as a result of “very high” suspension rate f on the California School Dashboard for two or more consecutive years for the following student group(s):

All students, Socio economically disadvantaged (20.3% suspended at least on day), Students with Disabilities (16.7)% suspended at least on day and White students (14.6% suspended at least on day).

Based on an analysis of state and local data, the following root causes contributing to the results were identified:

Suspensions: Staff need to increase capacity for restorative practices and de-escalation.

In response to this data, we will implement the following evidence-based actions (i.e. interventions, practices, programs, services, and/or resources) to address the needs of our identified targeted student groups:

Culturally responsive training, restorative practices training, Individualize reinforcement strategies for students including access to actives, preferred staff and field trip experiences. Integrate comprehensive campus transition plans to reinforcement plans. College awareness opportunities through speakers or school visits to increase buy-in to behavior expectations Frequent data checks to catch students ready to transfer to home schools more frequently. PDs to differentiate rigor of instruction, as well as to provide foundational academic support to increase student engagement Increase reinforcers for PBIS, include experiences (community trips, activities)

To monitor the progress of our actions for our identified targeted student groups, we will collect and monitor the following data:

Resource Inequities

What resource inequities did you discover?

Guidance	
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

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

- Professional development around Restorative Practices, Mindfulness training, De-escalation, Social-Emotional Learning and alternatives to suspension
- Reading foundational skills have not been explicitly taught due to the advanced grade levels or our students. Struggling readers need phonemic awareness, phonics and fluency support. Our educators will be given training to remediate at such low levels of understanding. - Integrating reading and math intervention throughout the day
- Students need both extrinsic and intrinsic motivation to address the history of lack of engagement in school. Tangible rewards will be used to boost the interest of the students, as well as school wide ceremonies to celebrate academic achievement, positive behavior and good attendance rates. Experiential rewards will be provided for students in higher PBIS levels including field trips, community outings

Title Funds to update curriculum, technology and STEM opportunities

Materials for family outreach events

PD and materials for implementation of EL support

College/career readiness - Visits to local colleges

Career training for students

PD for Academic differentiation,

LCFF

- Community and family outreach opportunities to keep parents involved to maintain positive attendance and IEP participation (community meals, Open House, Back to School night).

Input from Educational Partners

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:

- Professional development around Restorative Practices, Mindfulness training, De-escalation, Social-Emotional Learning and alternatives to suspension
- Reading foundational skills have not been explicitly taught due to the advanced grade levels or our students Struggling readers need phonemic awareness, phonics and fluency support. Our educators will be given training to remediate at such low levels of understanding. - Integrating reading and math intervention throughout the day
- Students need both extrinsic and intrinsic motivation to address the history of lack of engagement in school. Tangible rewards will be used to boost the interest of the students, as well as school wide ceremonies to celebrate academic achievement, positive behavior and good attendance rates. Experiential rewards will be provided for students in higher PBIS levels including field trips, community outings

Title Funds to update curriculum, technology and STEM opportunities

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PD and materials for implementation of EL support

College/career readiness - Visits to local colleges

Career training for students

PD for Academic differentiation,

LCFF

- Community and family outreach opportunities to keep parents involved to maintain positive attendance and IEP participation.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	15.0%	24.56%	14.71%	9	14	5
Asian	1.7%	%	0%	1		0
Filipino	3.3%	1.75%	0%	2	1	0
Hispanic/Latino	15.0%	17.54%	14.71%	9	10	5
Pacific Islander	%	%	2.94%			1
White	63.3%	49.12%	52.94%	38	28	18
Multiple/No Response	1.7%	7.02%	14.71%	1	4	5
	Total Enrollment			60	57	34

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	3		
Grade 7	6	5	1
Grade 8	7	9	2
Grade 9	11	7	7
Grade 10	10	14	8
Grade 11	8	12	6
Grade 12	15	10	10
Total Enrollment	60	57	34

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	2	1	1	3.30%	1.8%	2.9%
Fluent English Proficient (FEP)	1	1	0	1.70%	1.8%	0.0%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. In ELA Reading, _____% of students in grades 3-5/6/8 met or exceeded growth targets.
In ELA Reading, _____% of students in grades 3-5/6/8 were at or exceeding standards.
In ELA Reading, _____% of students in grades 7-8 met or exceeded growth targets.
In ELA Reading, _____% of students in grades 7-8 were at or exceeding standards.
In ELA Reading, _____% of students in grade 9 met or exceeded growth targets.
In ELA Reading, _____% of students in grade 9 were at or exceeding standards.

