

School Year: **2020-21**



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Bella Vista Elementary
Address	65750 Avenida Jalisco Desert Hot Springs, CA 92240- 3654
County-District-School (CDS) Code	33-67173-6032429
Principal	Lisa Arseo
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/2020-6/30/2021
Schoolsite Council (SSC) Approval Date	4/30/2020
Local Board Approval Date	7/23/2020

X This certifies that updates to my SPSA are completed

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

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 races 5%

English Learners 30%

English only 70%

The facility has 32 classrooms and three portables. Each classroom has a short arm throw projector, sound amplification system, and teacher desktop that connects remotely to the projector. Each teacher is provided with a laptop and a document camera to support effective instructional practices and increase student engagement. Each first-grade classroom currently has a SMARTboard installed to increase student engagement and is used as an instructional tool. Additional SMART boards will be installed as funding is available. Kindergarten will receive their boards in 2020-2021 as will 2nd grade. Each year additional SMART boards will be purchased until each classroom is equipped with a SMARTboard.

Currently, students in grades 3-5 participate in a 1:1 chrome book program where students are able to take their devices home. Grades k-2 have chrome book carts that are used in the classroom so each student has a device.

For the 2020-2021 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 on ELA and Math
2. Common Core instruction and Unit Development (Content classes, Tier 2 and core support)
3. Ongoing development of a comprehensive system of standards focus, backward mapping, assessment, and data analysis that is revised as necessary yearly.
4. Designated ELD scheduled consistently across the grade level for 45 minutes four times per week.
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 provide targeted intervention to support struggling learners.
8. Enrichment opportunities that require critical thinking (art class, technology, and group activities)
9. Opportunities for teacher planning beyond the school day
10. Academic coach
11. Participation in on-going math professional development to support conceptual understanding
12. Full-time intervention teacher

Safe and Secure Environments

1. School-wide PBIS Implementation
2. Explicitly taught lessons that address skills for success
3. Lessons to address Bullying Prevention
4. Safe egress and ingress

5. Counselor to address student needs
6. Dovetail Learning tools to develop and support social-emotional learning
7. Prevention Specialist
8. Playworks coach
9. Additional counseling support for the purpose of small group intervention
11. Lessons in 5th grade to address suicide prevention
12. Lessons in 4th grade to address substance abuse

Parent and Community Partnerships:

1. Parent newsletters to be mailed out monthly that supports science, ELA, 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 involvement and character development

Purpose and Description

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

- ✗ Schoolwide Program

Briefly describe 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.

Bella Vista Elementary School Site Council (SSC) meets regularly during the school year to review and update the school plan including proposed expenditures of Title I funds. School goals are based upon comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including interim assessments, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input and advice are solicited from school advisory committees including ELAC and the School Leadership team. The BVES School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps.

Stakeholder Involvement

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

SSC Election Dates and Results:

Nominations for SSC ballots for the 2019-2020 school year were made available during the Back to School night event on August 5, 2019. Interested candidates submitted their names. Ballots were sent home with directions to nominate 2 members to SSC. Nominated to school site council: Jackie Flores and Norma Herrera Gutierrez. Keith reedy and Julie Johnson were nominated by the staff by ballot, to be the teacher representatives. Cam Vu was voted by ballot to be the classified representative.

SSC Meetings and Topics

- * September 10, 2019 - SSC training, review of SSC Bylaws, determination of meeting dates, and review of the budget.
- * October 10, 2019 - Review of Parent Engagement Policy, the election of officers, review of meeting dates, and review of student data (CAASPP)
- * November 12, 2019 - Cancelled

* February 11, 2020 - LCAP presentation, review of Panorama survey, and review of the budget to determine unallocated funds

* A virtual meeting was held on April 30, 2020. - The SPSA for the 2020-2021 school year budget was shared with all present. A vote was held to approve all items in the budget. A previous discussion regarding these items occurred at the February 11, 2020 meeting. Both Title I and LCFF funding was discussed and approved by a unanimous vote. ELAC information was also shared by a member of the audience. Questions were voiced concerning speech support and a dual immersion program. SSC members present at the virtual meeting were - L. Arseo, J. Moore, J. Johnson, C. Vu, K. Reedy, E. Harvey, and several other guests in the audience.

