

School Year: **2024-25**



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	05/28/24	July 30, 2024

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 the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

La Vista Center met the criteria for CSI for the following indicators and/or student groups:

- Socio-economic disadvantaged
- Students with disabilities

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.

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards

Goal 2: Student Engagement and Course Access

Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

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Comprehensive Needs Assessment Components

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

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

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

To develop our SPSA, La Vista Center has used a process that engages all community and site partners in analyzing our areas of needs and developing action plans for improvement. This year, our Site Council Committee has met quarterly to review progress on our action plan and SPSA goals throughout the year. Throughout the year we have also discussed adjustments to the current SPSA, for moving the budget around to match student need, and approve and changes. Throughout this school year, we have been working on the WASC process, and the notes and recommendations from the Visiting Committee were also taking into consideration. In our third quarter meeting, the site council also reviewed the WASC Action Plan and in the 4th Quarter meeting, we reviewed the final Action Plan and approved it, as well as our new SPSA (which was aligned to the WASC action plan).

We also take student and parent in put. We have provided many opportunities to gather student voices. We did empathy interviews , as part of our Network Improvement process, in the Fall. Further, the LCAP department came out a did empathy gathering listening circles with our students. Finally, in March, the WASC visiting committee did a listening circle with our students and shared important feedback.

Parents were also contacted with district culture and climate surveys in the Fall, La Vista sent out surveys to parents on their thoughts on using budget to support equitable discipline efforts, and the WASC visiting committee also did a listening circle with parents (and input was shared with us).

The Leadership Team took these various sources of input on ideas of what La Vista needs to improve in our school and services, including in updating our WASC action plan and aligning it with our new SPSA goals.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		1	
African American	24.56%	14.71%	25.00%	14	5	5
Asian	%	0%	%		0	
Filipino	1.75%	0%	5.00%	1	0	1
Hispanic/Latino	17.54%	14.71%	20.00%	10	5	4
Pacific Islander	%	2.94%	5.00%		1	1
White	49.12%	52.94%	40.00%	28	18	8
Multiple/No Response	7.02%	14.71%	5.00%	4	5	1
	Total Enrollment			57	34	20

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7	5	1	
Grade 8	9	2	
Grade 9	7	7	3
Grade 10	14	8	7
Grade 11	12	6	5
Grade 12	10	10	5
Total Enrollment	57	34	20

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	1	1	1	3.30%	1.8%	5.0%
Fluent English Proficient (FEP)	1	0	0	1.70%	1.8%	0.0%
Reclassified Fluent English Proficient (RFEP)				0.0%		

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
34	85.3	2.9	14.7
Total Number of Students enrolled in La Vista Center.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	1	2.9
Foster Youth	5	14.7
Homeless	2	5.9
Socioeconomically Disadvantaged	29	85.3
Students with Disabilities	33	97.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	14.7
Hispanic	5	14.7
Two or More Races	5	14.7
Pacific Islander	1	2.9
White	18	52.9

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

College/Career



Academic Engagement

Conditions & Climate

Suspension Rate



Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Language Arts

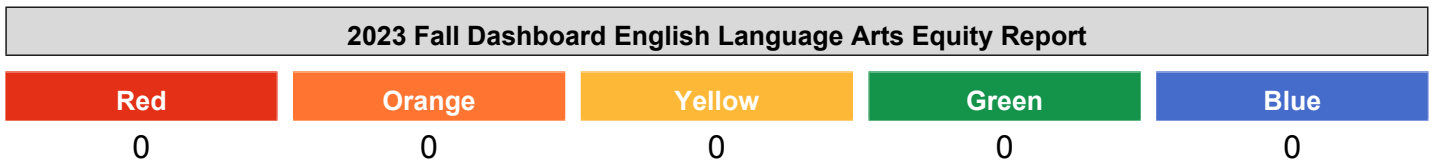
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Less than 11 Students 7 Students	English Learners  No Performance Color 0 Students	Foster Youth Less than 11 Students 3 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged Less than 11 Students 7 Students	Students with Disabilities Less than 11 Students 7 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 6 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	0 Students	Less than 11 Students 7 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Currently we do not have enough students to register on the Ca Dashboard for Academic achievement testing. However we do see areas of need. When looking at iREADY test scores, we see some improvement. In 22/23, 6% of our students were scoring Early On Grade Level for ELA, with 71% 3 or more grade levels below. In 23/24, we saw an improvement, with students score Early On Grade Level increase +11% (17%) and students scoring 3 or more Grade Levels Below reducing -21% (to 50%). When looking at Student academic data, we see some growth in our ELA pass rate among 9th graders (+0.68%) and 10th graders (+7.06%) . However, we see our upper grade students struggling. Our 11th grade ELA pass rate has dropped for 11th (-13.46%) and 12th graders (-49.96 %).