In Math, _____% of students in grades 3-5/6/8 met or exceeded growth targets.
In Math, _____% of students in grades 3-5/6/8 were at or exceeding standards.
In Math, _____% of students in grades 7-8 met or exceeded growth targets.
In Math, _____% of students in grades 7-8 were at or exceeding standards.
In Math, _____% of students in grade 9 met or exceeded growth targets.
In Math, _____% of students in grade 9 were at or exceeding standards.

Based on this data, (NOTE SUCCESSES and /or CHALLENGES)



Spring 2023
District Climate Survey Results by School

La Vista

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
	Pet Strongly Agree/Agree					
Caring Relationships						
A) School has a climate that is caring.	1	100.00%	3	100.00%	2	100.00%
B) There are students and staff on campus who listen to students when they have something to say.	1	100.00%	3	66.67%	2	100.00%
C) There is an adult from the school who checks on how students are doing.	1	100.00%	3	66.67%	2	100.00%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	1	100.00%	3	66.67%	2	100.00%
E) Staff feels supported to do their job well in meeting the needs of all students.					2	100.00%
F) Staff feels part of an effective team.					2	100.00%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
	Pet Strongly Agree/Agree					
Family and Staff Engagement						
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	1	100.00%			2	100.00%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	1	100.00%			2	100.00%
C) The school offers families opportunities to be involved in school and classroom activities.	1	0.00%			2	100.00%
D) The school keeps families well-informed about school activities.	1	0.00%			2	100.00%
E) The staff at our school listens to family concerns about issues.	1	100.00%			2	100.00%
F) The staff at school are helpful and welcoming when families come to school or call.	1	100.00%			2	100.00%
G) The school and families are partners in promoting positive behavior for my student.	1	100.00%			2	100.00%
H) Families who speak a language other than English receive general information about our school in their home language.	1	100.00%			2	50.00%
I) Staff receive information about upcoming events and important information about the school.					2	100.00%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
	Pet Strongly Agree/Agree					
School Decision Making						
A) School seeks input when making important decisions.	1	0.00%	3	100.00%	2	100.00%
B) Important school decisions reflect diverse input.	1	100.00%	3	100.00%	2	100.00%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	1	0.00%				
D) The principal and staff listen to concerns of other staff members about issues.					2	100.00%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					2	100.00%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					2	100.00%
G) Our school uses data from this survey to inform site decision making.					2	0.00%
H) Staff voice matters in decision making.					2	100.00%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
	Pet Strongly Agree/Agree					
Safety						
A) Concerns about student safety are taken seriously.	1	100.00%	3	100.00%	2	50.00%
B) Concerns about student safety are addressed in a timely manner at my school.	1	100.00%	3	100.00%	2	100.00%
C) My school is a safe place for all students.	1	100.00%	3	66.67%	2	50.00%
D) My school is a safe place for all staff.					2	100.00%
E) Students know what staff member to go to if they have a safety concern.	1	100.00%	3	100.00%	2	100.00%
F) Students know school safety protocols.	1	100.00%	3	100.00%	2	100.00%
G) I feel safe sharing different viewpoints and perspectives at my school.	1	100.00%	3	66.67%	2	100.00%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
	Pet Strongly Agree/Agree					
Sense of Belonging						
A) School staff respects student diversity.	1	100.00%	3	100.00%	2	100.00%
B) Adults at my school treat students respectfully.	1	100.00%	3	66.67%	2	100.00%
C) Students are respectful to each other at school.	1	0.00%	3	33.33%	2	0.00%
D) Students have opportunities to socialize with other students often at school.	1	100.00%	3	66.67%	2	100.00%
E) Students have an adult on campus they trust.	1	100.00%	3	100.00%	2	100.00%
F) Students trust other students at school.	1	0.00%	2	100.00%	2	0.00%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	1	100.00%	3	33.33%	2	50.00%
H) School staff reflects student diversity.	1	100.00%	3	66.67%	2	50.00%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
	Pet Strongly Agree/Agree					
Academic Progress						
A) Families and students understand how assignments and tests are graded.	1	100.00%	3	100.00%	2	100.00%
B) Questions and concerns about schoolwork are addressed.	1	100.00%	3	100.00%	2	100.00%
C) Student grades reflect their knowledge of the material.	1	0.00%	3	66.67%	2	100.00%
D) Adults at my school believe all students can be successful.	1	100.00%	3	100.00%	2	100.00%
E) Students feel comfortable and unjudged to ask their teacher for help.	1	100.00%	3	100.00%	2	100.00%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	1	0.00%	3	100.00%	2	100.00%
G) Teachers at my school go out of their way to help all students.	1	100.00%	3	66.67%	2	100.00%
H) Students receive timely and regular feedback on their learning.	1	100.00%	3	100.00%	2	100.00%
I) Staff at my school provides resources or ideas that help families support their students at home.	1	100.00%			2	100.00%