The SSC discussed agreed to continue funding for the reading intervention teacher, bilingual aides, playground supervisors, prevention specialist and mental health service from an outside agency. Funding was approved for various technological software and hardware to include print cartridges. SSC agreed to set aside a lump sum of money for necessary instructional materials for students and teachers as the need arises. Additional funds were also set aside to continue to install SMART Boards in the remainder of the classes that currently do not have one.

SIBME will no longer be used as the same benefit can be reconciled with the use of a phone or iPad or another device that can record a lesson.

ELAC Meeting - September 23, 2019. ELAC voted and decided to join SSC.

Based on the evaluation of the implementation and effectiveness of the SPSA actions, and the review of the California School dashboard, Orenda assessments, and Panorama Survey and Zoo You data, limited revisions were made to the SPSA due to the growth that Bella Vista has made.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Through our needs assessment, we identified a resource inequity within our students with disabilities group. Our SWD group continues to perform below our All Students group in ELA and math. We have addressed this inequity through the following actions:

- The Special Education department will participate in all academic professional development provided to the school. They will work collaboratively with general education teachers to support grade-level standard mastery as well as incorporate goal support during the day.
- The Special Education department will continue to incorporate a Learning Center to more effectively meet the needs of students performing far below grade level.
- Students receiving special education support will be grouped to be better able to provide services during the general education setting.

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 student groups, including low-income students, English learners, and foster youth have led to improved performance for these students.

Dashboard ELA progress Indicator

All students had an increase of 10.8 points (Yellow). 29.7 points below standard.

African American students had an increase of 33.5 points (Yellow). 48.8 points below standard.

English learners maintained progress with 0.8 points (Orange). 41.5 points below standard.

Socioeconomically Disadvantaged students had an increase of 9.9 points (Yellow). 35.2 points below standard.

Hispanic students had an increase of 6.8 points (Yellow). 34.4 points below standard.

White students increased significantly with an increased 8.8 points (Green). 4.3 points below standard.

Students with Disabilities had an increase of 34.5 points (Orange). 93.9 points below standard.

Dashboard Math Progress Indicator

Students with disabilities increased by 7.6 points (Orange). 127.4 points below standard.

African Americans increased 5.9 points (Yellow). 84.2 points below standard.

Reflections: Success

English Language Learners
15.3% of English Language Learners were redesignated

Dashboard Suspension Rate
All students maintained 0.2% (Yellow)
English Learners declined by 1.6% (Blue)
Hispanic maintained with 0% (Yellow)
Socioeconomically Disadvantaged maintained at 0.1% (Yellow)
Students with disabilities declined by 2.3% (Yellow)
Two or more races declined by 2.4% (Blue)

Dashboard Science Test (Cast)
White 18.75% met or exceeded the standard.

A focus on best first instruction has been a tremendous asset in academic improvement. Students with disabilities showed an increase in each academic category however they are still significantly below other student groups. During the 2020-2021 school year, students with special needs will continue to receive services with either a push in or through the learning center. 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 rates and increased attendance. If students are removed from a class for any period of the day, the Prevention Specialist works one on one with students to complete written reflections as well as grade-level classroom work. The prevention specialist will continue to support students with behavioral needs. He will also transition to include more of a focus on attendance. Progress in ELA can be attributed to the current system of determining 5 focus standards per Unit of Study (5 weeks long). Assessments are aligned with SBAC rigor. Data analysis on a regular basis with a focus on instructional strategies will be made available through the funding of additional grade-level collaboration time throughout the year.

Referring to the California School Dashboard, identify: (a) any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators AND (b) identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these areas of low performance and performance gaps?

Dashboard Math Progress Indicator
All students declined 11.1 points (Orange). 73.2 points below standard.
White declined 15.7 points (Orange). 55.9 points below standard.
English Learners declined 18.3 points (Orange). 81.1 points below standard.
Hispanic declined 15.9 points (Orange). 78.9 points below standard.
Socioeconomically Disadvantaged declined 13.4 points (Orange) 79.2 points below standard.

37.8 % of English Language Learners are making progress towards English Language Proficiency (Performance level is low)

Dashboard Suspension Rate
Homeless increased by 1.7% (Orange).
White increased by 0.6% (Orange)
African Americans increased by 1.8% (Red)

Dashboard Attendance Rate
All students declined by 1% (Orange) 24.5% chronically absent
African American declined 0.5% (Orange) 28.7% chronically absent
Students with disabilities declined by 3.6% (Orange) 27% chronically absent
English Learners declined by 1.3% (Orange) 21.6% chronically absent
Hispanic declined by 0.9% (Orange) 23.7% chronically absent
Socioeconomically disadvantaged declined by 0.9% (orange) 24.7% chronically absent
Two or more races declined by 3.8% (yellow) 18.2% chronically absent
Homeless increased by 0.6% (Red) 35.2% chronically absent
White increased by 3.1% (Red) 25% chronically absent

Dashboard Science Test (CAST)
All students 11.37% met or exceeded the standard.
Students with disabilities 0% met or exceeded the standard.