Student CAASP participation increased from 14% to 25%.

Reflecting as a staff, we know behavior and social/emotional factors' into our students academic participation, effort and, in turn, learning. So we regularly need to update our behavior intervention supports to further motivate students increase effort and be more open to learning.

However, we also continue to reflect on our academic instructional implementation. We are hearing from students that they need more support for ELA. We need to find more opportunities to -provide 1:1 help, and reading support for our students reading significantly below grade level.

Also, our enrollment has declined, especially in the upper grades, so the data for 23/24 is significantly weighted on less students.

- Increased PBIS rewards targeting academic participation
- Professional Development for Staff on Instructional Strategies for English.
- Access to a reading coach to help our staff target students reading significantly below grade level (as determined by iREADY and IEP data).

School and Student Performance Data

Academic Performance Mathematics

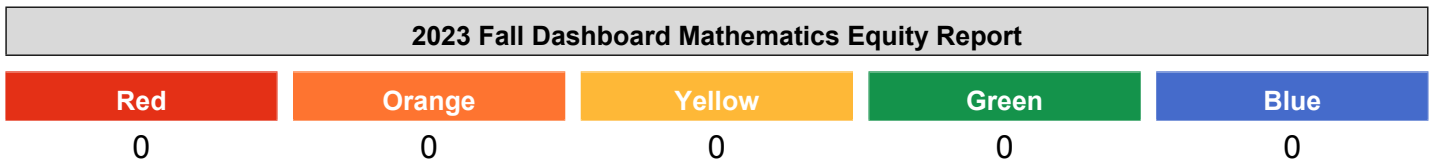
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
Less than 11 Students 7 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	Less than 11 Students 7 Students	Less than 11 Students 7 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 6 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	0 Students	Less than 11 Students 7 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Currently we do not have enough students to register on the Ca Dashboard for Academic achievement testing for Mathematics. We have seen some improvement when looking at iREADY scores. In 22/23 100% of our students were 3 or more Grade Levels below , and in 23/24, that has reduced -17% to 83% 3 or more Grade Levels Below, and 17% of students scoring Early On Grade Level. However we do see areas of need. When looking at Student academic data, we see some growth in our Math pass rate among 9th graders (+13.89%) and 10th graders (+16.88%) . However, we see our upper grade students struggling. Our 11th grade Math pass rate has dropped for 11th (-36.67%) and 12th graders (-47.67 %).

Reflecting as a staff, we know behavior and social/emotional factors' into our students academic participation, effort and, in turn, learning. So we regularly need to update our behavior intervention supports to further motivate students increase effort and be more open to learning.

However, we also continue to reflect on our academic instructional implementation. We are hearing from students that they need more support, and more opportunities for 1:1 help in Math.

Also, our enrollment has declined, especially in the upper grades, so the data for 23/24 is significantly weighted on less students.

- PD for Instructional Assistants in instructional strategies for math
- More opportunities for 1:1 support from staff
- Increased rewards to help motivate students to participate in lessons

CAASP Participation increased from 0% (Math CAASP) in 2023 to 25% in 2024.

School and Student Performance Data

Academic Performance English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Did not participate % making progress towards English language proficiency Number of EL Students: 0 Students
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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Lowest Performing Group:

Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

We have 1 EL student at La Vista Center. While has refused to complete the ELPAC, we have been able to measure his academic progress in other ways. Looking at his Pass data he has dropped from a D to an F in both ELA and Math classes.