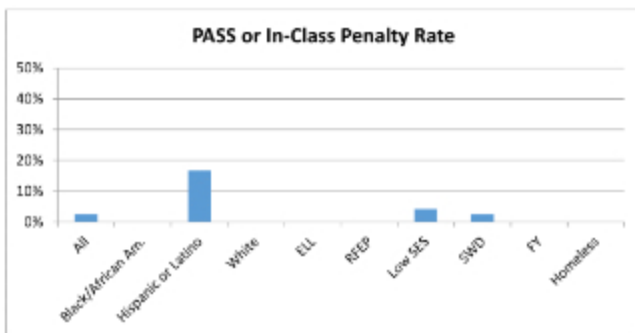
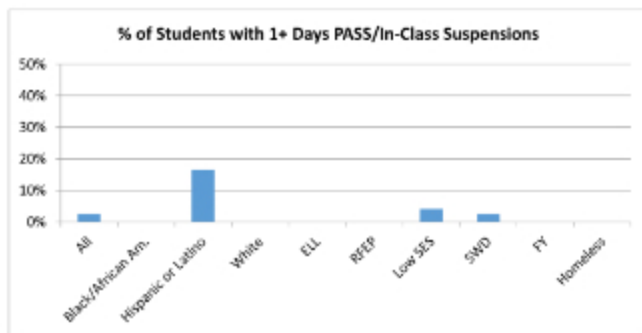
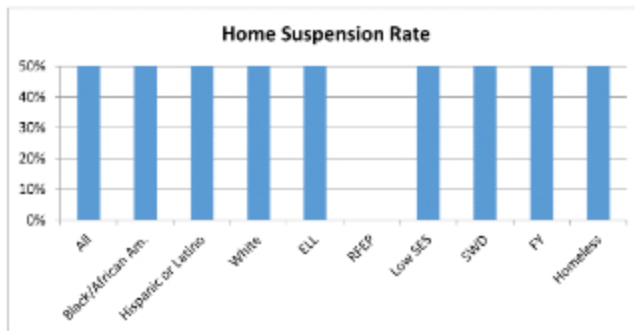
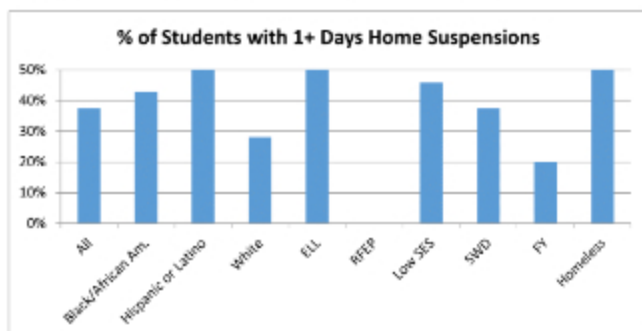
	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
	Pet Strongly Agree/Agree					
High Expectations						
A) Students are challenged academically at school.	1	0.00%	3	66.67%	2	50.00%
B) School recognizes and celebrates the academic success of all students.	1	0.00%	3	66.67%	2	100.00%
C) Adults on campus motivate students to do their best.	1	0.00%	3	100.00%	2	100.00%
D) School provides additional academic support when students are struggling.	1	0.00%	3	100.00%	2	100.00%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Student Engagement						
A) Students are interested in what they are learning.	1	0.00%	3	66.67%	2	50.00%
B) Students have access to classes and activities that meet their interests and talents.	1	100.00%	3	100.00%	2	50.00%
C) Students understand how to complete their schoolwork.	1	100.00%	3	100.00%	2	50.00%
D) Students complete assignments on time.	1	0.00%	3	33.33%	2	0.00%
E) Students are motivated to do their schoolwork.	1	0.00%	3	66.67%	2	0.00%
College and Career Readiness						
A) Students are encouraged to take the required courses needed to be prepared for college and career.	1	0.00%	3	66.67%	2	100.00%
B) Students and families know what classes they will have to take and pass to graduate from high school.	1	100.00%	3	66.67%	2	100.00%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.	1	0.00%	3	33.33%	2	0.00%
D) School offers college and career programs.	1	0.00%	3	66.67%	2	0.00%
E) Students participate in programs to learn about different jobs, careers, and colleges.	1	0.00%	3	33.33%	2	100.00%
F) Students are prepared for the next step of their educational experience.	1	0.00%	3	66.67%	2	0.00%
G) Staff are optimistic about the future of their career in San Juan Unified.					2	50.00%
H) There are equitable opportunities for advancement in the district.					2	50.00%
Customer Satisfaction						
A) I would recommend my school to other families.	1	100.00%	3	66.67%	2	0.00%
B) San Juan Unified School District is a district that I would recommend to other families.	1	100.00%	3	66.67%	2	50.00%

