The School Plan for Student Achievement

School: Bella Vista Elementary

CDS Code: 33-67173-6032429

District: Palm Springs Unified School District

Principal: Lisa Arseo

Revision Date: 7/1/2018-6/30/2019

                   X This certifies that updates to my SPSA are completed

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on November 27, 2018.

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School Vision and Mission

Bella Vista Elementary's Vision and Mission Statements
Bella Vista Elementary School is dedicated to creating a college and career minded community of successful citizens that embrace academic excellence, individual strengths and differences, personal growth, and respect for self and others in an ever changing global system.
Bella Vista Elementary core values are:
Be Respectful
Be Responsible
Be Safe
It's the Bulldog Way.

School Profile

Bella Vista Elementary School is located in Desert Hot Springs, a community twelve miles north of Palm Springs. As one of 28 schools in the Palm Springs Unified School District, Bella Vista Elementary School serves approximately 780 students in grades Transitional Kindergarten through fifth. The student population of Bella Vista consists of the following demographics:
Hispanic 67%, Caucasian 15%, African American 12%, and two or more 5%
English Learners 30%
English only 70%

The facility has 32 classrooms and three portables. Each classroom has a short arm throw projector, smart board, sound amplification system, and teacher desktop that connects remotely to the projector. Each teacher is also provided a laptop, an iPad and an iPad stand and a document camera to support effective instrucitonal practices and increase student engagement.

Bella Vista is a technology-rich school. We have a computer lab that houses 36 apple computers. There is 1:1 chrome books for students in grades one through five. Kindergarten classrooms have a 1:2 ratio for Ipads.

For the 2018-2019 school year, Bella Vista will be aligned with the Palm Springs Unified School District's Local Control Accountability Plan (LCAP). The LCAP describes how the district intends to meet annual goals for all pupils, with specific activities to address state and locally identified priorities. Areas of focus will include:

Academic Achievement, Safe and Secure Environments and Parent and Community Partnerships. Bella Vista will address these areas in the following ways:

Academic Achievement -
1. Systems alignment and standards focus for ELA and Math
2. Common Core instruction and Unit Development (Content classes, Tier 2 and core support)
3. Participation in Principal's Exchange to develop a comprehensive system of standards focus, backward mapping, assessment and data analysis.
4. Schoolwide scheduled time for Designated ELD
5. Acceleration of English Learner achievement using best first best instruction to address ELL standards
6. Math Instruction that focuses on conceptual understanding and fluency
7. Data analysis to develop long and short-term goals and appropriately provided targeted intervention to support struggling learners.
8. Enrichment opportunities that require critical thinking (art class, technology, and group activities)
9. Career investigation opportunities to address career and college readiness
10. Academic coach
11.Part-time Intervention teacher to support Tier 2
12. Additional beyond the day opportunities to work collaboratively to plan standards-based lessons and analyze data
13. Whole brain teaching and strategy professional development

Safe and Secure Environments
1. School-wide PBS Implementation
2. Explicitly taught lessons that address skills for success

3. Bully Prevention aligned to PBIS
4. Safe egress and ingress
5. Counselor to address student needs
6. Student trained conflict mediators
7. Prevention Specialist
8. Playworks coach
9. Additional counseling support for the purpose of small group intervention
10. Character education with the use of John Wooden's Pyramid of Success
11. Weekly counseling groups to support student success
12. Lessons to address sucicide prevention in 5th grade
13. Lessons to address substance abuse in 4th grade

Parent and Community Partnerships:
1. Parent newsletters to be mailed out monthly that supports science and math home activities
2. Ongoing parent workshops to address a variety of skills developed by teachers to encourage parental involvement for student success
3. Partnership with the middle school
4. Increased parent volunteers
5. Book Pals to read with kindergarten
6. Early Act sponsored by Rotary to support community invovlement and character development
7. Partnership with Desert Health District to develop a community garden

SPSA Highlights: Identify and briefly summarize the key features of this year's SPSA

Bella Vista's priorities will continue to be best first instruction, social-emotional learning, and support, and continued implementation of PBIS. The following items are the key features of this year's SPSA:
1. Additional time for teachers to collaborate in order to align instruction and refine best first instruction
2. Opportunities to develop critical thinking skills and participate in group collaboration activities (Dot and Dash, Break out boxes, Lego Lessons)
3. Continuation of Accelerated Reader
4. Video Coaching Platform
5. Social Emotional Learning materials
6. Bully Prevention materials that align with PBIS
7. Bilingual aide support
8. Playground supervision support
9. Prevention Specialist support
10. Small group counseling support

Needs Assessment – Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Dashboard ELA progress Indicator
All students had an Increase of 4.8 points (Yellow)
English learner maintained progress with an increase of 0.8 points (Orange)
Socioeconomically Disadvantaged students had an increase of 3.6 points (Orange)
Hispanic students had an increase of 3.7 points (Orange)
White students increased significantly with an increase of 24.5 points (Yellow)

Dashboard Math Progress Indicator
All students had an increase of 4.5 points (Yellow)
English learners had an increase of 6.1 points (Yellow)
Socioeconomically Disadvantaged students had an increase of 5.5 points (Yellow)
White students had an increase of 11.6 points (Yellow)

Dashboard English Learner Progress Indicator
English Learner had an increase of 1.9 % (Green)

Dashboard Suspension Rate
All students declined significantly by 3% (Yellow)
English Learners declined significantly by 1.5% (Yellow)
Homeless declined significantly by 8.8%
Students with Disabilities declined significantly by 8.8% (Yellow)
Socioeconomically disadvantaged declined significantly by 3.9% (Yellow)
African Americans declined significantly by 4% (Yellow)
Hispanic declined significantly by 2.3% (Yellow)
White declined significantly by 4.2% (Yellow)

A focus on best first instruction has been a tremendous asset in academic improvement. Our suspension rate declined significantly because of the focus on PBIS. The PBIS team meets regularly (two times per month) to discuss implementation practices as well as consistent use of the discipline matrix by all teachers. The additional support provided by the Prevention Specialist will continue to support lowered suspension rate and increased attendance.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Dashboard ELA progress Indicator
Students with Disabilities declined significantly by 22 points (Red)
African American students declined significantly by 20.2 points (Red)

Dashboard Math Progress Indicator
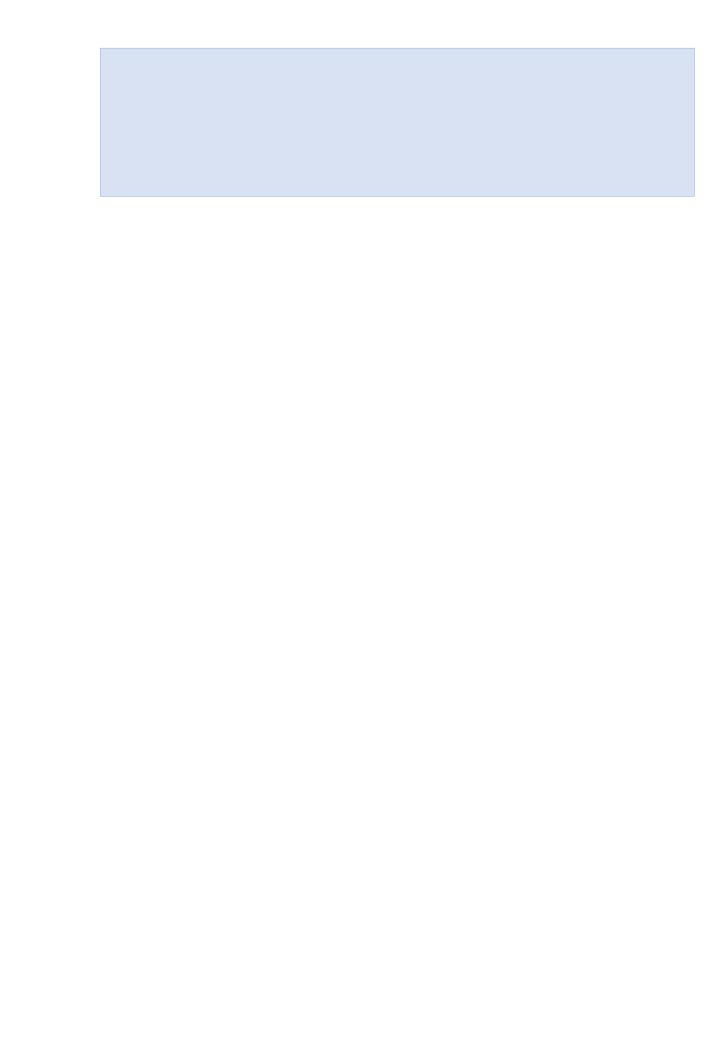Students with Disabilities declined by 9.6 points (Red)
African American students declined by 11 points (Red)

