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	05/27/25	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)

X   Schoolwide Program

X   Targeted 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 was identified as a Targeted Support and Improvement School for Students with Disabilities within suspension.

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).

Table of Contents

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	0.0%		0.00%

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
20	**55%**	**5%**	**10%**
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	1	5%
Foster Youth	2	10%
Homeless	3	15%
Socioeconomically Disadvantaged	11	55%
Students with Disabilities	19	95%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	25%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	1	5%
Hispanic	4	20%
Two or More Races	1	5%
Pacific Islander	1	5%
White	8	40%

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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Graduation Rate** No Performance Color	**Suspension Rate** Orange
Mathematics No Performance Color		
English Learner Progress No Performance Color		
College/Career No Performance Color		

School and Student Performance Data

Academic Performance
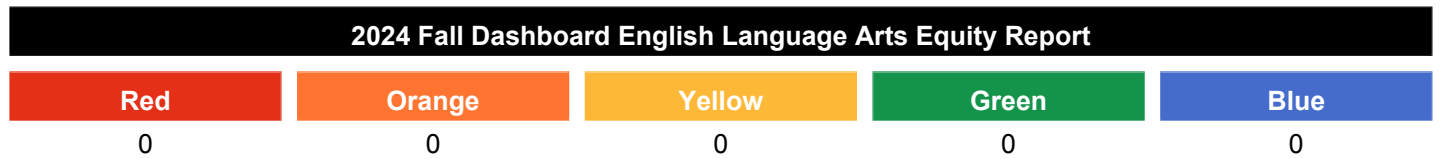## English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	**English Learners**	**Long-Term English Learners**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	0 Students	0 Students
3 Students		

Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students	Less than 11 Students
	1 Student	2 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	0 Students
3 Students	2 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Less than 11 Students
		1 Student

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 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 %).

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

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.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

- 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
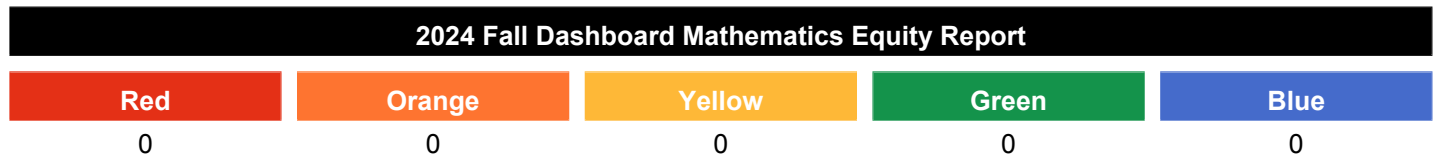
Academic Performance
Mathematics

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	0 Students	0 Students
3 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students	Less than 11 Students
	1 Student	2 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	0 Students
3 Students	2 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Less than 11 Students
		1 Student

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 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 %).

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

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.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

- 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
No Performance Color	No Performance Color
making progress.	making progress.
Number Students: 0 Students	Number Students: 0 Students

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.

2024 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**

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

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 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.
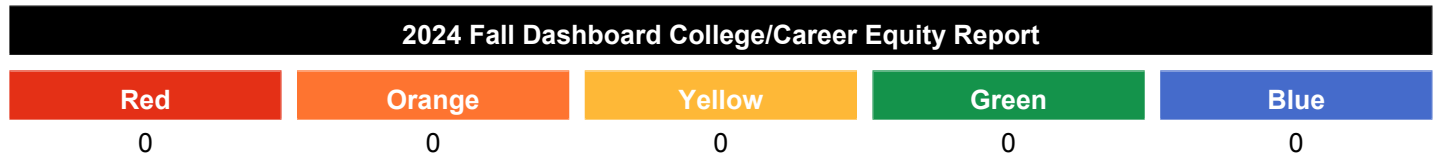
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students 0	0 Students	0 Students
5 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students 0	Less than 11 Students 0	Less than 11 Students 0
1 Student	1 Student	5 Students

Students with Disabilities	African American	American Indian
⌒	⌒	⌒
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students 0	Less than 11 Students 0	0 Students
5 Students	1 Student	

Asian	Filipino	Hispanic
⌒	⌒	⌒
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Less than 11 Students 0
		1 Student

Two or More Races	Pacific Islander	White
⌒	⌒	⌒
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Less than 11 Students 0
		3 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, 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

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

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

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

- 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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
Students with Disabilities	**African American**	**American Indian**
Asian	**Filipino**	**Hispanic**
Two or More Races	**Pacific Islander**	**White**