La Vista Center 2022-2023 Suspension Data

Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susps	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	40	15	37.50%	33	26	65.00%	1	2.50%	1	2.50%
Black/African Am.	7	3	42.86%	3	5	71.43%	0	0.00%	0	0.00%
Hispanic or Latino	6	4	66.67%	6	4	66.67%	1	16.67%	1	16.67%
White	25	7	28.00%	24	16	64.00%	0	0.00%	0	0.00%
ELL	1	1	100.00%	-	1	100.00%	0	0.00%	0	0.00%
RFP	-	-	-	-	-	-	0	-	0	-
Low SES	24	11	45.83%	16	18	75.00%	1	4.17%	1	4.17%
SWD	40	15	37.50%	33	26	65.00%	1	2.50%	1	2.50%
FY	5	1	20.00%	5	3	60.00%	0	0.00%	0	0.00%
Homeless	3	2	66.67%	2	3	100.00%	0	0.00%	0	0.00%



* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

La Vista Center - I-Ready Diagnostic 2 ELA Proficiency Level by Group

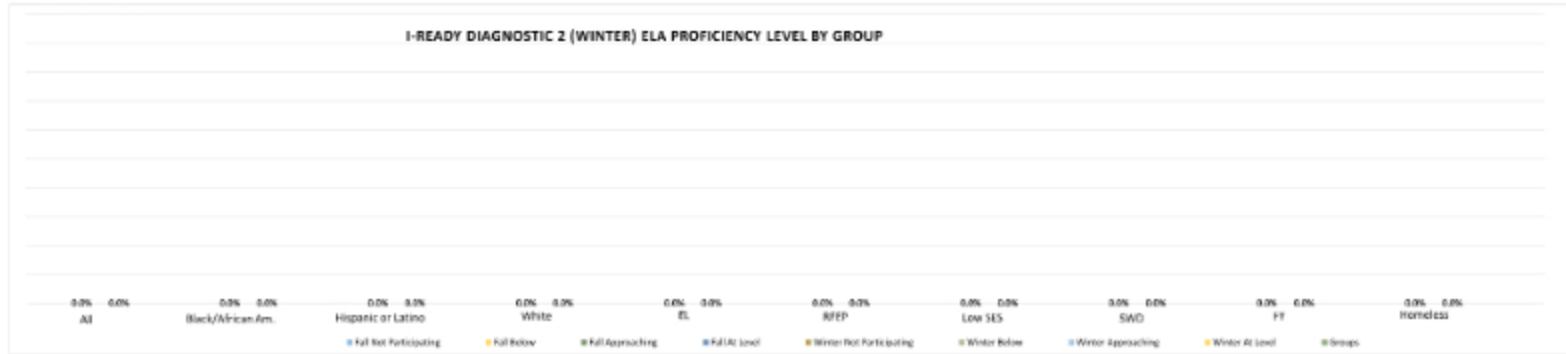
Group	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement				
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	1	0	1	0	0	1	0	0	0				
Black/African Am.	0	0	0	0	0	0	0	0	0				
Hispanic or Latina	0	0	0	0	0	0	0	0	0				
White	1	0	1	0	0	1	0	0	0				
EL	0	0	0	0	0	0	0	0	0				
FFEP	0	0	0	0	0	0	0	0	0				
Low SES	1	0	1	0	0	1	0	0	0				
SWD	1	0	1	0	0	1	0	0	0				
FY	0	0	0	0	0	0	0	0	0				
Homeless	0	0	0	0	0	0	0	0	0				

