School Year: **2026-27**

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	May 18, 2026	June 23, 2026

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 - ELA & Math.

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

La Vista Center consulted with a variety of educational partners throughout the development, annual review, and update process for the SPSA. Consultation occurred during regularly scheduled School Site Council (SSC) meetings held throughout the 2025–2026 school year, including meetings on December 2, 2025, February 24, 2026, and May 18, 2026. During these meetings, school staff, administration, parents, and SSC members reviewed student data related to attendance, behavior, student engagement, academic performance, transition services, and school climate.

The SPSA planning process included discussion of schoolwide needs, proposed goals, budget allocations, pathway program development, mental health supports, restorative practices, and attendance interventions. Public forum opportunities were provided during SSC meetings to allow stakeholders to ask questions, provide input, and make recommendations regarding school priorities and proposed actions. Feedback gathered during these discussions was used to revise and strengthen SPSA goals, implementation structures, progress-monitoring measures, and student support strategies.

Additional collaboration occurred with teachers, related service providers, district staff, and support personnel throughout the school year to ensure the SPSA aligned with student needs, transition outcomes, safety priorities, and the overall vision of La Vista Center.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	%	2.70%			1
African American	25.00%	21.43%	21.62%	5	6	8
Asian	%	3.57%	2.70%		1	1
Filipino	5.00%	%	%	1		
Hispanic/Latino	20.00%	32.14%	24.32%	4	9	9
Pacific Islander	5.00%	%	%	1		
White	40.00%	32.14%	35.14%	8	9	13
Multiple/No Response	5.00%	10.71%	13.51%	1	3	5
			Total Enrollment	20	28	37

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6			1
Grade 7			4
Grade 8			3
Grade 9	3		2
Grade 10	7		10
Grade 11	5		6
Grade 12	5		11
Total Enrollment	20		37

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	1	2	2	2.9%	5.0%	5.4%
Fluent English Proficient (FEP)	0	1	0	0.0%	0.0%	0
Reclassified Fluent English Proficient (RFEP)	0				0.00%	

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
28	**60.7%**	**7.1%**	**21.4%**
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.

2024-25 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	2	7.1%
Foster Youth	6	21.4%
Homeless	3	10.7%
Socioeconomically Disadvantaged	17	60.7%
Students with Disabilities	27	96.4%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	6	21.4%
American Indian	0	0.0%
Asian	1	3.6%
Filipino	0	0.0%
Hispanic	9	32.1%
Two or More Races	3	10.7%
Pacific Islander	0	0.0%
White	9	32.1%

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

2025 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** Red
Mathematics No Performance Color	**Chronic Absenteeism** No Performance Color	
English Learner Progress No Performance Color		
College/Career No Performance Color		

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
No Performance Color 237.7 points below standard 14 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color Fewer than 11 students - No Data for Privacy 10 Students

Students with Disabilities	African American	American Indian
No Performance Color 237.7 points below standard 14 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Two or More Races	Pacific Islander	White
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 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.

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
Mathematics

The 2025 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.

2025 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
No Performance Color 268.7 points below standard 15 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color 299.5 points below standard 11 Students

Students with Disabilities	African American	American Indian
No Performance Color 268.7 points below standard 15 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Two or More Races	**Pacific Islander**	**White**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 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.

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
Science

The 2025 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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science 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 Science 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.

2025 Fall Dashboard Science Performance 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 - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
6 Students	1 Student	1 Student

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
1 Student	2 Students	4 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Two or More Races	Pacific Islander	White
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 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.

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
English Learner Progress

The 2025 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 provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 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.

2025 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 2025 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 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.

2025 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.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Students with Disabilities

No Performance Color

Fewer than 11 students - No Data for Privacy

6 Students

African American

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

American Indian

No Performance Color

0 Students

Asian

No Performance Color

0 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Hispanic

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Two or More Races

No Performance Color

0 Students

Pacific Islander

No Performance Color

0 Students

White

No Performance Color

Fewer than 11 students - No Data 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.

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
Chronic Absenteeism

The 2025 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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
No Performance Color 75% Chronically Absent 0 12 Students	No Performance Color 0 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color Fewer than 11 students - No Data for Privacy 8 Students

Students with Disabilities	African American	American Indian
No Performance Color 75% Chronically Absent 0 12 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Two or More Races	Pacific Islander	White
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 5 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.