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.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Academic Engagement
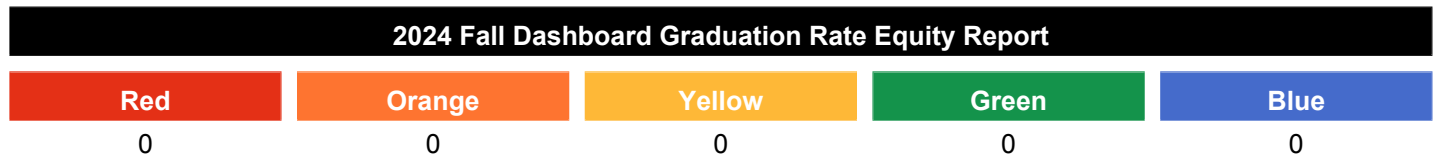## Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - data not displayed for privacy	0 Students	0 Students
5 Students		
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
1 Student	1 Student	5 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	0 Students
5 Students	1 Student	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Fewer than 11 students - data not displayed for privacy
		1 Student

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Fewer than 11 students - data not displayed for privacy
		3 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 data identifies Students with Disabilities (SWD) as the school's most significantly impacted group. Representing 95% of the student population, this group is marked with a Red performance level on the Suspension Rate indicator, the lowest rating possible. Their suspension rate is 28.2%, which increased by 3.7% from the prior year. This indicates a critical need for improved behavior supports, trauma-informed interventions, and alternatives to exclusionary discipline practices.

In addition to SWD, the All Students group is marked with an Orange performance level on the Suspension Rate indicator, signifying the second-lowest performance tier. The schoolwide suspension rate is 26.2%, with only a minor decrease of 0.3% from the previous year, suggesting persistent systemic challenges in school climate, behavior management, and student engagement.

Several other student groups, while too small in size to receive a formal Dashboard color designation, also show troubling data. These include Socioeconomically Disadvantaged (SED) students, with a suspension rate of 20.7%; Foster Youth, with a rate of 8.3%; White students, at 16.7%; and Hispanic students, at 9.1%. Although these groups are not color-coded due to their small numbers (under 30 students per group), their rates are comparable to or worse than the schoolwide average and are noted in the SPSA as being at risk.

Due to the school's small enrollment, no performance colors were issued for key academic indicators, including English Language Arts, Mathematics, College and Career Readiness, Chronic Absenteeism, and Graduation Rate. However, internal data shows that chronic absenteeism remains alarmingly high, with 70% of students classified as chronically absent. The graduation rate is estimated to be around 60%, well below the district and state averages.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

The reflection revealed that insufficient access to counseling, limited in-person course options, and difficulty engaging with online learning platforms were major contributors to the lower graduation outcomes. Staff also recognized the emotional and social disconnection many students felt, which further contributed to disengagement from school and academic goals.

These insights directly informed the school's decision to fund a part-time academic counselor, purchase A–G approved curriculum (ASL), and develop hands-on electives (e.g., culinary and horticulture) to strengthen student engagement and increase graduation readiness moving forward.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Personnel:
-Part-Time Academic Counselor
To assist students with transcript review, 4-year graduation plans, and to support access to A–G coursework.

-Reading Coach / Intervention Teacher
To support students reading significantly below grade level using targeted interventions aligned with IEP goals and iReady data.

-Extra Classified Staff for Supervision
To provide increased support in unstructured areas and assist students with transitions to comprehensive campuses.

-Timecard-Funded Staff Hours
For academic support (before/after school), instructional collaboration, professional development, and behavior support.

Programs and Services:
-PBIS Coaching and Behavior Support Training
Professional development in restorative practices, trauma-informed care, de-escalation strategies (e.g., DBT, TCI-S), and individualized behavioral reinforcement.

-Workability Partnership
Vocational and independent living skill development, including horticulture and culinary programs tied to community-based instruction.

-Professional Development for Staff
Targeting ELA/math instruction, academic scaffolding for English Learners and students with disabilities, and effective data-driven planning.

Instructional Materials and Curriculum:
-A–G Approved Curriculum (e.g., Edmentum for ASL)
To meet graduation requirements and expand access to foreign language coursework.

-ELA and Math Curriculum Supplements
Tools like the Sonday reading program and online math resources tailored to students with disabilities.

-Online Academic Tools
Streaming science videos, digital platforms for differentiated instruction, and learning management tools.