- Lack of consistency in providing regular , targeted, reading instruction
- Lack of motivation for student to engage in academics

- Increased rewards, motivators to get students to engage more in academics
- Training for staff to implement Language Live curriculum
- Staffing to provide regular reading instruction during the school day, or before/after school

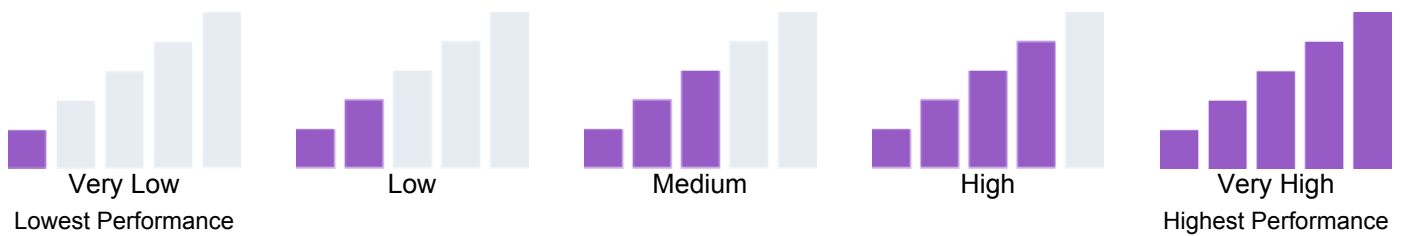
School and Student Performance Data

Academic Performance College/Career Report

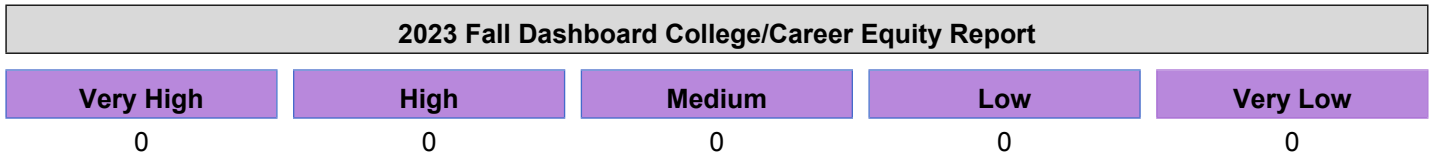
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This section provides number of student groups in each level.



This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2023 Fall Dashboard College/Career Report for All Students/Student Group

<p align="center">All Students</p> <p align="center">Less than 11 Students</p> <p align="center">9 Students</p>	<p align="center">English Learners</p> <p align="center">Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center">Foster Youth</p> <p align="center">Less than 11 Students</p> <p align="center">1 Student</p>
<p align="center">Homeless</p> <p align="center">Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center">Socioeconomically Disadvantaged</p> <p align="center">Less than 11 Students</p> <p align="center">7 Students</p>	<p align="center">Students with Disabilities</p> <p align="center">Less than 11 Students</p> <p align="center">9 Students</p>

2023 Fall Dashboard College/Career Report by Race/Ethnicity

<p align="center">African American</p> <p align="center">0 Students</p>	<p align="center">American Indian</p> <p align="center">0 Students</p>	<p align="center">Asian</p> <p align="center">0 Students</p>	<p align="center">Filipino</p> <p align="center">0 Students</p>
<p align="center">Hispanic</p> <p align="center">Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center">Two or More Races</p> <p align="center">Less than 11 Students</p> <p align="center">2 Students</p>	<p align="center">Pacific Islander</p> <p align="center">0 Students</p>	<p align="center">White</p> <p align="center">Less than 11 Students</p> <p align="center">6 Students</p>

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Currently, our student population is too small to register on the dashboard date for this, however we do have some metrics that indicate need for action in supporting our student and college/career preparation.

- CTE involvement: Currently, 0% of our students are enrolled in a district CTE program. While we do not have a CTE program, we support students with stable, safe behavior in joining other schools' CTE programs.

- Workability: Currently 38% of our students have been placed in paid work experience . This is a big increase since last years' 13%, but still indicates we have more room to improve.
- Our school has had 3 in person presentations from college (ARC) and career (Job Corps, Lead Workers Union) as well as field trips (Job Corps High School Summit, Sac City College)
- Our school currently provides A-G courses, but is unable to meet the following A-G requirements: Foreign language, VAPA

Lack of early access to a counselor for skills assessments the first month of school, meet with counselor and Youth Employment Technician to explore areas of interest for careers.

We feel that students don't get access to CTE programs until sometimes it is too late to join.