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

The 2025 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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Two or More Races	Pacific Islander	White
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data 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.

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

Conditions & Climate
Suspension Rate

The 2025 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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Red 28.1% suspended at least one day Increased 1.9% 57 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color 45.5% suspended at least one day Increased 37.1% 11 Students	No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	No Performance Color 27.5% suspended at least one day Increased 6.8% 40 Students

Students with Disabilities

Red

29.6% suspended at least one day

Increased 1.4%

54 Students

African American

No Performance Color

21.4% suspended at least one day

14 Students

American Indian

No Performance Color

0 Students

Asian

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Hispanic

No Performance Color

25% suspended at least one day

Increased 15.9%

16 Students

Two or More Races

No Performance Color

Fewer than 11 students - No Data for Privacy

6 Students

Pacific Islander

No Performance Color

0 Students

White

No Performance Color

36.8% suspended at least one day

Increased 20.2%

19 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.

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?

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: 2025-26

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)

La Vista Center will implement a comprehensive multi-tiered system of support focused on improving student connectedness, reducing chronic absenteeism, and decreasing suspension rates through proactive intervention and relationship-based supports. Strategies will include:

- Development of individualized attendance intervention plans for students with chronic absenteeism concerns.
- Weekly attendance monitoring meetings to review attendance, suspension, and behavioral data
- Expanded mentoring and student check-in/check-out systems with classified and certificated staff.
- Incentive-based attendance programs tied to weekly, monthly, and quarterly attendance goals.
- Increased restorative practices, conflict resolution support, and re-entry meetings following suspensions or extended absences.
- Expanded counseling and mental health supports including wellness check-ins, coping skills instruction, and social-emotional learning opportunities.
- Creation of additional student leadership, elective, vocational, and extracurricular opportunities to increase school connectedness and engagement.
- Increased parent communication regarding attendance trends, intervention supports, and progress monitoring.
- Implementation of campus regulation spaces and wellness supports to reduce classroom avoidance behaviors and improve student regulation.

2025-26

Identified Need

La Vista Center continues to experience high rates of chronic absenteeism, class avoidance, suspension referrals, and low student connectedness. Many students demonstrate significant mental health, behavioral, and social-emotional needs that impact consistent school attendance and participation in instruction. Current data indicates students often disengage from class, leave campus supervision areas, or struggle to access instruction due to emotional regulation difficulties, lack of school connectedness, and limited engagement opportunities. Student survey data and staff observations also indicate a need for expanded relationship-building supports, restorative practices, and structured intervention systems that proactively address barriers to attendance and behavior before disciplinary consequences escalate.

-Increased Positive Behavioral Interventions and Supports (PBIS) rewards that specifically target and reinforce academic participation, engagement, and task completion across all settings.

-Professional development for staff focused on instructional strategies for scaffolding English language development

-Development of a dedicated reading intervention class designed to provide intensive, targeted support for students performing significantly below grade level in reading and literacy skills.

-Continued funding to support ASL curriculum implementation, including staff training, materials, and identification badges to support communication accessibility across campus.

-Funding for academic enrichment, STEM, and college/career-focused field trips to expand student exposure to postsecondary pathways and real-world learning experiences.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	237.7 points below standard	
	English Learners		
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged		
	Students with Disabilities	237.7 points below standard	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	
Math State Assessment: Change in scale score	All Students: 268.7 points below standard English Learners Foster Youth Homeless Socioeconomically Disadvantaged: 299.5 points below standard Students with Disabilities: 268.7 points below standard 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:	0.00%	0.00%

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
Percentage of English language learners who are reclassified to Fluent English Proficient		

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	Development of a dedicated horticulture growing room/indoor greenhouse space to support year-round plant production, hands-on science learning, and vocational training.	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	7,050	School year 2026-27
1.2	Curriculum (supplemental ASL curriculum license renewal, online Science streaming videos, Sonday, etc).	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	1000	School year 2026-27

1.3	Funding for academic enrichment, STEM, and college/career-focused field trips to expand student exposure to postsecondary pathways and real-world learning experiences.	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	500	School year 2026-27
1.4	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	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	350	School year 2026-27

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: 2025-26

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).