Reflections: Identified Need

Socioeconomically disadvantaged 8.62% met or exceeded the standard.
African American 12.5% met or exceeded the standard.
Hispanic 10.64% met or exceeded the standard.
English Language Learners 0% met or exceeded the standard.

Students who receive special education services need additional support in math and ELA in order to try and close the academic achievement gap. Bella Vista will work with the Special education department to revise the current push in and pull out system to a Learning Center system. Students during the 2019-2020 school year have shown growth based on Unit assessments in both ELA and Math. African American students are also struggling in both Math and ELA and also need additional support to help close the achievement gap. Additional professional development will be provided by High Impact Math. Bella Vista will continue to work with High Impact math. Part of the extra time for collaboration will be designated for more in-depth Unit development in regards to math. ELD will also be reconfigured for the 2020-2021 school year. ELD classes will take place 4 days a week for 45 minutes. A specific outline for lessons to be covered based on student needs will be developed with a focus on skills for language development that mirrors the necessary skills to be successful on the ELPAC. An intervention teacher will continue to provide support for students reading below grade level. All bilingual aides will work with small groups under the supervision of the intervention teacher. Intervention classes will focus on students who are more than 2 years below grade level. In order to support increased reading ability, a literacy plan will be developed to support teachers at all grade levels to ensure foundational skills are mastered. Data will be regularly reviewed to ensure that students are only in intervention as needed and not for the entirety of the year. Science instruction will be a focus at all grade levels. Students will receive regularly scheduled science lessons based on current NGSS.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.40%	0.13%	0.13%	3	1	1
African American	12.15%	10.59%	8.57%	90	81	67
Asian	0.40%	0.52%	0.77%	3	4	6
Filipino	0.27%	0.26%	0.38%	2	2	3
Hispanic/Latino	66.67%	67.71%	68.03%	494	518	532
Pacific Islander	%	0.13%	0.26%		1	2
White	15.65%	15.29%	16.75%	116	117	131
Multiple/No Response	%	%	5.12%			0
Total Enrollment				741	765	782

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	109	128	146
Grade 1	123	105	121
Grade 2	113	124	111
Grade3	135	127	132
Grade 4	138	146	125
Grade 5	123	135	147
Total Enrollment	741	765	782

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	209	200	209	28.2%	26.1%	26.7%
Fluent English Proficient (FEP)	25	41	38	3.4%	5.4%	4.9%
Reclassified Fluent English Proficient (RFEP)	15	32	10	6.8%	15.3%	5.0%

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
765	91.9	26.1	0.8

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	200	26.1
Foster Youth	6	0.8
Homeless	117	15.3
Socioeconomically Disadvantaged	703	91.9
Students with Disabilities	81	10.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	81	10.6
American Indian	1	0.1
Asian	4	0.5
Filipino	2	0.3
Hispanic	518	67.7
Two or More Races	41	5.4
Pacific Islander	1	0.1
White	117	15.3

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Mathematics



Orange

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Yellow

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 29.7 points below standard Increased ++10.8 points 356	<p>English Learners</p>  Orange 41.5 points below standard Maintained ++0.8 points 125	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 50.5 points below standard Declined -13.8 points 36	<p>Socioeconomically Disadvantaged</p>  Yellow 35.2 points below standard Increased ++9.9 points 319	<p>Students with Disabilities</p>  Orange 93.9 points below standard Increased Significantly ++34.5 points 44

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 48.8 points below standard Increased Significantly ++33.5 points 38	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 34.4 points below standard Increased ++6.8 points 239	 No Performance Color 14.5 points below standard Declined Significantly -17.6 points 22	 No Performance Color 0 Students	 Green 4.3 points below standard Increased ++8.8 points 56

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
76 points below standard Increased ++3.1 points 86	34.6 points above standard Increased ++6.8 points 39	26 points below standard Increased ++14.5 points 225