We have a lack of course offerings, making it impossible for students to take A-G soles here . We need VAPA course, to purchase ASL curriculum to meet foreign language requirement

- funds for field trips
- funds for guest speakers
- continued partnership with Workability and neighboring CTE schools
- funds for reinforcers to motivate students to meet behavior expectations.
- Funds for ASL curriculum and PDS
- funds to create VAPA course in partnership with workability - Horticulture/Culinary.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

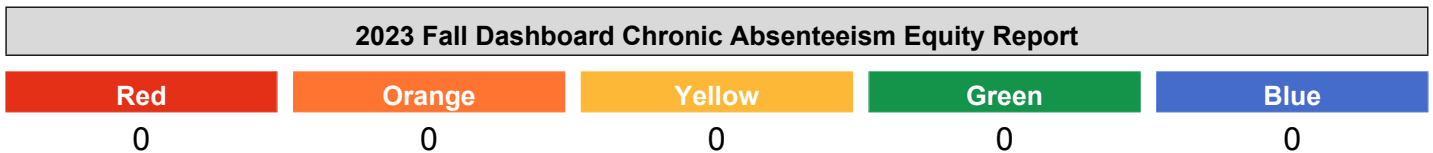
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students 78.6 Less than 11 Students 4 Students	English Learners  No Performance Color 0 Students	Foster Youth Less than 11 Students 1 Student
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged Less than 11 Students 4 Students	Students with Disabilities Less than 11 Students 4 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students 1 Student	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 1 Student

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Due to our small student population, we do not have enough students to register on the Dashboard for absenteeism. However, we clearly do have a need to improve in this area.

In 23/23 - our Chronic Absenteeism Rate was 75%, significantly elevated when compared to our district (27.3%), the county (28.1%) and the state (24.9%).

Looking at 23/24 data our chronic absenteeism rate is 78.6% (+3.6%).

- Our current student population has dropped from 40 students (22/23) to 17 (23/24). That makes student with attendance challenges have a much greater impact on our overall rate.
- Many of our students have mental health needs resulting in them refusing or missing school. Often they are recommended for our program after being chronically absent at other school sites. This means with most of our students, we are getting them when they already have poor habits around attending.
- We've had inconsistent clerical support all year long , resulting in a delay in contact families of chronically absent students

- mental health supports
- individualized reinforcements and rewards for attendance
- PBIS training to include attendance as part of reward system
- Parent training and support (funds to pay practitioners to work after hours to provide trainings)
- continue to follow our attendance plan - check in with students who miss, see if there is a mental health reason, be more consistent with family outreach, and create a reward system for those with chronic absences.

School and Student Performance Data

Academic Engagement Graduation Rate

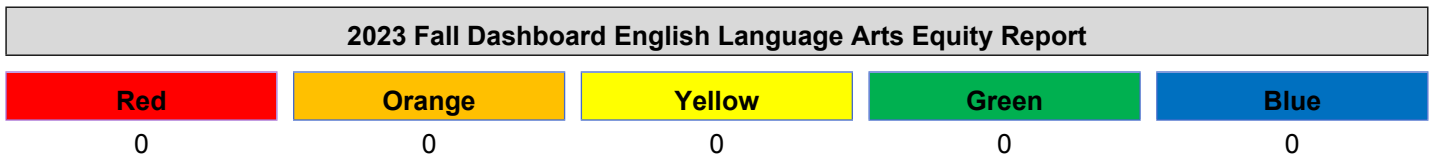
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
100%	Less than 11 Students	Less than 11 Students
Less than 11 Students	1 Student	1 Student
10 Students		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Less than 11 Students	Less than 11 Students
1 Student	8 Students	10 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students 1 Student	Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 6 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

The Graduation Rate at La Vista is currently 100% for the 23/24 school year, as our 1 Senior student has met graduation requirements as of Quarter 3. This is an improvement from last year's 57% +9%) however it should be noted that the small student population should be considered when looking at data. We have seen positive growth for our senior student but would like to continue the plan to replicate that success with more students in future years.

We need to improve our system for creating 4 year plans for our students. We get students in during all times of the year, often with partial credits, and often they have to wait to meet with a counselor. We need to make sure we have a system in place on day with, with ore access to a counselor .