La Vista Center will expand evidence-based academic intervention and Career Technical Education (CTE)/transition programming designed to improve academic participation, graduation progress, and postsecondary readiness. Strategies will include:
- Expansion of horticulture, culinary, wellness, and vocational pathway programs connected to transition outcomes and career readiness standards.
- Development of clear implementation structures for pathway programs including staffing assignments, instructional pacing, sustainability planning, and student participation criteria.
- Integration of hands-on, project-based learning opportunities aligned with academic standards and employability skills.
- Increased elective offerings designed to improve student engagement and school attendance.
- Targeted intervention classes focused on credit recovery, literacy, executive functioning, and math support.
- Ongoing progress monitoring of graduation status, credit attainment, and assignment completion.
- Collaboration with counseling, transition staff, and community partners to support career exploration and postsecondary planning.
- Increased opportunities for work-based learning, community-based instruction, and vocational skill development.

La Vista Center will implement hands-on vocational and pathway-based learning opportunities designed to increase student engagement, improve attendance, strengthen transition outcomes, and support postsecondary readiness. These pathway programs will integrate academic standards, employability skills, social-emotional learning, and career exploration opportunities while providing students with meaningful real-world applications connected to independent living and workforce development. Programs may include horticulture, culinary arts, wellness and fitness, campus vocational enterprises, independent living skills, and career exploration courses integrated into the school’s master schedule as semester or year-long elective offerings.

Each pathway program will have a designated certificated teacher responsible for curriculum development, instructional planning, alignment to academic and transition standards, student progress monitoring, and coordination with counseling staff, administration, and related service providers. Teachers will also oversee safety procedures, classroom operations, and the development of community partnerships and work-based learning opportunities. Instructional aides and paraprofessionals will support student supervision, behavioral and academic support, accommodations and modifications, safety monitoring, and small-group instruction during vocational and hands-on learning activities. Transition specialists and Workability staff will assist with career exploration, resume development, employability skills, community-based instruction, and internship or vocational placement opportunities. Counseling and wellness staff will support attendance intervention, emotional regulation, graduation planning, student scheduling, and social-emotional learning connected to workplace readiness skills. Site administration will oversee implementation, staffing, budgeting, safety compliance, and program sustainability.

Instruction within pathway programs will follow a gradual release and project-based learning model that includes teacher modeling, guided practice, independent application, and student reflection. Students will participate in direct instruction, hands-on projects, collaborative learning activities, and opportunities to apply academic skills within authentic vocational settings. Instruction will intentionally integrate literacy, math, communication, executive functioning, and workplace readiness skills aligned to California State Standards, transition goals, employability standards, and Career Technical Education competencies when appropriate. Progress monitoring will include attendance, assignment completion, engagement, skill acquisition, participation, independence, and graduation or transition progress.

To ensure long-term sustainability, La Vista Center will utilize LCFF funding, Prop 28 resources, transition and vocational funding sources, grants, and community partnerships to support staffing, materials, and program expansion. The school will develop reusable curriculum resources, pacing guides, supply inventory systems, and staff training structures to support continued implementation over time. Designated instructional spaces, safety procedures, and equipment maintenance systems will also be established to support safe and effective vocational instruction. Programs will be reviewed annually using attendance data, graduation and credit completion rates, student participation rates, student and family survey feedback, behavioral data, and postsecondary transition outcomes to evaluate effectiveness and guide future program improvements.

Student participation in pathway programs will be based on student interest, transition and graduation needs, counselor and teacher recommendations, IEP transition goals, and individualized support plans when appropriate. Students participating in pathway programs will be expected to follow safety procedures, engage in hands-on learning activities, demonstrate respectful communication and workplace behaviors, and participate in collaborative and independent learning opportunities. Additional supports such as visual schedules, behavior intervention support, modified assignments, social-emotional regulation strategies, adult supervision, and gradual participation plans will be provided as needed to ensure equitable access and meaningful participation for all students, including students with disabilities, English learners, and students requiring intensive behavioral or emotional support.