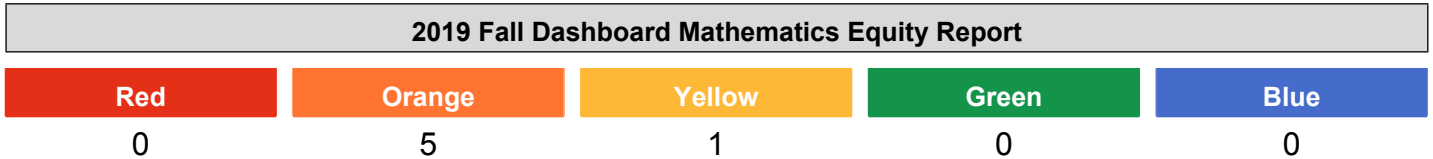
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 73.2 points below standard Declined -11.1 points 355	<p>English Learners</p>  Orange 81.1 points below standard Declined Significantly -18.3 points 125	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color 99.7 points below standard Declined Significantly -55.1 points 36	<p>Socioeconomically Disadvantaged</p>  Orange 79.2 points below standard Declined -13.4 points 318	<p>Students with Disabilities</p>  Orange 127.4 points below standard Increased ++7.6 points 44

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 84.2 points below standard Increased ++5.9 points 38		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 78.9 points below standard Declined Significantly -15.9 points 238	 No Performance Color 37.8 points below standard Maintained -0.1 points 22		 Orange 55.9 points below standard Declined Significantly -15.7 points 56

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

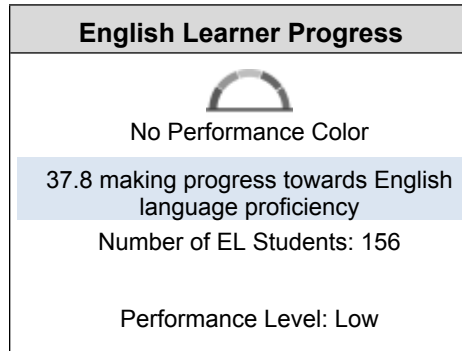
Current English Learner	Reclassified English Learners	English Only
103.1 points below standard Declined Significantly -17.8 points 86	32.7 points below standard Declined -12.6 points 39	71.2 points below standard Declined -8.7 points 224

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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.

2019 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
46	51	7	52

School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
2	5	1	0	0

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange	 Orange	 No Performance Color
24	21.6	50
Declined -1	Declined -1.3	Declined -25
834	218	14
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red	 Orange	 Orange
35.2	24.7	27
Increased +0.6	Declined -0.9	Declined -3.6
128	772	100

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 28.7 Declined -0.5 94	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 23.7 Declined -0.9 557	 Yellow 18.2 Declined -3.8 44	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Red 25 Increased +3.1 128

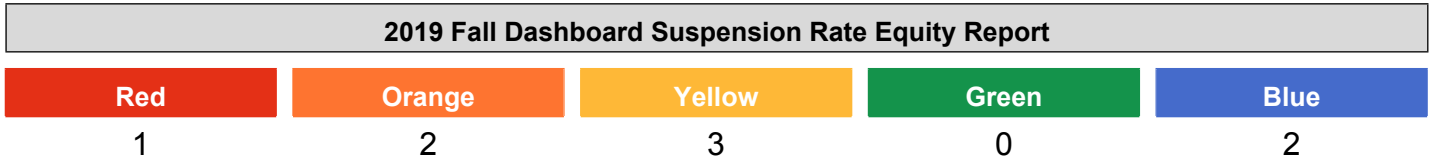
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 2.3 Maintained +0.2 870	<p>English Learners</p>  Blue 0 Declined Significantly -1.6 226	<p>Foster Youth</p>  No Performance Color 6.7 Increased +6.7 15
<p>Homeless</p>  Orange 5 Increased +1.7 140	<p>Socioeconomically Disadvantaged</p>  Yellow 2.4 Maintained +0.1 801	<p>Students with Disabilities</p>  Yellow 4.8 Declined -2.3 105

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 7.1 Increased +1.8 99	 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 7	 No Performance Color Less than 11 Students - Data 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.4 Maintained 0 572	 Blue 0 Declined -2.4 46	 No Performance Color Less than 11 Students - Data 1	 Orange 3.6 Increased +0.6 140

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.1	2.3

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1 – Increased Academic Achievement