- continued funds for a counselor to time card supporting our site
- Regular transcript reviews for all new 11th and 12th graders to keep them on path to graduation
- Continued college/career readiness instruction for seniors, and transition plans tailored to their interests and strengths
- Digital portfolio with post-grad resources.

School and Student Performance Data

Conditions & Climate Suspension Rate

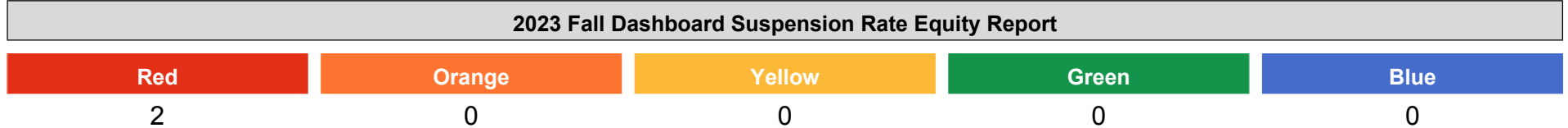
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”




This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students


 Red

26.5% suspended at least one day

Increased 8.8
49 Students

English Learners

Less than 11 Students
2 Students

Foster Youth


9.1% suspended at least one day

Declined -6.7
11 Students

Homeless

Less than 11 Students
3 Students


Socioeconomically Disadvantaged


 Red

29.7% suspended at least one day

Increased 9.4
37 Students




Students with Disabilities


 Red

24.5% suspended at least one day

Increased 7.8
49 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students 8 Students	Less than 11 Students 6 Students	Less than 11 Students 1 Student	22.2% suspended at least one day Increased 7.6 27 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

26.5% of all students were suspended at least one day which was an increase from the previous school year.

- Socioeconomically disadvantaged (29.7% suspended at least one day, +9.4% since 21/22) , and Students with Disabilities (24.5, +7.8%)
- Suspension rate of all students has increased 8.8% to 26.5% of students suspended at least 1 day.
- Our student population is 100% due to us being a special education center, so we understand that whenever there is a suspension, it impacts students with disabilities.
- Our student population are placed in our program because they qualify for special education due to disabilities that significantly impact social/emotional and /or behavior.
- Student empathy groups and WASC visit results indicate a "Lack of community and identity" shared by the majority of La Vista Students

- We lack a discipline matrix , with specific criteria for what constitutes suspension

- We have been running the same level of PBIS for 2+ years. Our staff could use an update in PBIS training, and continuous coaching
- Wide variety of PBIS rewards
- Community building activities for students
- Regular awards ceremonies to reward student achievement

- Coaching, training in PBIS for staff
- De-escalation training
- Restorative practices training
- Funds for rewards, reinforcing activities and community building activities.

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

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Statewide assessments and English Learner:

- CAASP/ ELPAC participation %, scores (annually)
- Pass rate for ELA, Math classes (based on. grades, classroom assessments) (Quarterly, reviewed in collaboration meetings)

College/Career Readiness (reviewed annually and monthly at collaboration meetings):

- A-G course offerings
- Opportunities for College/Career information
- Access and participation in district CTE programs
- Participation in Workability vocational education and experience opportunities

- Student and parent listening circles
- WASC review results
- Student participation in Community meals.

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

Working:

- Efforts to encourage more participation on the CAASPP were successful as the % of participation in 2024 was 25% in ELA, a +11% increase since 2023. It was 25% in Math, a +25% increase since 2023.
- Our efforts in providing college and career education, guest speakers, field trips and work experience through Workability all increased this year.

Not Working:

- Our ability to offer CTE, Foreign Language and VAPA continues to be a problem as our students lack these necessary A- G classes
- Our student that are unable to transition to a comprehensive campus indicate feeling less of an identity and sense of community at La Vista Center, and have less access to CTE and VAPA.

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

New actions:

- Creating a VAPA class , in partnership with Workability: Horticulture/Culinary
- Purchased an A-G, approved curriculum (Edmentum) to offer Foreign Language (ASL)

Continuing from this year:

- Increasing opportunities to receive College and Career information (field trips, guest speakers)
- Funds for materials for students to engage in independent living skill and college/career activities centered around creating and providing a community meals 3x annually.