Student Engagement and Incentive Supplies:
-Attendance and Behavior Incentives
PBIS store items, reward trips, ceremonies, and targeted reinforcers to boost attendance and motivation.

-Field Trips and Guest Speakers
College and career exploration, identity-building activities, and community engagement events.

-Community Meals Supplies

Materials for culinary lessons tied to independent living and work readiness skill-building.

Family Engagement Resources:
-Materials and Food for Parent Events
For Back to School Night, Open House, family trainings, and listening circles.

-Translated Communication Tools
To support engagement with families of English Learners and underrepresented groups.

School and Student Performance Data

Conditions & Climate
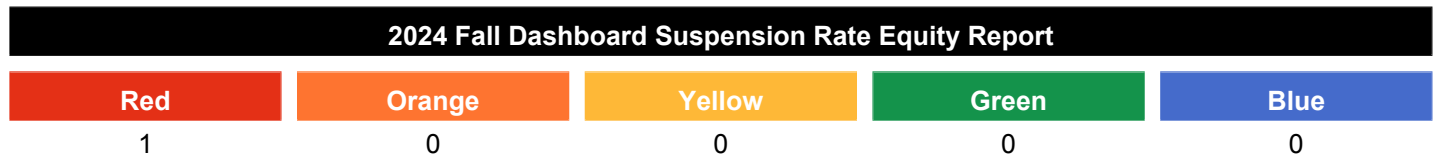## Suspension Rate

The 2024 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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	0	0	0	0

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	No Performance Color	No Performance Color
26.2% suspended at least one day	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Declined 0.3%	1 Student	1 Student
42 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
8.3% suspended at least one day	Fewer than 11 students - data not displayed for privacy	20.7% suspended at least one day
Declined 0.8%	6 Students	Declined 9%
12 Students		29 Students

Students with Disabilities	**African American**	**American Indian**
Red	No Performance Color	No Performance Color
28.2% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0 Students
Increased 3.7%	9 Students	
39 Students		

Asian	**Filipino**	**Hispanic**
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	9.1% suspended at least one day
1 Student	1 Student	11 Students

Two or More Races	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - data not displayed for privacy	0 Students	16.7% suspended at least one day
2 Students		Declined 5.6%
		18 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 data identifies Students with Disabilities (SWD) as the school's most significantly impacted group. Representing 95% of the student population, this group is marked with a Red performance level on the Suspension Rate indicator, the lowest rating possible. Their suspension rate is 28.2%, which increased by 3.7% from the prior year. This indicates a critical need for improved behavior supports, trauma-informed interventions, and alternatives to exclusionary discipline practices.

In addition to SWD, the All Students group is marked with an Orange performance level on the Suspension Rate indicator, signifying the second-lowest performance tier. The schoolwide suspension rate is 26.2%, with only a minor decrease of 0.3% from the previous year, suggesting persistent systemic challenges in school climate, behavior management, and student engagement.

Several other student groups, while too small in size to receive a formal Dashboard color designation, also show troubling data. These include Socioeconomically Disadvantaged (SED) students, with a suspension rate of 20.7%; Foster Youth, with a rate of 8.3%; White students, at 16.7%; and Hispanic students, at 9.1%. Although these groups are not color-coded due to their small numbers (under 30 students per group), their rates are comparable to or worse than the schoolwide average and are noted in the SPSA as being at risk.

Due to the school's small enrollment, no performance colors were issued for key academic indicators, including English Language Arts, Mathematics, College and Career Readiness, Chronic Absenteeism, and Graduation Rate. However, internal data shows that chronic absenteeism remains alarmingly high, with 70% of students classified as chronically absent. The graduation rate is estimated to be around 60%, well below the district and state averages.

Potential causes:
Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

The high suspension rates were not simply the result of student behavior, but of a system lacking updated frameworks, consistent supports, staff training, and relational practices. These reflections directly informed this year's SPSA goals and action steps, which now include:

PBIS coaching and schoolwide system updates

Professional development in restorative practices, trauma-informed care, and de-escalation (e.g., DBT, TCI-S)

Increased behavioral reinforcement structures, such as the PBIS store and incentive events

Opportunities for student voice and identity-building, such as guest speaker panels and student recognition programs

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Personnel:
-Part-Time Academic Counselor
To assist students with transcript review, 4-year graduation plans, and to support access to A–G coursework.