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																															
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	California School Dashboard - Academic Indicator for English Language Arts (Color (DFM)- Status - Level - Change) All Students (ALL) -33.6 Low Increased -7 English Learners (EL) -35.3 Low Increased -7 Hispanic (Hisp) -33 Low Increased -7 African American (AA) -70 Low Increased -12.6 Socioeconomically Disadvantaged (SED) -38 Low Increased -7 Students with Disabilities (SWD)-100 Very Low Increased -8.3	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Yellow</td> <td>29.7 points below standard</td> <td>Increased ++10.8 points</td> </tr> <tr> <td>EL</td> <td>Orange</td> <td>41.5 points below standard</td> <td>Maintained ++0.8 points</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>34.4 points below standard</td> <td>Increased ++6.8 points</td> </tr> <tr> <td>AA</td> <td>Yellow</td> <td>48.8 points below standard</td> <td>Increased Significantly ++33.5 points</td> </tr> <tr> <td>SED</td> <td>Yellow</td> <td>35.2 points below standard</td> <td>Increased ++9.9 points</td> </tr> <tr> <td>SWD</td> <td>Orange</td> <td>93.9 points below standard</td> <td>Increased Significantly ++34.5 points</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	29.7 points below standard	Increased ++10.8 points	EL	Orange	41.5 points below standard	Maintained ++0.8 points	Hisp	Yellow	34.4 points below standard	Increased ++6.8 points	AA	Yellow	48.8 points below standard	Increased Significantly ++33.5 points	SED	Yellow	35.2 points below standard	Increased ++9.9 points	SWD	Orange	93.9 points below standard	Increased Significantly ++34.5 points			
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California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	California School Dashboard - Academic Indicator for Mathematics (Color (DFM) - Status - Level - Change) All Students (ALL) -54.1 Low Increased -7 English Learners (EL) -55.9 Low Increased -7 Hispanic (Hisp)-56 Low Increased -7 African American (AA) -83.2 Low Increased -7 Socioeconomically Disadvantaged (SED) -58.7 Low Increased -7 Students with Disabilities (SWD) -100.1 Very Low Increased Significantly -16	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Orange</td> <td>73.2 points below standard</td> <td>Declined -11.1 points</td> </tr> <tr> <td>EL</td> <td>Orange</td> <td>81.1 points below standard</td> <td>Declined Significantly -18.3 points</td> </tr> <tr> <td>Hisp</td> <td>Orange</td> <td>78.9 points below standard</td> <td>Declined Significantly -15.9 points</td> </tr> <tr> <td>AA</td> <td>Yellow</td> <td>84.2 points below standard</td> <td>Increased ++5.9 points</td> </tr> <tr> <td>SED</td> <td>Orange</td> <td>79.2 points below standard</td> <td>Declined -13.4 points</td> </tr> <tr> <td>SWD</td> <td>Orange</td> <td>127.4 points below standard</td> <td>Increased ++7.6 points</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Orange	73.2 points below standard	Declined -11.1 points	EL	Orange	81.1 points below standard	Declined Significantly -18.3 points	Hisp	Orange	78.9 points below standard	Declined Significantly -15.9 points	AA	Yellow	84.2 points below standard	Increased ++5.9 points	SED	Orange	79.2 points below standard	Declined -13.4 points	SWD	Orange	127.4 points below standard	Increased ++7.6 points			
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Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Dashboard – English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator English Learners (EL) Baseline Results: Maintain or increase Well Developed - 34% Moderately Developed - 42%	California School Dashboard - English Learner Progress Indicator (ELPI) ELPAC Baseline Results: Dashboard Status and Percentage – 37.8% making progress (Low)
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate RFEP - 8.8%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - 15.3%
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) 48.1% English Learners (EL) 39.5% Hispanic (Hisp) 46.2% African American (AA) 41.3% Students with Disabilities (SWD) 20.7%	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) 3rd grade Students (ALL) ELA - 48.54%
3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL)	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting the target Composite Score on Benchmark 3 test All Students (ALL) 45%	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting the target Composite Score on Benchmark 3 test All Students (ALL) - Unfortunately, 3rd grade did not administer the daze portion of Dibels, therefore, there is not Dibels composite data.
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance 100%	Williams Textbook/Materials Compliance - 100%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Increased educational planning opportunities throughout the school year. Teachers will return to work	Teachers met prior to the beginning of the year to plan units and receive professional	Professional development stipends for teachers to attend a	Professional development stipends for teachers to attend a