Identified Need

- Increased PBIS rewards targeting academic participation
- Professional Development for Staff on Instructional Strategies for English.
- Access to a reading coach to help our staff target students reading significantly below grade level (as determined by iREADY and IEP data).
- Funds to continue ASL curriculum and provide IDs for staff
- Funds for Academic, STEM, and College/Career field trips
- Funds to get materials for horticulture/culinary class (including garden materials, student food handling certification, and funds to update student kitchen to add vent and make oven usable (CIP).

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races	+3 scale score points

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Pacific Islander	
Math State Assessment: Change in scale score	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	+3 scale score points
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	Did not participate %	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	0.00%	0.00%

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	Source(s)	Proposed Allocation	Implementation Timeline
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1.1	.Weekly Reading Intervention Support for teachers and students, English Learner 1:1 support before or after school - timecard	All Students English Learners Low-Income Students Foster Youth X Lowest Performing SED, SWD	Equity Multiplier 1000-1999: Certificated Personnel Salaries	7000	Monthly
1.2	ELA- Professional Development for Academics- (Instructional Strategies , Data Review , Network Improvement timecard, materials/food for PD),	X All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Comprehensive Support and Improvement (CSI) 5800: Professional/ Consulting Services And Operating Expenditures	500	Summer PDs, Thursday Collaborations, Staff work days
1.3	Curriculum (ASL curriculum license renewal, online Science streaming videos, etc)	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1920	Fall 2024

1.4	Materials for office and STEM (activities, materials), Supplies	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	6420	Fall 2024
1.5	Community Meals - Independent Living Skill and College/Career activities to provide a community meal	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies	2900	Fall 2024, Winter 2024, Spring 2024
1.6	Math - Professional Development for Academics- (Instructional Strategies , Data Review , Network Improvement timecard, materials/food for PD)	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Comprehensive Support and Improvement (CSI) 5800: Professional/ Consulting Services And Operating Expenditures	500	Fall 2024

1.7	VAPA - Time card for staff to engage in VAPA PD.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries	1000	

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

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Attendance report from Q, checked at Monthly attendance meetings

Graduation Rate- Transcripts (We only have 1 enrolled senior this year, so our graduation rate will be 100% as they have met their requirements)

Parent sign in sheets at Back to school night, Open house

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

Worked:

- IEP meetings with parents to hear concerns form students about why they are missing school
- Exploring other alternative school settings
- considering mainstreaming opportunities

Did not Work:

- Parent outreach was delayed due to lack of clerical staff
- Attendance letters and drop slips were delayed

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

- Increased meetings with Community Outreach staff
- Attendance reinforcement system
- Timecards for school counselor to meet with our students

2023-24

Identified Need

- Funds to support part time counselor to help review transcripts and make 4 years plan
- Funds for attendance rewards
- Materials and supplies , including food, to provide during parent involvement activities

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students 78.6 English Learners Foster Youth Homeless	70%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	
Attendance: Percentage of the school year attended for students in TK-12	69.72%	75%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	.	
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	.	
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students 100% English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian	90-100%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Asian Filipino Hispanic Two or More Races Pacific Islander	

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	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Timecard for district academic counselor to support transcript review, graduation plans and developing 4 year plans.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	3180	Aug 2024
2.2	Attendance Rewards System (prizes, activities)	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 4000-4999: Books And Supplies	1600	Aug 2024

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

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2023-24

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?

- PBIS behavior data and Q Incident reports (Monthly)
- Suspension Data (Twice / year)
- Culture and Climate survey responses (annually)
- Student empathy gathering / listening circles (3x yearly)
- Parent surveys and listening circles (2x yearly)
- Student Contract Data (weekly)
- IEP goal progress
- Access to CDs targeting behavior, discipline and working with students with mental health needs.