-Reading Coach / Intervention Teacher
To support students reading significantly below grade level using targeted interventions aligned with IEP goals and iReady data.

-Extra Classified Staff for Supervision
To provide increased support in unstructured areas and assist students with transitions to comprehensive campuses.

-Timecard-Funded Staff Hours
For academic support (before/after school), instructional collaboration, professional development, and behavior support.

Programs and Services:
-PBIS Coaching and Behavior Support Training
Professional development in restorative practices, trauma-informed care, de-escalation strategies (e.g., DBT, TCI-S), and individualized behavioral reinforcement.

-Workability Partnership
Vocational and independent living skill development, including horticulture and culinary programs tied to community-based instruction.

-Professional Development for Staff
Targeting ELA/math instruction, academic scaffolding for English Learners and students with disabilities, and effective data-driven planning.

Instructional Materials and Curriculum:
-A–G Approved Curriculum (e.g., Edmentum for ASL)
To meet graduation requirements and expand access to foreign language coursework.

-ELA and Math Curriculum Supplements
Tools like the Sonday reading program and online math resources tailored to students with disabilities.

-Online Academic Tools
Streaming science videos, digital platforms for differentiated instruction, and learning management tools.

Student Engagement and Incentive Supplies:
-Attendance and Behavior Incentives
PBIS store items, reward trips, ceremonies, and targeted reinforcers to boost attendance and motivation.

-Field Trips and Guest Speakers

College and career exploration, identity-building activities, and community engagement events.

-Community Meals Supplies
Materials for culinary lessons tied to independent living and work readiness skill-building.

Family Engagement Resources:
-Materials and Food for Parent Events
For Back to School Night, Open House, family trainings, and listening circles.

-Translated Communication Tools
To support engagement with families of English Learners and underrepresented groups.

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: 2024-25

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
-Limited VAPA course being offered due to the small population size
-Foreign Language being done via EDMENTUM making it very difficult for students to participate in the curriculum making it extremely difficult to acquire the A-G course needed to graduate.
- 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.

2025-26

Identified Need

- Increased PBIS rewards targeting academic participation

- Professional Development for Staff on Instructional Strategies for scaffolding 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).

-Create a reading intervention class to target students reading significantly below grade level

- 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 school kitchen including: Toaster oven and air fryer, ETC.).

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
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	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	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	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC		
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

1.1	Supplemental materials above and beyond core for STEM and Academic Success Lab.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	6500	School year 2025-2026
1.2	Curriculum (supplemental ASL curriculum license renewal, online Science streaming videos, Sonday, etc)	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	2100	School year 2025-2026
1.3	Instructional Coaching and Scaffolding Support for Differentiated Instruction	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	1300	School year 2025-2026
1.4	Community Meals - Independent Living Skill and College/Career	X All Students English Learners Low-Income Students Foster Youth	LCFF Supplemental Site Allocation	500	School year 2025-2026

	activities to provide a community meal	Lowest Performing	4000-4999: Books And Supplies		
1.5	Teacher Timecard for Small Group Support (Academic Success Lab, reading groups etc.)	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	6000	School year 2025-2026

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: 2024-25

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 have enrolled senior this year, so our graduation rate will be 0% 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:
-Students did not have access to a counselor to help with their four year plan
- 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

2025-26
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 2024-25	Expected Outcome 2025-26
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 English Learners Foster Youth Homeless	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	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	66.6%	75%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	NA
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	NA
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian	60%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	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, 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	1,000	Monthly
2.2	Attendance Rewards System (prizes, activities)	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	150	Monthly

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: 2024-25

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

2025-26
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 2024-25	Expected Outcome 2025-26

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
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	26.2% suspended at least one day	-0.3%
	English Learners		
	Foster Youth	8.3% suspended at least one day	
	Homeless		
	Socioeconomically Disadvantaged	20.7% suspended at least one day	
	Students with Disabilities	28.2% suspended at least one day	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	9.1% suspended at least one day	
	Two or More Races		
	Pacific Islander		
	White	16.7% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging 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 (e.g. School Site Council, ELAC, and PTO).	10%		15%

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	PBIS Store Updates - increased reward options, student rewards , attendance, behavior, academic award ceremonies, reward field trips, community building activities	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Students with disabilities	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1400	Fall 2025 - Spring 2026
3.2	PBIS Coaching & Staff PD	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing Students with disabilities	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	1150	Fall 2025 - Spring 2026
3.3	Materials and supplies for parent/family engagement activities.	All Students English Learners X Low-Income Students X Foster Youth X Lowest Performing Students with Disabilities	Title I Part A Parent Involvement 4000-4999: Books And Supplies	220	Fall 2025 - Spring 2026