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>several days prior to the beginning of the work year to receive several professional development training as well as work collaboratively with their grade levels to develop aligned and consistent lesson plans based on each unit's focus standard.</p>	<p>development in Accelerated Reader, Science, and math.</p>	<p>week prior to the beginning of the school year as well as additional planning time after regular school hours. 1000-1999: Certificated Personnel Salaries Title I 37066</p>	<p>week prior to the beginning of the school year as well as additional planning time after regular school hours. 1000-1999: Certificated Personnel Salaries Title I 38610</p>
		<p>Professional development stipends 1000-1999: Certificated Personnel Salaries LCFF 30888</p>	<p>Professional development stipends 1000-1999: Certificated Personnel Salaries LCFF 1200</p>
<p>Additional personnel to support and increase student learning and achievement</p>	<p>Bilingual aides were hired and worked with the intervention specialist to assist students that are struggling learners in reading.</p>	<p>Bilingual Aides (4 @ 0.3210 FTE) 2000-2999: Classified Personnel Salaries LCFF 55312</p>	<p>Wages and benefits for 4 bilingual instructional aides 2000-2999: Classified Personnel Salaries LCFF 33794</p>
		<p>Intervention teacher 1000-1999: Certificated Personnel Salaries Title I 107889</p>	<p>Wages and benefits for intervention teacher 50% 1000-1999: Certificated Personnel Salaries Title I 75931</p>
<p>Coaching Platform</p>	<p>This was not used during the year. The academic coach was more comfortable recording and uploading to the school site's google files to demonstrate exemplary practices of instructional strategies.</p>	<p>Video Platform 5000-5999: Services And Other Operating Expenditures Title I 1439</p>	<p>License for video platform 5000-5999: Services And Other Operating Expenditures Title I 1000</p>
<p>Technology to support engaging classrooms and student growth.</p>	<p>Subscription for Accelerated Reader for grades 1-5. Approximately 400 students used</p>	<p>Accelerated Reader subscription renewal</p>	<p>Subscription for Accelerated Reader</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
This may include hardware or software as determined by SSC.	Accelerated Reader throughout the year.	5000-5999: Services And Other Operating Expenditures Title I 9000	5000-5999: Services And Other Operating Expenditures Title I 13044
		Subscription renewal for classroom instruction 5000-5999: Services And Other Operating Expenditures LCFF 8000	Subscription renewal 5000-5999: Services And Other Operating Expenditures LCFF 896
Best First Instruction and engaging classrooms	Math racks, reading books. paired informational and literature texts, Intervention books, thermal paper for classroom posters, Mystery Science classroom materials and PE equipment	Additional classroom supplies and materials for students and teachers to support best first instruction for ELA and math. 4000-4999: Books And Supplies LCFF 13936	Paired reading texts, intervention books, PE materials 4000-4999: Books And Supplies LCFF 20084
		Additional classroom supplies and materials 4000-4999: Books And Supplies Title I 6146	Headphones for guided reading, math teacher materials, Read Naturally, Math Stackers 4000-4999: Books And Supplies Title I 5486

Analysis

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

Additional opportunities for teaching planning supported time for new teachers to become more acquainted with the systems in place in regards to ELA and Math units of study and assessment development. The additional week prior to the start of school supported all teachers in providing adequate time to review and adjust units and assessments in a timely fashion. This strategy will continue however there will be an added component to ensure accountability for time spent on academic revision. The intervention teacher worked with the bilingual aides to support students in various grades to increase their ability to read at grade level and comprehend grade-level text. Students in each group of interventions made growth steadily throughout the year. The groups were fluid and based on data gathered by the intervention teacher and the bilingual paraprofessionals.

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

Due to unforeseen circumstances and the closure of school, the funding allocated in LCFF for professional development stipends was not utilized. Additional funds were available from technology subscriptions. The funds were transferred to technology hardware to continue to support engaging classrooms with the purchase of SMART boards. One SMART board was purchased with Title I money and an additional 10 were purchased from LCFF.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Professional development stipends will continue to be paid in 2020-2021 with funds from LCFF. The intervention teacher will be funded 100% from Title 1. Bilingual paraprofessionals will continue to work in tandem with the reading intervention teacher. SIBME will not continue to be purchased.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2 – Parent Engagement