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

- Working :
 - Students are being suspended less this year compared to last year, when you compare rate of suspension against student population.
 - Students over all do feel safe at school
- Not working
 - Through various ways of collecting student voices, there is a lack of identity and community amongst students at La Vista Center
 - Current PD's around de-escalation are successful , but don't target the wide range of mental health needs of our students
 - It has been years since our staff updated their PBIS procedures, there maybe be best practice procedures lacking

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

- PD offered targeting restorative practices
- Non-contingent, school wide community building activities began monthly to help build community
- PBIS coaching was started with Placer Count office of Ed

2023-24

Identified Need

- Guest speakers to help student build identity and plan for future
- PD series targeting behavior intervention and supporting students with mental health needs
- Funds to improve our PBIS rewards, and individualize reinforcers to better motivate students

Annual Measurable Outcomes

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	26.5% suspended at least one day
	English Learners	
	Foster Youth	9.1% suspended at least one day
	Homeless	
	Socioeconomically Disadvantaged	29.7% suspended at least one day
	Students with Disabilities	24.5% suspended at least one day
	African American	
	American Indian	
	Asian	
	Filipino	
	Hispanic	
	Two or More Races	
	Pacific Islander	
White	22.2% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.00%	
Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey.	70.8%	+5%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	88.9%	+5%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles	10%	15%

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

(e.g. School Site Council, ELAC, and PTO).

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	Source(s)	Proposed Allocation	Implementation Timeline
3.1	<p>Increased PD and training opportunities for staff to learn skills in (but not limited to) PBIS, Dialectical Behavior Therapy, TCI-S de-escalation, and trauma informed practices.</p> <p>Materials , supplies, food for trainings</p>	<p>All Students English Learners X Low-Income Students Foster Youth X Lowest Performing Students with disabilities</p>	<p>Equity Multiplier 5800: Professional/ Consulting Services And Operating Expenditures Equity Multiplier 4000-4999: Books And Supplies</p>	<p>10,000 5,000</p>	<p>Fall 2024</p>
3.2	<p>PBIS Store Updates - increased reward options, student rewards , attendance, behavior, academic award ceremonies,</p>	<p>All Students English Learners X Low-Income Students Foster Youth X Lowest Performing Students with disabilities,</p>	<p>Equity Multiplier 4000-4999: Books And Supplies</p>	<p>7783</p>	<p>Fall 2024, Quarterly 24/25</p>

	reward field trips, community building activities				
3.3	Guest speaker series - Student identity, community, and college/career planning.	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing Students with disabilities,	Equity Multiplier 5800: Professional/ Consulting Services And Operating Expenditures	10875	Fall 2024- Spring 2024
3.4	Extra staff supervision- Extra funds to extend staff time to come in early, stay long to support with unstructured supervision and transitioning to comprehensive campuses.	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing SED	Equity Multiplier 1000-1999: Certificated Personnel Salaries	9320	Fall 2024
3.5	Materials, supplies and food for parent/family engagement activities (Back to School night, Open house, trainings)	All Students English Learners X Low-Income Students X Foster Youth X Lowest Performing Students with Disabilities	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Title I Part A Parent Involvement	401 144	Fall 2024 - Spring 2025

			4000-4999: Books And Supplies		
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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:
Student Achievement and Implementation of Standards

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

SCHOOL GOAL #2:
Student Engagement and Course Access

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

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

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

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	\$5,301.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$68,543.00

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)	\$5,301.00

Subtotal of additional federal funds included for this school: \$5,301.00

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 (\$)
Equity Multiplier	\$51,578.00
LCFF Supplemental Site Allocation	\$1,920.00
Title I Part A Parent Involvement	\$144.00
Title I Part A Site Allocation	\$9,600.00

Subtotal of state or local funds included for this school: \$63,242.00

Total of federal, state, and/or local funds for this school: \$68,543.00

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	1920	0.00
Equity Multiplier	51,578	0.00
Comprehensive Support and Improvement (CSI)	5301	0.00
Title I Part A Site Allocation	9600	0.00
Title I Part A Parent Involvement	144	0.00

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	5,301.00
Equity Multiplier	51,578.00
LCFF Supplemental Site Allocation	1,920.00
Title I Part A Parent Involvement	144.00
Title I Part A Site Allocation	9,600.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	19,500.00
2000-2999: Classified Personnel Salaries	1,000.00
4000-4999: Books And Supplies	17,828.00
5000-5999: Services And Other Operating Expenditures	8,340.00
5800: Professional/Consulting Services And Operating Expenditures	21,875.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	1,000.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	3,301.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	1,000.00
1000-1999: Certificated Personnel Salaries	Equity Multiplier	16,320.00
4000-4999: Books And Supplies	Equity Multiplier	14,383.00
5800: Professional/Consulting Services And Operating Expenditures	Equity Multiplier	20,875.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	1,920.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	144.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	3,180.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	6,420.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	20,240.00
Goal 2	4,780.00
Goal 3	43,523.00

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
Monta Said	Parent or Community Member
	Secondary Student
Eric Anderson	Principal
Myesha Jackson	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 05/30/2024.