Group	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement				
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	1	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%				
Black/African Am.	0												
Hispanic or Latina	0												
White	1	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%				
EL	0												
FFEP	0												
Low SES	1	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%				
SWD	1	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%				
FY	0												
Homeless	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below - Two grade levels or more below standard

**Approaching - One grade level below standard



La Vista Center - I-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

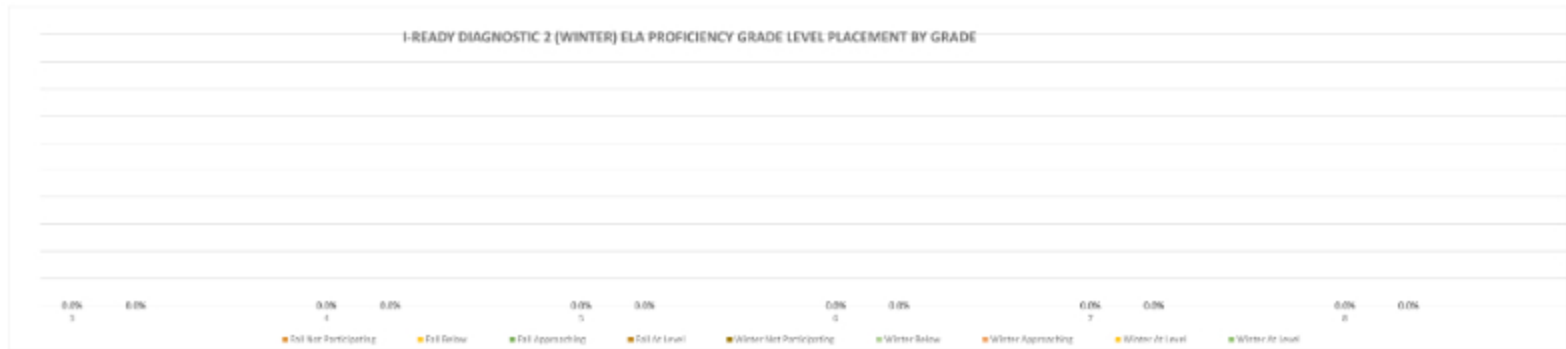
Grade	Fall/Diagnostic 1 I-Ready Grade Level Placement					Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	0	0	0	0	0	0	0	0	0				
4	0	0	0	0	0	0	0	0	0				
5	0	0	0	0	0	0	0	0	0				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	1	0	1	0	0	1	0	0	0				

Grade	Fall/Diagnostic 1 I-Ready Grade Level Placement					Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	0												
4	0												
5	0												
6	0												
7	0												
8	1	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Conclusions based on this data:

1. Conclusions based on this Text Level data:

We found that _____% of all students in grades K-2 were at or above grade level proficiency.

We found that _____% of Low Socio-Economic students in grades K-2 were at or above grade level proficiency.

We found that _____% of English Language Learners in grades K-2 were at or above grade level proficiency.

Based on this data, (NOTE SUCCESSES and/or CHALLENGES)

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

Increase family participation for IEP meetings and school events.

Annual Review

SPSA Year Reviewed: 2022-23

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, attendance at IEP and attendance meetings.

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

Reminders to parents about upcoming meetings (emails, calls) resulted in increased participation in IEP and Attendance meetings. Blackboard calls and emails did not have an impact on parent attendance to optional school events.

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

Giving parent the option of in person or virtual (Zoom/ teleconference) IEP meetings.

2022-23

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 2022-23	Expected Outcome 2023-24
Sign in sheets / attendance sheets for school events, Parent sign in on IEP attendance page	80% of parents participated in required IEP/attendance meetings, <10% participated in optional school events (Back to School Night, Community meals)	Maintain 80% or better for required meetings, improve school events to at least 20%.