2025-26

Identified Need

Students at La Vista Center demonstrate significant academic gaps, inconsistent assignment completion, and limited engagement in rigorous coursework due to attendance challenges, emotional and behavioral needs, and prior academic disruption. Many students require increased intervention, differentiated instruction, and meaningful real-world learning opportunities connected to transition, career readiness, and independent living skills. Additional opportunities are needed to strengthen student motivation, engagement, and pathways toward graduation and postsecondary success.

-Funding to support development and sustainability of a horticulture and culinary arts pathway, including instructional materials, student food handling certification, and upgrades to the school kitchen (e.g., toaster ovens, air fryers, and other culinary equipment).

-Development of a dedicated horticulture growing room/indoor greenhouse space to support year-round plant production, hands-on science learning, and vocational training.

-Establishment of a student-run horticulture enterprise, including a flower, fruit, and vegetable sales business that integrates academic, vocational, and social-emotional learning while building entrepreneurship and job readiness skills.

-Expansion of counseling and mental health supports across campus to ensure all students have access to consistent social-emotional support, including individual, small group, and classroom-based services to improve engagement, behavior, and academic success.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
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	75% Chronically Absent	
	English Learners		
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged		
	Students with Disabilities	75% Chronically Absent	
	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:	N/A		NA

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
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.	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 Asian Filipino Hispanic Two or More Races Pacific Islander	60%

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	Funding to support development and sustainability of a	X All Students English Learners X Low-Income Students Foster Youth	Title I Part A Site Allocation	10,000	School year 2026-27

	horticulture and culinary arts pathway, including instructional materials, student food handling certification, and upgrades to the school kitchen (e.g., toaster ovens, air fryers, and other culinary equipment).	Lowest Performing	5000-5999: Services And Other Operating Expenditures		
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	250	School year 2026-27
2.3	Contract with recommended mental health care agencies specializing in student group therapy on a weekly basis.	All Students English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier	57000	School year 2026-27
2.4	Materials, supplies, personnel costs, and experiences	All Students English Learners X Low-Income Students X Foster Youth	LCFF Supplemental Site Allocation	1550	School year 2026-27

	to support student engagement in learning environments for lowest performing student groups	X Lowest Performing SWD	4000-4999: Books And Supplies		

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: 2025-26

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)

La Vista Center will strengthen school wide wellness and behavioral support systems through expanded mental health services, regulation supports, and trauma-informed practices. Strategies will include:

- Development and implementation of a dedicated wellness/regulation space for students requiring emotional support during the school day.
- Increased counseling, crisis response, and social-emotional support services.
- Implementation of trauma-informed and restorative practices school wide.
- Staff training focused on de-escalation, emotional regulation strategies, and relationship-centered practices.
- Increased opportunities for students to access coping tools, sensory supports, and structured breaks.
- Development of individualized behavior intervention and regulation supports for students demonstrating chronic dysregulation or classroom avoidance.
- Increased collaboration with families, outside agencies, and related service providers to support student mental health needs.
- Expansion of wellness-focused electives and activities promoting coping skills, self-regulation, and healthy lifestyles.

2025-26

Identified Need

Students at La Vista Center demonstrate increased mental health, emotional regulation, and behavioral support needs that significantly impact academic performance, attendance, classroom participation, and peer relationships. Many students require structured behavioral supports, coping strategies, and access to safe environments that support regulation and engagement in instruction. Current systems require expansion to ensure consistent implementation of wellness supports and access to services across the school day.

-Increase student connectedness through mentorship programs, advisory periods, student leadership opportunities, and trusted adult check-ins.

-Strengthen school climate through restorative practices, relationship-building routines, and positive behavior supports.

-Expand mental health and wellness supports including counseling access, wellness centers, sensory regulation spaces, and social-emotional learning.

-Provide staff training in trauma-informed practices, de-escalation strategies, co-regulation, autism supports, and mental health awareness.

-Increase instruction in independent living skills, financial literacy, job readiness, and career exploration.

-Improve campus facilities by creating calming classrooms, wellness spaces, outdoor learning environments, and updated vocational areas.

-Increase opportunities for student voice and choice in academics, electives, transition planning, and campus activities.