Students who receive special education services need additional support in math and ELA in order to try and close the academic achievement gap.
African American students are also struggling in both Math and ELA and also need additional support to help close the achievement gap.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Performance Gaps

"Performance gaps are noted in the following areas:
ELA – There is an achievement gap between Students With Disabilities, African Americans, English Learners and Hispanics in comparison to the achievement of all students in ELA.
Math - There is an achievement gap between Students With Disabilities, African Americans, and Hispanics in comparison to the achievement of all students in Math.

Focus standards will continue to be part of the alignment system (Principals Exchange) that Bella Vista will continue to focus on during the school year. Best first instruction will be a priority along with social-emotional learning and PBIS.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Student climate survey (337 students responded) - Results indicate that 76% of students feel safe at school but there is teasing and damage to property reported by more than 70% of the students. Only 50% of the students responded that students are treated fairly when they break the school rules. The students also responded favorably more than 80% of the time to knowing what happens if the rules are broken and that the rules are fair. Only 71% of the students answered favorably to teachers going our of their way to help students.

Family Climate (154 parents responded) - Parents responded favorably to all of the family climate survey questions. Safety was the lowest favorable response with 94% positive. The lower score was the feeling of safety in the neighborhood around the school. 90% of the parents felt discipline was fair at the school.

Staff survey (47 staff members responded) - 70% of the staff indicated that disruptive behavior is a moderate to severe problem. 45% of the staff also indicated that harassment and bullying are a moderate problem. 40% of the staff indicated that lack of respect for staff by students is a moderate problem.

Student SEL results (332 students responded) - Self management and growth mindset had the lowest positive responses. Of all the questions asked in the SEL survey the lowest score was regarding the question about intelligence not being able to be changed. 31% of the students felt this to be completely true with 20% believing it to be mostly true.

The results support revision of the PBS discipline matrix as well as providing additional common language to support positive self image and a growth mind set. The disruptive behavior could be a symptom of lessons that are not fully engaging which would indicate continued support of best first instruciton.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   The District provides a trend analysis of state ELL assessments throughout the school year. Teachers are also trained in the use of SchoolCity, a computer-based data analysis program. Locally developed as well as curriculum-embedded benchmark assessments are used throughout the year to measure progress and plan instructional interventions as necessary. Teachers, while in grade level teams, analyze these assessments and associated data using School City, and VPort, and set goals for instruction, discuss and review teaching strategies, and set individual class goals as well as grade-level SMART goals. SBAC data is shared and discussed at school-wide staff meetings. Discipline data is also shared during PBS meetings and staff meeting. Use of school developed assessments (Supported by Principal's exchange) to monitor the understanding of focus standards occurs every 5-6 weeks. Best instructional strategies are discussed and agreed upon to support learning the grade level common core standards.

Staffing and Professional Development

2. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

   During the 2018-2019 school year professional development will support district and site priorities with support offered in best first instruction, and PBIS, Social Emotional Learning. Bella Vista will continue to select focus standards, develop assessments and analyze data around ELA common core state standards with support from Principals Exchange. All teachers will have the opportunity to return to work one week prior to the official start day in order to receive additional professional development in ELD and Math as well as participate in focused grade level planning.

3. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

   An academic coach has been funded by the district to support Bella Vista. The district has also provided a technology and math TOSA who are available to provide support on scheduled days. Additional support from the ELD department is also available to support integrated and designated ELD.

4. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

   All grade levels meet on a weekly basis in professional learning communities. Each Wednesday is a minimum day to allow for teacher collaboration and professional development. Funds have also been allocated for additional grade level collaboration after the regular school day or during the weekend. Each grade level has the opportunity to meet an additional time each trimester to collaborate around common core, assessments, and other areas of support. Every 5-6 week's data reflection occurs with the support of Principal's Exchange.

<u>Teaching and Learning</u>

5. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

    Palm Springs Unified School District has adopted State approved curriculum in Reading, Math, Social Studies and Science that focus on State adopted performance standards. In the elementary schools, Grades K - 5 use MacMillan McGraw_Hill Wonders series (adopted 2017-2018). The Math Learning Center (Bridges) is the newly adopted math curriculum beginning in August 2018; in grades, K-5 Harcourt Brace is used for Social Studies and Science. Grades K-5 will use MacMillan McGraw Hill Wonders to teach ELD. For all grades, K-5, the district has encouraged the implementation of the "Write from the Beginning" writing program. It is aligned to the district priority on the use of Thinking Maps. Recent textbook sufficiency reviews (Williams Visit August 2017 indicate that every student either has an appropriate textbook or one has been ordered for them. Textbooks are available to be used at home by the students. Additionally, the district provides materials to support curriculum instruction such as Lexia and Dreambox.

6. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

    Standards based instructional materials are available at all grade levels. Appropriate intervention materials are purchased using Title I and LCFF funds. A district approved intervention list is provided to ensure that appropriate materials are purchased. Additional grade level materials will be purchased to support critical thinking skills and collaboration.

<u>Opportunity and Equal Educational Access</u>

7. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

    Strategies are in place to assist under-performing students in attaining proficiency in the common core standards for each grade level during the regular school day. Grade level teams develop SMART goals and use research-based teaching practices to move under-performing students toward proficiency. Assessments, such as Dibels are used for screening, monitoring, and evaluation. In addition, Lexia, and Read LIve is used during the day as Tier II and Tier III interventions for under-performing students. General education teachers provide instruction within a collaborative service model that ensures access to the core curriculum for all students. The general education teacher works collaboratively with the special education staff in professional learning communities. Tier II and Tier III interventions are developed to target specific students who are underperforming in the designated skill. Student groups that are designated for specific learning purposes utilize a variety of service delivery models including small group instruction and a variety of instructional strategies including cooperative learning, direct instruction, guided reading, etc. Once a student is receiving Tier III interventions, or several Tier II interventions and that student fails to progress, an SST will be held for the student. At the SST additional information will be gathered that will allow for the development of a more effective program. The SST may generate a referral for further formal assessment at the site level. Additional community referrals may be suggested.

    Teachers use effective strategies such as collaborative conversations, pair/share, Fun Fast Furious, whole brain teaching and Kahoot for to increase student engagement. Peer coaching will be developed to support improved Tier I instruction. Small group instruction is used to provide additional support within the regular classroom during the regular day.

8. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

    The school works collaboratively with families to analyze individual student needs in the academic, behavior and attendance areas through the Student Study Team and the Student Attendance Review Teams processes. These teams provide assistance to families in the form of referrals for local services including medical and counseling services designed to meet the financial needs of the family.
    Bella Vista has an after-school education program for students in grades 1-5.

    Parents have opportunities to attend various training throughout the school year that address strategies and how to help their child be successful in school. Monthly newsletters are sent home to support science and math activities in the home in place of daily homework.

Funding

9. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

    Services are provided by both centralized and site-based categorical funds to help under-performing students meet standards. Centralized categorical funds are used to supplement professional development activities, services to English language learners, intervention classes (Tier II, and Tier III), services to under-performing students, homeless students, childcare, and for testing services/support. Site-based categorical funds are used to provide extended day and during the day intervention classes in reading, math, writing, and social/emotional/behavioral areas for all students identified as under-performing. Additionally, these funds provide instructional materials, resources, a Prevention Specialist and professional development for the teachers.

Description of Barriers and Related School Goals

Student attendance continues to be a barrier. Although various strategies are implemented throughout the year to encourage positive attendance there continues to be a significant problem with chronic and moderately chronic absenteeism.

Based on results from the Panorama Student SEL survey there is a need to develop self-management and a growth mindset.

Social skills are being addressed throughout the school on a daily basis. There continues to be a need for structured lessons that address social skills as well as strategies to prevent and address bullying. Also, currently there is no use of a common language to support students social and emotional needs.

All teachers work with students that are performing below expected grade levels. Although interventions are offered before and after school transportation seems to be a barrier in getting students to the interventions.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	139	133	147	134	130	145	134	130	145	96.4	97.7	98.6
Grade 4	149	131	142	145	127	141	145	127	141	97.3	96.9	99.3
Grade 5	127	148	127	123	144	127	123	144	127	96.9	97.3	100
All Grades	415	412	416	402	401	413	402	401	413	96.9	97.3	99.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students												
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	2362.5	2361.8	2411.1	8	6.92	19.31	13	10.77	24.83	19	29.23	22.07	60	53.08	33.79
Grade 4	2387.0	2404.4	2419.3	5	6.30	12.06	16	20.47	17.02	14	21.26	19.86	66	51.97	51.06
Grade 5	2435.5	2431.4	2447.3	6	8.33	7.87	20	20.14	23.62	21	15.97	22.05	53	55.56	46.46
All Grades	N/A	N/A	N/A	6	7.23	13.32	16	17.21	21.79	18	21.95	21.31	60	53.62	43.58

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	9	7.69	27.59	31	34.62	38.62	60	57.69	33.79
Grade 4	7	7.09	13.48	32	48.03	48.23	61	44.88	38.30
Grade 5	11	11.81	14.17	32	38.19	38.58	58	50.00	47.24
All Grades	9	8.98	18.64	32	40.15	41.89	60	50.87	39.47

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	7	7.69	14.48	31	32.31	40.69	63	60.00	44.83
Grade 4	6	4.72	8.51	37	37.01	35.46	57	58.27	56.03
Grade 5	7	13.19	9.45	40	31.94	40.94	54	54.86	49.61
All Grades	6	8.73	10.90	36	33.67	38.98	58	57.61	50.12

Listening Demonstrating effective communication skills								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	4.62	19.31	56	67.69	68.28	35	27.69	12.41
Grade 4	8	6.30	9.22	54	59.84	68.79	37	33.86	21.99
Grade 5	10	6.25	4.72	53	54.86	59.84	37	38.89	35.43
All Grades	9	5.74	11.38	54	60.60	65.86	37	33.67	22.76

Research/Inquiry Investigating, analyzing, and presenting information								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	8	6.92	25.52	39	41.54	50.34	53	51.54	24.14
Grade 4	6	9.45	13.48	41	49.61	50.35	54	40.94	36.17
Grade 5	17	13.19	14.17	56	40.97	48.03	27	45.83	37.80
All Grades	10	9.98	17.92	45	43.89	49.64	45	46.13	32.45

Conclusions based on this data:

1. Bella Vista students made overall growth in ELA. Overall there was an increase in core growth of 72 points. Currently the distance from 3 is -41 points.

2. 3rd grade students made significant growth with subgroups closing the gap with the following percent proficient: Overall 44%, AA 35%, Hispanic 42%, White 57%, SPED 17%, ELL 37%

3. 4th grade students made the least growth comparatively speaking however the cohort from 3rd to 4th had an increase in percent proficient of 11.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	138	133	147	136	130	145	136	130	145	98.6	97.7	98.6
Grade 4	149	131	142	145	127	140	145	127	140	97.3	96.9	98.6
Grade 5	127	149	127	123	145	126	123	145	126	96.9	97.3	99.2
All Grades	414	413	416	404	402	411	404	402	411	97.6	97.3	98.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students												
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	2373.3	2378.1	2409.6	5	3.85	11.72	18	15.38	29.66	24	37.69	24.14	53	43.08	34.48
Grade 4	2404.2	2402.2	2406.5	5	1.57	2.14	9	9.45	13.57	30	38.58	31.43	57	50.39	52.86
Grade 5	2401.7	2418.0	2439.1	1	6.90	2.38	3	3.45	7.94	19	15.17	35.71	77	74.48	53.97
All Grades	N/A	N/A	N/A	4	4.23	5.60	10	9.20	17.52	25	29.85	30.17	62	56.72	46.72

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	13	9.23	25.52	30	34.62	33.79	57	56.15	40.69
Grade 4	8	3.94	9.29	19	25.98	20.00	72	70.08	70.71
Grade 5	2	6.21	5.56	13	11.72	23.81	85	82.07	70.63
All Grades	8	6.47	13.87	21	23.63	26.03	71	69.90	60.10

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	6	1.54	17.24	42	53.85	46.21	52	44.62	36.55
Grade 4	3	3.94	7.14	33	39.37	37.14	63	56.69	55.71
Grade 5	1	5.52	2.38	21	25.52	40.48	78	68.97	57.14
All Grades	3	3.73	9.25	32	39.05	41.36	64	57.21	49.39

	Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	6	7.69	20.69	51	53.85	44.83	43	38.46	34.48
Grade 4	7	5.51	5.71	33	30.71	42.14	60	63.78	52.14
Grade 5	2	6.90	4.76	31	26.90	41.27	67	66.21	53.97
All Grades	5	6.72	10.71	38	36.82	42.82	57	56.47	46.47

Conclusions based on this data:

1. Bella Vista students made overall growth in mathematics in reference to distance from 3. Core growth is 44 points and distance from 3 is -41

2. 4th and 5th grade students had the least growth in math following significantly below the district percent for met or exceeded standard.