Attested:



Principal, Eric Anderson (Program Administrator) on 5/30/2024



SSC Chairperson, Myesha Jackson (Chairperson) on 5/30/2024

Budget By Expenditures

La Vista Center School

Funding Source: Comprehensive Support and Improvement (CSI)

\$5,301.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Community Meals - Independent Living Skill and College/Career activities to provide a community meal	4000-4999: Books And Supplies	\$2,900.00	Connected School Communities	
Math -Professional Development for Academics- (Instructional Strategies , Data Review , Network Improvement timecard, materials/food for PD)	5800: Professional/Consulting Services And Operating Expenditures	\$500.00	Connected School Communities	
VAPA - Time card for staff to engage in VAPA PD.	2000-2999: Classified Personnel Salaries	\$1,000.00	Connected School Communities	
Materials, supplies and food for parent/family engagement activities (Back to School night, Open house, trainings)	4000-4999: Books And Supplies	\$401.00	Engaging Academic Programs	Focus 2: Ensure a high level of math skills for all students. Focus 3: Ensure the development of English language proficiency among English learners.
ELA- Professional Development for Academics- (Instructional Strategies , Data Review , Network Improvement timecard, materials/food for PD),	5800: Professional/Consulting Services And Operating Expenditures	\$500.00	Connected School Communities	
Comprehensive Support and Improvement (CSI) Total Expenditures:		\$5,301.00		
Comprehensive Support and Improvement (CSI) Allocation Balance:		\$0.00		

Funding Source: Equity Multiplier

\$51,578.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
.Weekly Reading Intervention Support for teachers and students, English Learner 1:1 support before or after school - timecard	1000-1999: Certificated Personnel Salaries	\$7,000.00	Connected School Communities	
	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs	Focus 2: Ensure a high level of math skills for all students. Focus 3: Ensure the development of English language proficiency among English learners.

La Vista Center School

Attendance Rewards System (prizes, activities)	4000-4999: Books And Supplies	\$1,600.00	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>
Increased PD and training opportunities for staff to learn skills in (but not limited to) PBIS, Dialectical Behavior Therapy, TCI-S de-escalation, and trauma informed practices.	5800: Professional/Consulting Services And Operating Expenditures	\$10,000.00	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>
Materials , supplies, food for trainings PBIS Store Updates - increased reward options, student rewards , attendance, behavior, academic award ceremonies, reward field trips, community building activities	4000-4999: Books And Supplies	\$7,783.00	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>
Guest speaker series - Student identity, community, and college/career planning.	5800: Professional/Consulting Services And Operating Expenditures	\$10,875.00	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>
Extra staff supervision- Extra funds to extend staff time to come in early, stay long to support with unstructured supervision and transitioning to comprehensive campuses.	1000-1999: Certificated Personnel Salaries	\$9,320.00	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>

Equity Multiplier Total Expenditures: \$51,578.00

Equity Multiplier Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation \$1,920.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Curriculum (ASL curriculum license renewal, online Science streaming videos, etc)	5000-5999: Services And Other Operating Expenditures	\$1,920.00	Connected School Communities
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LCFF Supplemental Site Allocation Total Expenditures: \$1,920.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement **\$144.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	4000-4999: Books And Supplies	\$144.00	Engaging Academic Programs	Focus 2: Ensure a high level of math skills for all students. Focus 3: Ensure the development of English language proficiency among English learners.

Title I Part A Parent Involvement Total Expenditures: \$144.00

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

Funding Source: Title I Part A Site Allocation **\$9,600.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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	
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	
Materials for office and STEM (activities, materials), Supplies	5000-5999: Services And Other Operating Expenditures	\$6,420.00	Connected School Communities	

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Timecard for district academic counselor to support transcript review, graduation plans and developing 4 year plans.	1000-1999: Certificated Personnel Salaries	\$3,180.00	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>
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Title I Part A Site Allocation Total Expenditures: \$14,600.00

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

La Vista Center School Total Expenditures: \$73,543.00