Decrease chronic absenteeism and improve daily attendance rates to 96%

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																												
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) 96%	Student Attendance Rates End of 2018-2019 All Students (ALL) -92.8 % Hispanic 92.9% African American 92.2% ELL 92.7% SWD 92.7% As of March 2020 All students (All) 93.0% Hispanic 93.0% African American 92.5% ELL 93.5% SWD 93.2%																												
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates (Color(%) - Status - Level - Change) All Students (ALL) Orange (24.5%) - Very High - Declined - 0.5% English Learner (EL) Orange (22.4%) - Very High - Declined - 0.5% Hispanic (Hisp) Orange(24.1) - Very High - Declined - 0.5% African American (AA) Orange(29.28.7%) - Very High - Declined - 0.5% Socioeconomically Disadvantaged (SED) Orange(25.2%) - Very High - Declined - 0.5% Students with Disabilities (SWD) Orange(30.1%) - Declined - 0.5%	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Orange</td> <td>24</td> <td>Declined -1</td> </tr> <tr> <td>EL</td> <td>Orange</td> <td>21.6</td> <td>Declined -1.3</td> </tr> <tr> <td>Hisp</td> <td>Orange</td> <td>23.7</td> <td>Declined -0.9</td> </tr> <tr> <td>AA</td> <td>Orange</td> <td>28.7</td> <td>Declined -0.5</td> </tr> <tr> <td>SED</td> <td>Orange</td> <td>24.7</td> <td>Declined -0.9</td> </tr> <tr> <td>SWD</td> <td>Orange</td> <td>27</td> <td>Declined -3.6</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Orange	24	Declined -1	EL	Orange	21.6	Declined -1.3	Hisp	Orange	23.7	Declined -0.9	AA	Orange	28.7	Declined -0.5	SED	Orange	24.7	Declined -0.9	SWD	Orange	27	Declined -3.6
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SWD	Orange	27	Declined -3.6																											

Metric/Indicator	Expected Outcomes	Actual Outcomes
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) 85% Elementary School Students (ES) 80% Middle School Students (MS) High School Students (HS) English Learner (EL) 80% Hispanic (Hisp) 80% African American (AA)70%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Favorable 97% Hispanic (Hisp) Favorable 96% African American (AA) 97% +23%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Engage parents on a regular basis with additional activities throughout the school year.	Materials were purchased and sent home monthly to support parent/student engagement in math, ELA, and science. This monthly newsletter was printed in English and Spanish. It provided activities for parents to do with their children. It took the place of regularly assigned homework.	Home to school connection newsletter to be sent home monthly that will encourage parent involvement that replaces weekly homework. Math, Science, and reading in English and Spanish 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 2000	Home to School Connection letters 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 1967
		Translations for parent events such as Back to School Night, parent-teacher conferences and parent meetings 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1028	Translations for parent events 2000-2999: Classified Personnel Salaries Title I 245
		Parent Engagement Night 4000-4999: Books And Supplies Title I Part A: Parent Involvement 301	Science Night 4000-4999: Books And Supplies

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Parent Engagement Night 4000-4999: Books And Supplies Title I Part A: Parent Involvement 301	Reading Night 4000-4999: Books And Supplies Title I Part A: Parent Involvement 200
Community partnerships	The local Rotary meets regularly with students throughout the year to plan community service events. The Rotary also provides guest speakers to provide information to students on possible careers. The 5th grade participated in additional McCallum Theater instruction and performance. This performance provides insight into performing arts that our students might not otherwise have an opportunity to engage with.	Continue to meet regularly with Rotary to build the Early Act Program None Specified None Specified 0	Early Act Rotary Club None Specified None Specified 0
			McCallum Theater 5th grade added class 5000-5999: Services And Other Operating Expenditures LCFF 2250

Analysis

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

Monthly newsletters were sent home to all students. The letters support home activities in Math, Science and ELA. This takes the place of daily homework and provides opportunities and ideas for parents to work collaboratively with their children. There are two levels for student and parent use. The Science and Reading nights were well attended. Parents and students enjoyed the activities and learned how to work collaboratively.