3. Hispanic and white subgroups had a higher percent proficient than the overall proficiency for the grade.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1427.0	1435.7	1406.5	37
Grade 1	1470.9	1473.2	1468.1	34
Grade 2	1482.0	1494.5	1468.8	35
Grade 3	1510.9	1513.1	1508.2	31
Grade 4	1498.9	1502.3	1495.0	34
Grade 5	1513.0	1505.5	1519.9	25
All Grades				196

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	14	37.84	*	*	*	*	*	*	37
Grade 1	16	47.06	11	32.35	*	*	*	*	34
Grade 2	*	*	16	45.71	*	*	*	*	35
Grade 3	*	*	12	38.71	*	*	*	*	31
Grade 4	*	*	20	58.82	*	*	*	*	34
Grade 5	*	*	*	*	*	*	*	*	25
All Grades	61	31.12	77	39.29	39	19.90	19	9.69	196

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	16	43.24	12	32.43	*	*	*	*	37
Grade 1	20	58.82	*	*	*	*	*	*	34
Grade 2	24	68.57	*	*	*	*	*	*	35
Grade 3	15	48.39	11	35.48	*	*	*	*	31
Grade 4	12	35.29	18	52.94	*	*	*	*	34
Grade 5	14	56.00	*	*	*	*	*	*	25
All Grades	101	51.53	62	31.63	20	10.20	13	6.63	196

	Written Language Number and Percentage of Students at Each Performance Level for All Students								
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	13	35.14	*	*	13	35.14	*	*	37
Grade 1	11	32.35	13	38.24	*	*	*	*	34
Grade 2	*	*	*	*	11	31.43	*	*	35
Grade 3	*	*	12	38.71	11	35.48	*	*	31
Grade 4			13	38.24	*	*	11	32.35	34
Grade 5	*	*	12	48.00	*	*	*	*	25
All Grades	38	19.39	63	32.14	54	27.55	41	20.92	196

	Listening Domain Number and Percentage of Students by Domain Performance Level for All Students						
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	26	70.27	*	*	*	*	37
Grade 1	25	73.53	*	*	*	*	34
Grade 2	17	48.57	17	48.57	*	*	35
Grade 3	11	35.48	19	61.29	*	*	31
Grade 4	13	38.24	19	55.88	*	*	34
Grade 5	*	*	13	52.00	*	*	25
All Grades	101	51.53	84	42.86	11	5.61	196

	Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students						
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	11	29.73	19	51.35	*	*	37
Grade 1	20	58.82	13	38.24	*	*	34
Grade 2	29	82.86	*	*	*	*	35
Grade 3	19	61.29	11	35.48	*	*	31
Grade 4	19	55.88	13	38.24	*	*	34
Grade 5	17	68.00	*	*	*	*	25
All Grades	115	58.67	65	33.16	16	8.16	196

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	30	81.08	*	*	37
Grade 1	18	52.94	*	*	*	*	34
Grade 2	*	*	*	*	15	42.86	35
Grade 3	*	*	24	77.42	*	*	31
Grade 4			20	58.82	14	41.18	34
Grade 5	*	*	15	60.00	*	*	25
All Grades	38	19.39	109	55.61	49	25.00	196

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	20	54.05	11	29.73	*	*	37
Grade 1	*	*	25	73.53	*	*	34
Grade 2	*	*	22	62.86	*	*	35
Grade 3	*	*	19	61.29	*	*	31
Grade 4	*	*	24	70.59	*	*	34
Grade 5	*	*	*	*	*	*	25
All Grades	50	25.51	111	56.63	35	17.86	196

Conclusions based on this data:

1.

Planned Improvements in Student Performance

LCAP Aligned School Goal #1: Academic Achievement

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic Achievement
LCAP GOAL:
All students will graduate high school prepared with the academic and technical skills necessary for college and career readiness
LCAP ALIGNED SCHOOL GOAL #1:
All students at Bella Vista will meet grade level proficiency standards in all core academic subjects: English Language Arts, Math, Science, and Social Studies
Expected Annual Measurable Outcomes:
Data Matrix – Dashboard indicators noted below are preliminary, locally-calculated estimates. Official State Dashboard results will be released December 2017.

Metric	Overall Baseline	Growth Target	Overall Target	EL Baseline	EL Growth Target	EL Target	Hispanic Baseline	Hisp. Growth Target	Hispanic Target	AA Baseline	AA Growth Target	AA Target	SED Baseline	SED Growth Target	SED Target	SWD Baseline	SWD Growth Target	SWD Target
GOAL 1 – ACADEMIC ACHIEVEMENT							GOAL 1 – ACADEMIC ACHIEVEMENT										
A – CA School Dashboard Academic Indicator ELA	Yelllow (-69.3, 2.0)	7 to 20 points	**-62.3**	Yellow (-69.2, -0.4)	7 to 20 points	**-62.2**	Red (-72.0, 2.0)	20 or more points	**-52.0**	Red (-108.7, -21.7)	20 or more points	**-88.7**	Red (-75.3, 0.6)	20 or more points	**-55.3**	Red (-169.0, -27.5)	20 or more points	**-149.0**
B – CA School Dashboard Academic Indicator Math	Yellow (-84.6, 1.3)	5 to 15 points	**-79.6**	Yellow (-82.3, 2.5)	5 to 15 points	**-77.3**	Yellow (-84.2, 0.2)	5 to 15 points	**-79.2**	Red (-122.1, -8.2)	15 or more points	**-107.1**	Yellow (-90.1, 1.7)	5 to 15 points	**-85.1**	Red (-173.6, -26.7)	15 or more points	**-158.6**
C – CA School Dashboard ELPI	Orange (69.3%, -8.5%)	increase 1.5% to 10%	**70.8%**															
D – EL Reclassification Rate	7.5%	1.5%	**9.0%**															
F – 3rd Grade ELA SBAC (% meeting/exceeding)	17.7%	increase 4%	**21.7%**	14.6%	increase 6%	**20.6%**	18.3%	increase 4%	**22.3%**	7.1%	increase 6%	**13.1%**	15.8%	increase 4%	**19.8%**	0.0%	increase 4%	**4.0%**
G – 3rd Grade DIBELS Benchmark 3 Composite Score (% at benchmark)	37.7%	increase 4%	**41.7%**	26.3%	increase 4%	**30.3%**	37.9%	increase 4%	**41.9%**	16.7%	increase 4%	**20.7%**	37.5%	increase 4%	**41.5%**	7.7%	increase 4%	**11.7%**
J – Williams Textbook/Materials Compliance	100%	maintain or increase	**100%**															

Data Used to Form this Goal:
Additional data used to form this goal includes: K-5 DIBELS data, District ELA and Math Interim Assessment data, 2018 CAASPP results, and ELPAC data
Associate Research Based Data:
Teaching in the Fast Lane by Suzy Pepper Rollins; Teaching in the Fast Lane offers teachers a way to increase student engagement: an active classroom. The active classroom is about creating learning experiences differently, so that students engage in exploration of the content and take on a good share of the responsibility for their own learning. It's about students reaching explicit targets in different ways, which can result in increased student effort and a higher quality of work.

Learning in the Fast Lane by Suzy Pepper Rollins; This essential guide identifies eight high-impact, research-based instructional approaches that will help you

* Make standards and learning goals explicit to students.
* Increase students' vocabulary--a key to their academic success.
* Build students' motivation and self-efficacy so that they become active, optimistic participants in class.