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	<p>Parent engagement strategies to increase attendance at school events, Attendance meetings, and IEP meetings.</p> <p>Strategies include: Phone call reminders for IEPs, virtual options for IEPs, childcare, community meals,</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other McKinney-Vento</p>	<p>Teachers, Principal, School Counselor, Technology team, IA's, School Psychologist, Office staff.</p>	<p>Title I Part A Parent Involvement</p> <p>LCFF Supplemental Site Allocation</p>	<p>350</p> <p>2480</p>	<p>2023-2024 School Year</p>

1.2

All Students
English Learners
Low-Income Students
Foster Youth
Other

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 Social-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

Decrease the percentage of home suspensions for students with Individual Education Plans.

Annual Review

SPSA Year Reviewed: 2022-23

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, amount of behavior referrals for aggressive behaviors usually resulting in suspension, behavior contract data

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

Suspensions were down for non-aggressive behaviors.

Fighting/Mutual Combat remains the most frequent reason for behavior referrals. Current suspension rate remains high for students with IEPS, Black/African American students.

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

No suspensions for vaping, drugs, property destruction.

Suspensions only for fighting/assault.

2022-23

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 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 2022-23	Expected Outcome 2023-24
Surveys	66% of student report that La Vista is a safe place	75% of respondents feel safe on campus
Suspension data	35% of students received at least 1 suspension	<30% of students receive at least 1 suspension
Daily Behavior Report sheets	2 students had more than 50% of time out of area	1 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	Provide professional development to support staff with alternative practices to suspension such as Positive Behavioral	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,	Comprehensive Support and Improvement (CSI)	7000	School year 2023-24

	Interventions and Supports (PBIS), Restorative Practices (RP), social emotional learning (SEL), deescalation.		Teachers, Principal			
2.2	School celebrations to recognize student achievement, behavior, and attendance.	All Students X English Learners X Low-Income Students X Foster Youth X Other McKinney-Vento	Teachers, Mental Health Therapists, Support Staff, Leadership Team, Safety Team, Teachers, Principal	LCFF Supplemental Site Allocation Title I Part A Site Allocation	2000 2600	School year 2023-24
2.3	Provide anti-drug/vape information/instruction to students	All Students X English Learners X Low-Income Students X Foster Youth X Other McKinney-Vento	Teachers, Mental Health Therapists, Support Staff, Leadership Team, Safety Team, Teachers, Principal	Comprehensive Support and Improvement (CSI)	2099	School year 2023-24
2.4	Integrate expectations for earning community	All Students English Learners Low-Income Students Foster Youth	Teachers, Mental Health Therapists, Support Staff,	Comprehensive Support and	2863	School year 2023-24

	<p>outings, and comprehensive campus transition plans into Behavior Intervention Plans and provide community outings and opportunities as reinforcers</p>	<p>X Other Students with disabilities</p>	<p>Leadership Team, Safety Team, Teachers, Principal</p>	<p>Improvement (CSI)</p>		
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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

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

Increase the percentage of students making progress on local/state assessments and academic IEP goals with the goal of increasing graduation rate for seniors.

Annual Review

SPSA Year Reviewed: 2022-23

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, iREADY assessment scores, participation scores and attendance data

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

We have discovered that trauma, social-emotional issues and lack of reading skills contribute to this problem. Students often refuse local and state assessments. With smaller groups and more reinforcers, students have been more open to taking assessments this school year.

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). We increased the reinforcement rewards for participation in standardized testing.

2022-23

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 2022-23	Expected Outcome 2023-24
Graduation Rate	4 out of 7 seniors are projected to graduate (57%)	No less than 7 out of 8 seniors will graduate (87%)

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	STEM materials for more hands-on projects and labs, PD to support increased academic rigor for teachers and IAs focused on depth of knowledge and critical thinking.	X All Students English Learners Low-Income Students Foster Youth Other	Teachers, Leadership Team, Technology Team, and Principal	Title I Part A Site Allocation	8600	School Year 2023-24

	Technological integration - updated student and teacher technology to differentiate work as needed for student participation , annual license for Learning apps to supplement class work with online learning.					
3.2	Provide a learning lab with Individualized Support for English Learners	All Students X English Learners Low-Income Students Foster Youth Other	Teachers, Leadership Team, Technology Team, Principal and Centralized EL Staff	Title I Part A Site Allocation	6600	School Year 2023-24
3.3	Extend IA hours to provide time for Reading Workshop to work on foundational literacy skills	X All Students English Learners Low-Income Students Foster Youth Other	Teachers, Program Administrator	Title I Part A Site Allocation	5000	School Year 2023/24