-Develop systems that support the "whole child" by integrating academics, mental health, behavior, career readiness, and social-emotional growth.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
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	28.1% suspended at least one day	-0.3%
	English Learners		
	Foster Youth	45.5% suspended at least one day	
	Homeless		
	Socioeconomically Disadvantaged	27.5% suspended at least one day	
	Students with Disabilities	29.6% suspended at least one day	
	African American	21.4% suspended at least one day	
	American Indian		
	Asian		
	Filipino		

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	Hispanic	25% suspended at least one day	
	Two or More Races		
	Pacific Islander		
	White	36.8% 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,	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Students with disabilities	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	50	School year 2026-27

	reward field trips, community building activities				
3.2	Increase opportunities for student choice around electives by expanding offerings (music, theatre, art, film etc.). Use funds for materials, supplies, and curriculum.	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	4000	School year 2026-27
3.3	Materials and supplies for parent/family engagement activities.	All Students X 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	School year 2026-27
3.4	Student Recognition Events (e.g., quarterly assemblies, behavior incentive outings, certificates, rewards)	All Students English Learners X Low-Income Students X Foster Youth X Lowest Performing Students with disabilities	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1000	School year 2026-27

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

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
Equity Multiplier	57,000	0.00

Expenditures by Funding Source

Funding Source	Amount
Equity Multiplier	57,000.00
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
	57,000.00
4000-4999: Books And Supplies	9,470.00
5000-5999: Services And Other Operating Expenditures	16,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Equity Multiplier	57,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	2,200.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	1,000.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	220.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	7,050.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	15,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	8,900.00
Goal 2	68,800.00
Goal 3	5,270.00

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
Maija Baker	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 .

Attested:

Principal, Lauren Hamilton (Program Administrator) on 5/14/2026

SSC Chairperson, Maija Baker (Chairperson) on 5/18/2026

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
   1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
      a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
      b. use methods and instructional strategies that:
         i. strengthen the academic program in the school,
         ii. increase the amount and quality of learning time, and
         iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
      c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
         i. strategies to improve students' skills outside the academic subject areas;
         ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
         iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
         iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
         v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Budget By Expenditures

La Vista Center School

Funding Source: Equity Multiplier **$57,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Contract with recommended mental health care agencies specializing in student group therapy on a weekly basis.		$57,000.00	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

Equity Multiplier Total Expenditures: $57,000.00

Equity Multiplier Allocation Balance: $0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
Materials, supplies, personnel costs, and experiences to support student engagement in learning environments for lowest performing student groups	4000-4999: Books And Supplies	$1,550.00	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	$50.00	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	$350.00	Connected School Communities	

La Vista Center School

Attendance Rewards System (prizes, activities)	4000-4999: Books And Supplies	$250.00	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
Student Recognition Events (e.g., quarterly assemblies, behavior incentive outings, 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.

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.

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
Transition Planning including meetings to determine on course to graduate, Naviance for all grades , visits to local community colleges.		$4,000.00	Clear Pathways to Bright Futures	

La Vista Center School

Life and Career training- expand course offerings to include more life skills, increase number of students participating in workability.		$1,000.00	Clear Pathways to Bright Futures	
Funding to support development and sustainability of a horticulture and culinary arts pathway, including instructional materials, student food handling certification, and upgrades to the school kitchen (e.g., toaster ovens, air fryers, and other culinary equipment).	5000-5999: Services And Other Operating Expenditures	$10,000.00	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
Development of a dedicated horticulture growing room/indoor greenhouse space to support year-round plant production, hands-on science learning, and vocational training.	4000-4999: Books And Supplies	$7,050.00	Connected School Communities	
Curriculum (supplemental ASL curriculum license renewal, online Science streaming videos, Sonday, etc).	5000-5999: Services And Other Operating Expenditures	$1,000.00	Connected School Communities	
Funding for academic enrichment, STEM, and college/career-focused field trips to expand student exposure to postsecondary pathways and real-world learning experiences.	5000-5999: Services And Other Operating Expenditures	$500.00	Connected School Communities	
Increase opportunities for student choice around electives by expanding offerings (music, theatre, art, film etc.). Use funds for materials, supplies, and curriculum.	5000-5999: Services And Other Operating Expenditures	$4,000.00	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.

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:	$87,970.00