3.4	Student Recognition Events (e.g., quarterly assemblies, certificates, rewards)	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing Students with disabilities	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	1000	Fall 2025- Spring 2026
3.5	Gust speaker for parent night and small group sessions	All Students English Learners Low-Income Students X Foster Youth X Lowest Performing SWD	Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	4650	Fall 2025-Spring 2026

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	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$25,970.00

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 ($)

Subtotal of additional federal funds included for this school: $

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	$3,200.00
Title I Part A Parent Involvement	$220.00
Title I Part A Site Allocation	$22,550.00

Subtotal of state or local funds included for this school: $25,970.00

Total of federal, state, and/or local funds for this school: $25,970.00

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	3,200	0.00
Title I Part A Site Allocation	22,550	0.00
Title I Part A Parent Involvement	220	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	3,200.00
Title I Part A Parent Involvement	220.00
Title I Part A Site Allocation	22,550.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	9,450.00
4000-4999: Books And Supplies	8,770.00
5000-5999: Services And Other Operating Expenditures	3,100.00
5800: Professional/Consulting Services And Operating Expenditures	4,650.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	1,150.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	2,050.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	220.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	8,300.00

4000-4999: Books And Supplies	Title I Part A Site Allocation	6,500.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	3,100.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	4,650.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	16,400.00
Goal 2	1,150.00
Goal 3	8,420.00

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

1 Classroom Teachers

1 Other School Staff

1 Parent or Community Members

Name of Members	Role
Kimberly Hanks	Parent or Community Member
Lauren Hamilton	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 5/27/25.

Attested:

	Principal, Lauren Hamilton (Program Administrator) on 5/27/25
	SSC Chairperson, Myesha Jackson (Chairperson) on 5/27/25

Budget By Expenditures

La Vista Center School

Funding Source: LCFF Supplemental Site Allocation   **$3,200.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Attendance Rewards System (prizes, activities)	4000-4999: Books And Supplies	$150.00	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
PBIS Store Updates - increased reward options, student rewards , attendance, behavior, academic award ceremonies, reward field trips, community building activities	4000-4999: Books And Supplies	$1,400.00	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.
PBIS Coaching & Staff PD	1000-1999: Certificated Personnel Salaries	$1,150.00	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.
Community Meals - Independent Living Skill and College/Career activities to provide a community meal	4000-4999: Books And Supplies	$500.00	Connected School Communities	

LCFF Supplemental Site Allocation Total Expenditures: $3,200.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Funding Source: Title I Part A Parent Involvement   **$220.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Materials and supplies for parent/family engagement activities.	4000-4999: Books And Supplies	$220.00	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.

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Title I Part A Parent Involvement Total Expenditures: $220.00

Title I Part A Parent Involvement Allocation Balance: $0.00

Funding Source: Title I Part A Site Allocation $22,550.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Student Recognition Events (e.g., quarterly assemblies, certificates, rewards)	5000-5999: Services And Other Operating Expenditures	$1,000.00	Engaging Academic Programs	Focus 2: Ensure a high level of math skills for all students. Focus 3: Ensure the development of English language proficiency among English learners.
Gust speaker for parent night and small group sessions	5800: Professional/Consulting Services And Operating Expenditures	$4,650.00	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.
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	
Teacher Timecard for Small Group Support (Academic Success Lab, reading groups etc.)	1000-1999: Certificated Personnel Salaries	$6,000.00	Connected School Communities	
Timecard for district academic counselor to support transcript review, and developing 4 year plans.	1000-1999: Certificated Personnel Salaries	$1,000.00	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
Supplemental materials above and beyond core for STEM and Academic Success Lab.	4000-4999: Books And Supplies	$6,500.00	Connected School Communities	

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Curriculum (supplemental ASL curriculum license renewal, online Science streaming videos, Sonday, etc)	5000-5999: Services And Other Operating Expenditures	$2,100.00	Connected School Communities
Instructional Coaching and Scaffolding Support for Differentiated Instruction	1000-1999: Certificated Personnel Salaries	$1,300.00	Connected School Communities

Title I Part A Site Allocation Total Expenditures:	$27,550.00
Title I Part A Site Allocation Allocation Balance:	$0.00
La Vista Center School Total Expenditures:	$30,970.00