3.4	<ul style="list-style-type: none"> Field trips to enhance learning (Science-center, science center, English - Theatre, museums, Self Advocacy - community colleges) 	X All Students English Learners Low-Income Students Foster Youth Other	Teachers Program administrator, instructional aides	Title I Part A Site Allocation	3000	School year 2023
3.5		All Students English Learners Low-Income Students				

		Foster Youth Other					
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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

Increase the percentage of students who graduate and are college and career ready as measured by the CA School Dashboard.

Annual Review

SPSA Year Reviewed: 2022-23

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, course completion, credits, on-track to graduate

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

Began to use Naviance skills assessments

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

WORKED:

- Regular data review by myself and the Senior teacher to look at who is on track

- College visits seemed to motivate and energize the younger students who haven't started thinking about it as an option

Didn't work:

- Had a counselor to start Naviance in the Fall, she left and we didn't get someone else until April.
- Should have had a scheduling meeting last Spring to make sure there was a course plan for all Seniors.

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

- Will meet at end of year to have course plans for all seniors
- Naviance will be available for all students at the beginning of the school year
- Regular check-ins with students about staying on course to graduate , or understanding when their projected grad date is.

2022-23

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.
- More opportunities to visit community colleges

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Number of students in Workability programs	3	>8
Number of programs developed for life skills	1	2
% of seniors projected to graduate at end of 22/23 school year	4/7 (57%)	65%

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 including meetings to determine on course to graduate, Naviance for all grades , visits to local community colleges.	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	4000	School year 2023-24
4.2	Life and Career training- expand course offerings to include more life skills, increase number of students participating in workability.	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	1000.00	School year 2023-24

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.

Centralized Services

SCHOOL GOAL #1:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
		startcollapse endcollapse			
endcollapse					

SCHOOL GOAL #2:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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		startcollapse endcollapse			
endcollapse					

SCHOOL GOAL #3:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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		startcollapse endcollapse			

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
endcollapse					

SCHOOL GOAL #4:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
startcollapse					
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse			

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
		endcollapse			
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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endcollapse					

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	\$11,962.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$47,592.00

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)	\$11,962.00

Subtotal of additional federal funds included for this school: \$11,962.00

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	\$4,480.00
Title I Part A Parent Involvement	\$350.00
Title I Part A Site Allocation	\$30,800.00

Subtotal of state or local funds included for this school: \$35,630.00

Total of federal, state, and/or local funds for this school: \$47,592.00

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	4,480	0.00
Comprehensive Support and Improvement (CSI)	\$11,962	0.00
Title I Part A Site Allocation	30,800	0.00
Title I Part A Parent Involvement	350	0.00

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	11,962.00
LCFF Supplemental Site Allocation	4,480.00
Title I Part A Parent Involvement	350.00
Title I Part A Site Allocation	30,800.00

Expenditures by Budget Reference

Budget Reference	Amount
	47,592.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Comprehensive Support and Improvement (CSI)	11,962.00
	LCFF Supplemental Site Allocation	4,480.00
	Title I Part A Parent Involvement	350.00
	Title I Part A Site Allocation	30,800.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,830.00
Goal 2	16,562.00
Goal 3	23,200.00
Goal 4	5,000.00

School Site Council Membership

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

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

Name of Members	Role
Tamica Atterberry (Chair)	Parent or Community Member
Johnathan Duran	Secondary Student
Eric Anderson	Principal
Myesha Jackson	Other School Staff
Brigitte Tarrin	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 06/05/2023.