* Provide rich, timely feedback that enables students to improve when it counts.
* Address skill and knowledge gaps within the context of new learning.
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How the School will Evaluate the Progress of this Goal:
Analyze results from: Math and ELA Interim Assessments SBAC/CAASPP Results ELPAC results Progress Adviser Reports DIBELS Benchmark Results Common Grade Level Assessment Results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Full common core implementation with a focus on best first instruction.	8/1/2018-6/9/2019	Teachers, administration	Beyond the school day opportunities for grade level discussions to include unit planning, data analysis, professional development and goal setting. Teachers to receive the district stipend for additional work.	1000-1999: Certificated Personnel Salaries	Title I	63999
			Instructional materials to support development of critical thinking skills such as Dot and Dash, Lego Lessons etc...	4000-4999: Books And Supplies	Title I	30000
			All grade levels will have designated guided reading times on the master schedule.	None Specified	None Specified	0
			Supplementary book sets for classroom use at all grade levels to support AR	4000-4999: Books And Supplies	Title I	6000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Technology subscriptions to support classroom instruction (Accelerated Reading, Discovery Education, Pebble Go etc...)	5800: Professional/Consulting Services And Operating Expenditures	Title I	14000
			Coaching platform to support professional development of teachers to self analyze and address best first instruction	5000-5999: Services And Other Operating Expenditures	Title I	5000
			Teacher instructional materials including resource materials to support and supplement classroom instruction	4000-4999: Books And Supplies	Title I	16000
			Teacher instructional materials to support and supplement classroom instruction (Science materials, Elmo's, notebooks, ink cartridges, etc...)	4000-4999: Books And Supplies	LCFF	29507
			Designated ELD - School-wide master schedule to support a block of time for ELD 5 days a week for 30 minutes.	None Specified	None Specified	0
Additional personnel to support and increase student learning	7/1/2018-6/30/2019	Administration	Bilingual Aides (4 @ 0.3210 FTE)	2000-2999: Classified Personnel Salaries	LCFF	50000
Enrichment Opportunities	7/1/2018-6/30/2019	Administration and classroom teachers	Art Classes 1 day per week	5800: Professional/Consulting Services And Operating Expenditures	LCFF	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			McCallum Theater Program - All 5th grade classes will participate in the McCallum theater program as part of enrichment and fine arts instruction.	None Specified	None Specified	0
			Art Within Reach - All 3rd grade classes will participate in the Art Within Reach program as part of enrichment and fine arts instruction.	None Specified	None Specified	0
			Ballroom dancing	None Specified	None Specified	0
Standardized classrooms	7/1/18-6/30/19	Administration and classroom teachers	Sentence frames will be posted to support language for all students	None Specified	None Specified	0
			Anchor charts will be used to support instruction and student learning.	None Specified	None Specified	
			Word walls	None Specified	None Specified	
			Student work display walls	None Specified	None Specified	
			Focus standards posted	None Specified	None Specified	
			Learning targets posted	None Specified	None Specified	
Intervention	7/1/18-6/30/19		Certificated extra duty for Intervention before and after school to address academic needs in ELA and Math for all subgroups.	1000-1999: Certificated Personnel Salaries	Title I	8893

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Contract for an intervention teacher to support small group instruction including Tier II and various testing opportunities.This is a 4 hour position filled by a retired teacher.	2000-2999: Classified Personnel Salaries	LCFF	27713

Planned Improvements in Student Performance

LCAP Aligned School Goal #2: Parent and Community Partnerships

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parent and Community Partnerships
LCAP GOAL:
Palm Springs Unified School District will collaborate with families and our local communities to ensure all students are actively engaged in learning and connected in meaningful ways to their school and community.
LCAP ALIGNED SCHOOL GOAL #2:
Decrease chronic abseentism and improve daily attendance rates to 96%
Expected Annual Measurable Outcomes:
Data Matrix – Dashboard indicators noted below are preliminary, locally-calculated estimates. Official State Dashboard results will be released December 2017.

Metric	Overall Baseline	Growth Target	Overall Target	EL Baseline	EL Growth Target	EL Target	Hispanic Baseline	Hisp. Growth Target	Hispanic Target	AA Baseline	AA Growth Target	AA Target	SED Baseline	SED Growth Target	SED Target	SWD Baseline	SWD Growth Target	SWD Target
PARTNERSHIPS							GOAL 2 - PARENT & COMMUNITY PARTNERSHIPS										
C – Student Attendance Rates	92.7%	increase 1%	**93.7%**	94.1%	increase 1%	**95.1%**	92.9%	increase 1%	**93.9%**	90.6%	increase 2%	**92.6%**	93.1%	increase 1%	**94.1%**	91.8%	increase 2%	**93.8%**
D – CA School Dashboard Chronic Absenteeism Indicator	baseline 12/2017			baseline 12/2017			baseline 12/2017			baseline 12/2017			baseline 12/2017			baseline 12/2017		
Local Calculation – Chronic Absentee Rate (2016–2017)	27.9%	X		19.4%	X		26.8%	X		36.8%	X		24.4%	X		28.6%	X	

Data Used to Form this Goal:
Additional data used to form this goal includes: Panorama Survey data
Associate Research Based Data:
The Benefits of Parent involvement: What Research has to Say. By G. Olsen|M.L. Fuller — Pearson Allyn Bacon Prentice Hall Updated on Jul 20, 2010 Researchers have evidence for the positive effects of parent involvement on children, families, and school when schools and parents continuously support and encourage the children's learning and development (Eccles & Harold, 1993; Illinois State Board of Education, 1993). According to Henderson and Berla (1994), "the most accurate predictor of a student's achievement in school is not income or social status but the extent to which that student's family is able to: Create a home environment that encourages learning Express high (but not unrealistic) expectations for their children's achievement and future careers Become involved in their children's education at school and in the community.
How the School will Evaluate the Progress of this Goal:
Analyze results from:

Panorama Survey results
Parent attendance rates for school events/trainings
Student attendance rates
Chronic absenteeism rates
Parent-Teacher conference attendance

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase parent materials to support at home parent/student engagement	7/1/18-6/30/19	Administration	Home to school connection newsletter to be sent home monthly that will encourage parent involvement that will replace weekly homework.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	800
Classified extra duty for translations	7/1/18-6/30/19	Administration/Secretary	Extra duty wages and benefits for translating during parent conferences and meetings	2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1000
Parent trainings	7/1/18-6/30/19	Administration and teachers	Parent trainings and informational meetings throughout the year to support student learning	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1056
			Light refreshments for parent trainings and informational meetings	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	250
			Monthly meetings with the principal to discuss concerns and needs.	4000-4999: Books And Supplies	Title I Part A: Parent Involvement	178

Planned Improvements in Student Performance

LCAP Aligned School Goal #3: Safe Learning Environment

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Safe Learning Environment
LCAP GOAL:
Palm Springs Unified will provide students with a clean, healthy, physically and emotionally safe learning environment.
LCAP ALIGNED SCHOOL GOAL #3:
Decrease suspensions for education code violations.
Expected Annual Measurable Outcomes:
Data Matrix – Dashboard indicators noted below are preliminary, locally-calculated estimates. Official State Dashboard results will be released December 2017.

Metric	Overall Baseline	Growth Target	Overall Target	EL Baseline	EL Growth Target	EL Target	Hispanic Baseline	Hisp. Growth Target	Hispanic Target	AA Baseline	AA Growth Target	AA Target	SED Baseline	SED Growth Target	SED Target	SWD Baseline	SWD Growth Target	SWD Target
GOAL 3 – SAFE LEARNING ENVIRONMENT								GOAL 3 – SAFE LEARNING ENVIRONMENT										
A – CA School Dashboard Suspension Rate Indicator	Yellow (5.6%, -2.8%)	decrease 0.3% to 1.0%	5.3% or lower															
C – Student Perception of School Connectedness (Spring Panorama Survey)	Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018		
D – Student Perception of School Safety (Spring Panorama Survey)	Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018		

Data Used to Form this Goal:
Additional data used to form this goal includes: Panorama survey, discipline referral rates
Associate Research Based Data:
How Can We Improve School Discipline?   David Osher, George G. Bear, Jeffrey R. Sprague, and Walter Doyle Published January 2010
School discipline addresses schoolwide, classroom, and individual student needs through broad prevention, targeted intervention, and development of self-discipline. Schools often respond to disruptive students with exclusionary and punitive approaches that have limited value. This article surveys three approaches to improving school discipline practices and student behavior: ecological approaches to classroom management; schoolwide positive behavioral supports; and social and emotional learning. The article examines their epistemological and empirical roots and supporting research, suggesting ways to combine approaches.
How the School will Evaluate the Progress of this Goal:
Analyze results from:

Panorama Survey results
Suspension rates
Expulsion rates
Discipline referral rates

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Prevention Specialist	7/1/2018-6/30/2019	Administration	A classified employee will be hired to work with students as needed to address behavioral and academic issues	2000-2999: Classified Personnel Salaries	LCFF	53443
Continued Implementation of PBIS	7/1/2018-6/30/19	Administration, classroom teachers, PBIS Leadership team	Bi-weekly PBIS meetings to discuss implementation			
			Various incentives and rewards will be purchased and distributed to students displaying appropriate behavior, good attendance as well as academic achievement.	4000-4999: Books And Supplies	LCFF	2000
			Data analysis of behavior data to determine next steps to address classroom and playground support.	None Specified	None Specified	0
			Identify and teach social skills throughout the year	None Specified	None Specified	0
			Consensus building of universal expectations	None Specified	None Specified	0
			Purchase SWS for data collection		LCFF	1000
Playground Supervision	7/1/18-6/30/19	Administration	Wages and benefits for playground supervision 1@ .0802 FTE and 3@ o.3745 FTE	2000-2999: Classified Personnel Salaries	LCFF	32244

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Social Emotional Learning	7/1/18-6/30/19	Teachers	Curriculum to address social emotional learning	4000-4999: Books And Supplies	Title I	15000
			Professional development on new curriculum	5700-5799: Transfers Of Direct Costs	Title I	5000
			Coach Wooden Pyramid of success	None Specified	None Specified	0
School check in System	7/1/18-6/30/19	Administration and office staff	Implementation of a system for checking volunteers and parents into a common data base when visiting Bella Vista (Purchased by the district)	5000-5999: Services And Other Operating Expenditures	LCFF	0
Mental Health Counsleing services	7/1/18-6/30-19	Administration	Secure mental health counseling services for small group support 2 days / week for the school year	5000-5999: Services And Other Operating Expenditures	LCFF	14000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	163892	0.00
Title I Part A: Parent Involvement	3284	0.00
LCFF	212907	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF	212,907.00
None Specified	0.00
Title I	163,892.00
Title I Part A: Parent Involvement	3,284.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	72,892.00
2000-2999: Classified Personnel Salaries	164,400.00
4000-4999: Books And Supplies	99,991.00
5000-5999: Services And Other Operating Expenditures	19,800.00
5700-5799: Transfers Of Direct Costs	5,000.00
5800: Professional/Consulting Services And Operating	17,000.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCFF	1,000.00
2000-2999: Classified Personnel Salaries	LCFF	163,400.00
4000-4999: Books And Supplies	LCFF	31,507.00
5000-5999: Services And Other Operating	LCFF	14,000.00
5800: Professional/Consulting Services And	LCFF	3,000.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	72,892.00
4000-4999: Books And Supplies	Title I	67,000.00
5000-5999: Services And Other Operating	Title I	5,000.00
5700-5799: Transfers Of Direct Costs	Title I	5,000.00
5800: Professional/Consulting Services And	Title I	14,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,484.00
5000-5999: Services And Other Operating	Title I Part A: Parent Involvement	800.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal #	Total Expenditures
Academic Achievement – Rigor and Standards	254,112.00
Parent and Community Partnerships	3,284.00
Safe Learning Environment	122,687.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Lisa Arseo	X				
Kathy Holloway		X			
Jason Moore		X			
Wendy Wear		X			
Sonia Singh				X	
Elizabeth Harvey				X	
Jennifer Pritts				X	
Linda Thomas			X		
Stephen Morgan				X	
Alex Santana				X	
Numbers of members of each category:	**1**	**3**	**1**	**5**	**0**

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.

School Site Council Meeting Minutes

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. 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.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

X	English Learner Advisory Committee	
		Signature
	Special Education Advisory Committee	
		Signature
	Gifted and Talented Education Program Advisory Committee	
		Signature
	District/School Liaison Team for schools in Program Improvement	
		Signature
X	Other committees established by the school or district (list):	
	School Leadership Team, PBS Leadership Team, Grade level team leads	Signature

4. 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.

5. 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.

6. This SPSA was adopted by the SSC at a public meeting on September 17, 2018.

Attested:

Lisa Arseo
Typed Name of School Principal	Signature of School Principal	Date

Elizabeth Harvey
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Evaluation of Planned Improvements in Student Performance

LCAP Aligned School Goal #1: Academic Achievement

SUBJECT: Academic Achievement

LCAP GOAL:
All students will graduate high school prepared with the academic and technical skills necessary for college and career readiness

LCAP ALIGNED SCHOOL GOAL #1:
All students at Bella Vista will meet grade level proficiency standards in all core academic subjects: English Language Arts, Math, Science, and Social Studies

Expected Annual Measurable Outcomes

Data Matrix – Dashboard indicators noted below are preliminary, locally-calculated estimates. Official State Dashboard results will be released December 2017.

Metric	Overall Baseline	Growth Target	Overall Target	EL Baseline	EL Growth Target	EL Target	Hispanic Baseline	Hisp. Growth Target	Hispanic Target	AA Baseline	AA Growth Target	AA Target	SED Baseline	SED Growth Target	SED Target	SWD Baseline	SWD Growth Target	SWD Target
GOAL 1 – ACADEMIC ACHIEVEMENT							GOAL 1 – ACADEMIC ACHIEVEMENT											
A – CA School Dashboard Academic Indicator ELA	Yelllow (-69.3, 2.0)	7 to 20 points	-62.3	Yellow (-69.2, -0.4)	7 to 20 points	-62.2	Red (-72.0, 2.0)	20 or more points	-52.0	Red (-108.7, -21.7)	20 or more points	-88.7	Red (-75.3, 0.6)	20 or more points	-55.3	Red (-169.0, -27.5)	20 or more points	-149.0
B – CA School Dashboard Academic Indicator Math	Yellow (-84.6, 1.3)	5 to 15 points	-79.6	Yellow (-82.3, 2.5)	5 to 15 points	-77.3	Yellow (-84.2, 0.2)	5 to 15 points	-79.2	Red (-122.1, -8.2)	15 or more points	-107.1	Yellow (-90.1, 1.7)	5 to 15 points	-85.1	Red (-173.6, 26.7)	15 or more points	-158.6
C – CA School Dashboard ELPI	Orange (69.3%, -8.5%)	increase 1.5% to 10%	70.8%															
D – EL Reclassification Rate	7.5%	1.5%	9.0%															
F – 3rd Grade ELA SBAC (% meeting/exceeding)	17.7%	increase 4%	21.7%	14.6%	increase 6%	20.6%	18.3%	increase 4%	22.3%	7.1%	increase 6%	13.1%	15.8%	increase 4%	19.8%	0.0%	increase 4%	4.0%
G – 3rd Grade DIBELS Benchmark 3 Composite Score (% at benchmark)	37.7%	increase 4%	41.7%	26.3%	increase 4%	30.3%	37.9%	increase 4%	41.9%	16.7%	increase 4%	20.7%	37.5%	increase 4%	41.5%	7.7%	increase 4%	11.7%
J – Williams Textbook/Materials Compliance	100%	maintain or increase	100%															

How will the school evaluate the progress?

Analyze results from:
Math and ELA Interim Assessments
SBAC/CAASPP Results
ELPAC results
Progress Adviser Reports
DIBELS Benchmark Results
Common Grade Level Assessment Results

Please report progress in actions implemented:

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
1.1 Full common core implementation with a focus on best first instruction.	All grade levels started the school year a week early to plan for ELA and math. Guided reading is scheduled for each grade level. Instructional aides are assigned to grade levels to support guided reading. ELD is scheduled school-wide for 30 minutes daily first thing in the morning. Document cameras have been purchased for each classroom to support teacher and student demonstration and "live editing of student work as necessary. Accelerated reader subscription has been renewed to support reading comprehension. Additional grade level reading materials have not been purchased yet.	Walkthroughs are conducted on a regular basis to ensure implementation of guided reading is standards-based. Small group activities are a review of standards from the previous units work.		
1.2 Additional personnel to support and increase student learning	4 bilingual aides have been hired to support guided reading in the mornings. One position is currently vacant as one aide resigned on October 5, 2018			
1.3 Enrichment Opportunities	5th grade is in the middle of the McCallum Theater Program. 3rd grade has not started the Art Within reach program yet. It is scheduled for January. Ballroom dancing has begun and is happening one day per week.			

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
1.4 Standardized classrooms	Sentence frames are used in a variety of settings in the classroom. Anchor charts developed by the teacher with student input are posted in classrooms. Word walls are up in all classrooms. They look different depending on the grade level. For example 4th and 5th grade will have NVL and greek and latin root words posted. Their word wall is always changing based on the words of the week. Lower grades will still have a traditional word wall posted. Focus standards are posted for ELA in every classroom. Posted student work has not been a focus at this time.			
1.5 Intervention	Before and after school intervention will begin October 22.This is not being paid from Title 1 but from SES funding. The SSC will need to determine how to allocate funds that were set aside for intervention. A part time intervention teacher has been hired and works with various teachers during guided reading.			

Evaluation of Planned Improvements in Student Performance

LCAP Aligned School Goal #2: Parent and Community Partnerships

SUBJECT: Parent and Community Partnerships
LCAP GOAL:
Palm Springs Unified School District will collaborate with families and our local communities to ensure all students are actively engaged in learning and connected in meaningful ways to their school and community.
LCAP ALIGNED SCHOOL GOAL #2:
Decrease chronic abseentism and improve daily attendance rates to 96%
Expected Annual Measurable Outcomes
Data Matrix – Dashboard indicators noted below are preliminary, locally-calculated estimates. Official State Dashboard results will be released December 2017.

Metric	Overall Baseline	Growth Target	Overall Target	EL Baseline	EL Growth Target	EL Target	Hispanic Baseline	Hisp. Growth Target	Hispanic Target	AA Baseline	AA Growth Target	AA Target	SED Baseline	SED Growth Target	SED Target	SWD Baseline	SWD Growth Target	SWD Target
PARTNERSHIPS	GOAL 2 - PARENT & COMMUNITY PARTNERSHIPS																	
C – Student Attendance Rates	92.7%	increase 1%	93.7%	94.1%	increase 1%	95.1%	92.9%	increase 1%	93.9%	90.6%	increase 2%	92.6%	93.1%	increase 1%	94.1%	91.8%	increase 2%	93.8%
D – CA School Dashboard Chronic Absenteeism Indicator	baseline 12/2017			baseline 12/2017			baseline 12/2017			baseline 12/2017			baseline 12/2017			baseline 12/2017		
Local Calculation – Chronic Absentee Rate (2016–2017)	27.9%	X		19.4%	X		26.8%	X		36.8%	X		24.4%	X		28.6%	X	

How will the school evaluate the progress?
Analyze results from:
Panorama Survey results
Parent attendance rates for school events/trainings
Student attendance rates
Chronic absenteeism rates
Parent-Teacher conference attendance

Please report progress in actions implemented:

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
2.1 Purchase parent materials to support at home parent/student engagement	Home to School Parent letters are sent home monthly to support parent engagement in math and science.			

| Actions to be taken to reach this goal | Progress in Actions | | | Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal |
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
2.2 Classified extra duty for translations	Translations will be needed during the first parent teacher conferences. Bilingual instructional aides will be scheduled as needed to support translations.			
2.3 Parent trainings	Reading night is scheduled for November 1. This will be the first parent engagement event. During this event parents will receive instruction on how to support their child in reading at home.			

Evaluation of Planned Improvements in Student Performance

LCAP Aligned School Goal #3: Safe Learning Environment

SUBJECT: Safe Learning Environment
LCAP GOAL:
Palm Springs Unified will provide students with a clean, healthy, physically and emotionally safe learning environment.
LCAP ALIGNED SCHOOL GOAL #3:
Decrease suspensions for education code violations.
Expected Annual Measurable Outcomes
Data Matrix – Dashboard indicators noted below are preliminary, locally-calculated estimates. Official State Dashboard results will be released December 2017.

Metric	Overall Baseline	Growth Target	Overall Target	EL Baseline	EL Growth Target	EL Target	Hispanic Baseline	Hisp. Growth Target	Hispanic Target	AA Baseline	AA Growth Target	AA Target	SED Baseline	SED Growth Target	SED Target	SWD Baseline	SWD Growth Target	SWD Target
GOAL 3 – SAFE LEARNING ENVIRONMENT																		
A – CA School Dashboard Suspension Rate Indicator	Yellow (5.6%, -2.8%)	decrease 0.3% to 1.0%	5.3% or lower															
C – Student Perception of School Connectedness (Spring Panorama Survey)	Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018		
D – Student Perception of School Safety (Spring Panorama Survey)	Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018			Baseline in 2017-2018		

How will the school evaluate the progress?
Analyze results from: Panorama Survey results Suspension rates Expulsion rates Discipline referral rates

Please report progress in actions implemented:

Actions to be taken to reach this goal	Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
	August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
3.1 Prevention Specialist	A classified employee has been hired in this position. He works regularly with students who have behavioral as well as emotional problems preventing them from actively	Behavioral and attendance data will be used to determine effectiveness of the prevention specialist.		

Actions to be taken to reach this goal		Progress in Actions			Data Collected to Evaluate Effectiveness of Actions and Progress if this Goal
		August to November	Data Collected to Evaluate Effectiveness of Actions and Progress of this Goal	December to March	
		participating in classroom activities.			
3.2	Continued Implementation of PBIS	Incentives are purchased and sold with Bulldog bucks o a regular basis.	Bi-weekly meetings		
3.3	Playground Supervision				
3.4	Social Emotional Learning				
3.5	School check in System	This Item was purchased by the school district so the money will need to be reallocated.			
3.6	Mental Health Counsleing services	Mental Health counseling groups have begun. The provider works with predetermined groups weekly.	Attendance and referrals will be tracked to determine the effectiveness of this program.		