Attested:

	Principal, Eric Anderson (Program Administrator) on 6/5/2023
	SSC Chairperson, Brigitte Tarrin (Vice-Chair) on 6/5/2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

La Vista Center School

Funding Source: Comprehensive Support and Improvement (CSI)

\$11,962.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide anti-drug/vape information/instruction to students		\$2,099.00	Healthy Environments for Social-Emotional Growth	<p>Focus 3: Improve school climate by providing behavioral and social-emotional support</p> <p>Focus 4: Improve the safety, climate and collaborative culture of the district and of school sites</p> <p>Focus 7: Ensure site resources are allocated to meet the unique social-emotional needs of students at each site</p>
Integrate expectations for earning community outings, and comprehensive campus transition plans into Behavior Intervention Plans and provide community outings and opportunities as reinforcers		\$2,863.00	Healthy Environments for Social-Emotional Growth	<p>Focus 3: Improve school climate by providing behavioral and social-emotional support</p> <p>Focus 4: Improve the safety, climate and collaborative culture of the district and of school sites</p> <p>Focus 7: Ensure site resources are allocated to meet the unique social-emotional needs of students at each site</p>
Provide professional development to support staff with alternative practices to suspension such as Positive Behavioral Interventions and Supports (PBIS), Restorative Practices (RP), social emotional learning (SEL), deescalation.		\$7,000.00	Healthy Environments for Social-Emotional Growth	<p>Focus 3: Improve school climate by providing behavioral and social-emotional support</p> <p>Focus 4: Improve the safety, climate and collaborative culture of the district and of school sites</p> <p>Focus 7: Ensure site resources are allocated to meet the unique social-emotional needs of students at each site</p>
Comprehensive Support and Improvement (CSI) Total Expenditures:		\$11,962.00		
Comprehensive Support and Improvement (CSI) Allocation Balance:		\$0.00		

La Vista Center School

Funding Source: LCFF Supplemental Site Allocation **\$4,480.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
School celebrations to recognize student achievement, behavior, and attendance.		\$2,000.00	Healthy Environments for Social-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
		\$2,480.00	Connected School Communities	
LCFF Supplemental Site Allocation Total Expenditures:		\$4,480.00		
LCFF Supplemental Site Allocation Allocation Balance:		\$0.00		

Funding Source: Title I Part A Parent Involvement **\$350.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent engagement strategies to increase attendance at school events, Attendance meetings, and IEP meetings. Strategies include: Phone call reminders for IEPs, virtual options for IEPs, childcare, community meals,		\$350.00	Connected School Communities	
Title I Part A Parent Involvement Total Expenditures:		\$350.00		
Title I Part A Parent Involvement Allocation Balance:		\$0.00		

La Vista Center School

Funding Source: Title I Part A Site Allocation

\$30,800.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$2,600.00	Healthy Environments for Social-Emotional Growth	<p>Focus 3: Improve school climate by providing behavioral and social-emotional support</p> <p>Focus 4: Improve the safety, climate and collaborative culture of the district and of school sites</p> <p>Focus 7: Ensure site resources are allocated to meet the unique social-emotional needs of students at each site</p>
STEM materials for more hands-on projects and labs, PD to support increased academic rigor for teachers and IAs focused on depth of knowledge and critical thinking.		\$8,600.00	Engaging Academic Programs	<p>Focus 2: Ensure a high level of math skills for all students.</p> <p>Focus 3: Ensure the development of English language proficiency among English learners.</p>
Technological integration - updated student and teacher technology to differentiate work as needed for student participation , annual license for Learning apps to supplement class work with online learning.				
Provide a learning lab with Individualized Support for English Learners		\$6,600.00	Engaging Academic Programs	<p>Focus 2: Ensure a high level of math skills for all students.</p> <p>Focus 3: Ensure the development of English language proficiency among English learners.</p>
Extend IA hours to provide time for Reading Workshop to work on foundational literacy skills		\$5,000.00	Engaging Academic Programs	<p>Focus 2: Ensure a high level of math skills for all students.</p> <p>Focus 3: Ensure the development of English language proficiency among English learners.</p>
-Field trips to enhance learning (Science-nature center, science center, English - Theatre , museums, Self Advocacy - community colleges)		\$3,000.00	Engaging Academic Programs	<p>Focus 2: Ensure a high level of math skills for all students.</p> <p>Focus 3: Ensure the development of English language proficiency among English learners.</p>
Transition Planning including meetings to determine on course to graduate, Naviance for all grades , visits to local community colleges.		\$4,000.00	Clear Pathways to Bright Futures	

La Vista Center School

Life and Career training- expand course offerings to include more life skills, increase number of students participating in workability.

\$1,000.00 Clear Pathways to Bright Futures

Title I Part A Site Allocation Total Expenditures: \$30,800.00

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

La Vista Center School Total Expenditures: \$47,592.00