Bella Vista Elementary School

October 15, 2018

Agenda for SSC

1. Review of SPSA
2. Core Standards survey
3. Evaluation of SPSA

Bella Vista Elementary School

15 de octubre de 2018

Agenda para SSC

1. Revisión de SPSA
2. Encuesta de Estándares Básicos
3. Evaluación de SPSA

Bella Vista Elementary School

September 17, 2018

Agenda for SSC

1. Review of SSC By laws
2. Voting on officers
3. Review of Parent Involvement Policy
4. Review and allocation of Title 1 budget
   a. Increase of $9999
   b. Increase of $ 356 Parent Participation
   c. Discussion of other needs

Bella Vista Elementary School

17 de septiembre de 2018

Agenda para SSC

1. Revisión de SSC por leyes

2. Votación de los oficiales

3. Revisión de la política de participación de los padres

4. Revisión y asignación del presupuesto del Título 1

   a. Aumento de $9999

   b. Aumento de la participación de padres $ 356

   c. Discusión de otras necesidades

SSC Meeting Minutes

September 17, 2018 Members in Attendance	Stephan Morgan Elizabeth Harvey Jennifer Pritts Sonia Singh Alex Santana- absent Jason Moore Kathy Holloway Wendy Wear Linda Thomas Lisa Arseo
Voting on Officers	Chairperson: Elizabeth Harvey Vice Chair: Jason Moore Secretary: Wendy Wear
Parent Policy	Ms. Arseo made a motion to table this until the next meeting. Ms. Harvey seconded, the vote passed.
Title 1 Funds	1. Went through expenditures so far. 2. $20,000 left for teachers to plan for 3 hours 2 times a year. 3. Money is set aside for tutoring. Lisa will look into substitute teachers, teachers at other schools, and retired teachers for the tutoring positions if teachers cannot do it. 4. There is an additional $356 added to the funds for family involvement. Ms. Arseo made a motion to add it to Parent Trainings for make and take activities. Ms. Wear seconded and the vote passed. 5. Mr. Morgan motioned to split the extra $9,999 we received in Title 1 Funds into $6,000 for Instructional Resources and $3,999 into Planning for teachers. Ms. Harvey seconded and the vote passed.
LCFF- Local Control Funding Formula	1. Out of this money comes the intervention teacher, the prevention specialist, and playground supervisors. 2. After all expenses, there is still around $50,000 left to spend. 3. We will have a better count of what is left at October's meeting.

Budget By Expenditures

Bella Vista Elementary School

Funding Source: LCFF   **$212,907.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Teacher instructional materials to support and supplement classroom instruction (Science materials, Elmo's, notebooks, ink cartridges, etc...)	4000-4999: Books And Supplies	$29,507.00		Full common core implementation with a focus on best first instruction.
Bilingual Aides (4 @ 0.3210 FTE)	2000-2999: Classified Personnel Salaries	$50,000.00		Additional personnel to support and increase student learning
Art Classes 1 day per week	5800: Professional/Consulting Services And Operating Expenditures	$3,000.00		Enrichment Opportunities
Contract for an intervention teacher to support small group instruction including Tier II and various testing opportunities.This is a 4 hour position filled by a retired teacher.	2000-2999: Classified Personnel Salaries	$27,713.00		Intervention
A classified employee will be hired to work with students as needed to address behavioral and academic issues	2000-2999: Classified Personnel Salaries	$53,443.00		Prevention Specialist
Various incentives and rewards will be purchased and distributed to students displaying appropriate behavior, good attendance as well as academic achievement.	4000-4999: Books And Supplies	$2,000.00		Continued Implementation of PBIS
Purchase SWS for data collection		$1,000.00		Continued Implementation of PBIS
Wages and benefits for playground supervision 1@ .0802 FTE and 3@ o.3745 FTE	2000-2999: Classified Personnel Salaries	$32,244.00		Playground Supervision
Implementation of a system for checking volunteers and parents into a common data base when visiting Bella Vista (Purchased by the district)	5000-5999: Services And Other Operating Expenditures	$0.00		School check in System

Bella Vista Elementary School

Secure mental health counseling services for small group support 2 days / week for the school year	5000-5999: Services And Other Operating Expenditures	$14,000.00		Mental Health Counsleing services

LCFF Total Expenditures:	$212,907.00
LCFF Allocation Balance:	$0.00

Funding Source: None Specified **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Coach Wooden Pyramid of success	None Specified	$0.00		Social Emotional Learning
Data analysis of behavior data to determine next steps to address classroom and playground support.	None Specified	$0.00		Continued Implementation of PBIS
Identify and teach social skills throughout the year	None Specified	$0.00		Continued Implementation of PBIS
Consensus building of universal expectations	None Specified	$0.00		Continued Implementation of PBIS
McCallum Theater Program - All 5th grade classes will participate in the McCallum theater program as part of enrichment and fine arts instruction.	None Specified	$0.00		Enrichment Opportunities
Art Within Reach - All 3rd grade classes will participate in the Art Within Reach program as part of enrichment and fine arts instruction.	None Specified	$0.00		Enrichment Opportunities
Ballroom dancing	None Specified	$0.00		Enrichment Opportunities
Sentence frames will be posted to support language for all students	None Specified	$0.00		Standardized classrooms
Designated ELD - School-wide master schedule to support a block of time for ELD 5 days a week for 30 minutes.	None Specified	$0.00		Full common core implementation with a focus on best first instruction.

Bella Vista Elementary School

All grade levels will have designated guided reading times on the master schedule.	None Specified	$0.00		Full common core implementation with a focus on best first instruction.

None Specified Total Expenditures:	$0.00	
None Specified Allocation Balance:	$0.00	

Funding Source: Title I   **$163,892.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Supplementary book sets for classroom use at all grade levels to support AR	4000-4999: Books And Supplies	$6,000.00		Full common core implementation with a focus on best first instruction.
Technology subscriptions to support classroom instruction (Accelerated Reading, Discovery Education, Pebble Go etc...)	5800: Professional/Consulting Services And Operating Expenditures	$14,000.00		Full common core implementation with a focus on best first instruction.
Coaching platform to support professional development of teachers to self analyze and address best first instruction	5000-5999: Services And Other Operating Expenditures	$5,000.00		Full common core implementation with a focus on best first instruction.
Teacher instructional materials including resource materials to support and supplement classroom instruction	4000-4999: Books And Supplies	$16,000.00		Full common core implementation with a focus on best first instruction.
Beyond the school day opportunities for grade level discussions to include unit planning, data analysis, professional development and goal setting. Teachers to receive the district stipend for additional work.	1000-1999: Certificated Personnel Salaries	$63,999.00		Full common core implementation with a focus on best first instruction.
Instructional materials to support development of critical thinking skills such as Dot and Dash, Lego Lessons etc...	4000-4999: Books And Supplies	$30,000.00		Full common core implementation with a focus on best first instruction.
Certificated extra duty for Intervention before and after school to address academic needs in ELA and Math for all subgroups.	1000-1999: Certificated Personnel Salaries	$8,893.00		Intervention

Bella Vista Elementary School

Proposed Expenditure	Object Code	Amount	Goal	Action
Curriculum to address social emotional learning	4000-4999: Books And Supplies	$15,000.00		Social Emotional Learning
Professional development on new curriculum	5700-5799: Transfers Of Direct Costs	$5,000.00		Social Emotional Learning

Title I Total Expenditures:	$163,892.00	
Title I Allocation Balance:	$0.00	

Funding Source: Title I Part A: Parent Involvement $3,284.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Home to school connection newsletter to be sent home monthly that will encourage parent involvement that will replace weekly homework.	5000-5999: Services And Other Operating Expenditures	$800.00		Purchase parent materials to support at home parent/student engagement
Extra duty wages and benefits for translating during parent conferences and meetings	2000-2999: Classified Personnel Salaries	$1,000.00		Classified extra duty for translations
Parent trainings and informational meetings throughout the year to support student learning	4000-4999: Books And Supplies	$1,056.00		Parent trainings
Light refreshments for parent trainings and informational meetings	4000-4999: Books And Supplies	$250.00		Parent trainings
Monthly meetings with the principal to discuss concerns and needs.	4000-4999: Books And Supplies	$178.00		Parent trainings

Title I Part A: Parent Involvement Total Expenditures:	$3,284.00	
Title I Part A: Parent Involvement Allocation Balance:	$0.00	
Bella Vista Elementary School Total Expenditures:	$380,083.00	