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

Unfortunately, translations are limited due to restrictions on classified over time. Funds will continue to be allocated to support parent events. Classified personnel will be paid with an extra duty time card.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to this goal.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3 – Safe and Healthy Learning Environment

Decrease suspensions for education code violations.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																												
<p>Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<p>Suspension Rates: (Color(%) - Status - Level - Change) All Students (ALL) 1.1% English Learner (EL).6% Hispanic (Hisp) .4% African American (AA)2.3% Socioeconomically Disadvantaged (SED) 1.1% Students with Disabilities (SWD) 5.1%</p>	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Yellow</td> <td>2.3</td> <td>Maintained +0.2</td> </tr> <tr> <td>EL</td> <td>Blue</td> <td>0</td> <td>Declined Significantly - 1.6</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>1.4</td> <td>Maintained 0</td> </tr> <tr> <td>AA</td> <td>Red</td> <td>7.1</td> <td>Increased +1.8</td> </tr> <tr> <td>SED</td> <td>Yellow</td> <td>2.4</td> <td>Maintained +0.1</td> </tr> <tr> <td>SWD</td> <td>Yellow</td> <td>4.8</td> <td>Declined -2.3</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	2.3	Maintained +0.2	EL	Blue	0	Declined Significantly - 1.6	Hisp	Yellow	1.4	Maintained 0	AA	Red	7.1	Increased +1.8	SED	Yellow	2.4	Maintained +0.1	SWD	Yellow	4.8	Declined -2.3
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SED	Yellow	2.4	Maintained +0.1																											
SWD	Yellow	4.8	Declined -2.3																											
<p>Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Students with Disabilities (SWD)</p>	<p>Expulsion Rates All Students (ALL) 0% English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<p>Expulsion Rates All Students (All) 0%</p>																												
<p>Panorama Survey - School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)</p>	<p>Panorama Survey - School Connectedness All students 80% EL 80% AA70% Hisp 80%</p>	<p>Panorama Survey - School Connectedness All students: 72% English Learner (EL):77% Hispanic (Hisp): 74% African American (AA) 72%</p>																												

Metric/Indicator	Expected Outcomes	Actual Outcomes
Panorama Survey - School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety All students: 65% EL 65% AA 65% Hisp 70%	Panorama Survey - School Safety All students: 58% English Learner (EL):62% Hispanic (Hisp):60% African American (AA) 58%
Williams Facilities Inspection Results	Williams Facilities Inspection Results 100%	Williams Facilities Inspection Results - 100%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Prevention Specialist	The prevention specialist works individually with students who are struggling behaviorally. He is responsible for implementing the Check-In/Check-Out for students who are on individual behavior contracts. The prevention specialist also visited classrooms to support teachers and students as necessary with behaviors.	A Prevention Specialist will continue to work with students identified with needing behavioral supports. 2000-2999: Classified Personnel Salaries LCFF 58688	Wages and benefits for the prevention specialist 2000-2999: Classified Personnel Salaries LCFF 47681
Continued Implementation of PBIS	Time cards for participants in bi-monthly PBIS meetings are paid for by the district. During meetings PBIS implementation is discussed, data analysis occurs regularly and goals are determined.	Bi-weekly PBIS meetings to discuss implementation None Specified None Specified 0	PBIS bimonthly meetings None Specified None Specified 0
	The Tier II team meets monthly to review information on students who may need Tier II services.	PBIS Rewards 4000-4999: Books And Supplies LCFF 10000	Small incentives for the school store 4000-4999: Books And Supplies LCFF 1440
	Incentives were purchased throughout the year to support PBIS rewards formally known as Bulldog Bucks. More incentives are		PBIS assemblies (Trimester) 5000-5999: Services And Other Operating Expenditures

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>needed on a regular basis for it to have an impact.</p> <p>Two assemblies were scheduled this year for students who had appropriate behavior based on referral numbers.</p>		<p>LCFF 1699</p>
Playground Supervision	Additional playground supervisors were funded to support positive and engaging playgrounds.	<p>Wages and benefits for playground supervision 1@ .0802 FTE and 3@ o.3745 FTE 2000-2999: Classified Personnel Salaries LCFF 33344</p>	<p>Wages and Benefits Playground Supervisors 2000-2999: Classified Personnel Salaries LCFF 40633</p>
Social Emotional Learning	<p>A school wide curriculum, Dovetail Toolbox, was purchased to support students and their abilities to use strategies support self-regulation. All students were provided the tools. A weekly schedule was followed to introduce and practice tool use.</p>	<p>Continued use of Dovetail Tools to support students in self-regulation. All staff members will use Dovetail Tools to support students. None Specified None Specified 0</p>	<p>Dovetail materials None Specified None Specified 0</p>
Small group support to address issues such as grief, loss, anger management etc...	<p>The school site counselor and prevention specialist met with various students throughout the year to provide emotional and social support to students identified by classroom teachers, administration or self-identified.</p>	<p>Mental Health Services None Specified None Specified</p>	<p>Small group support provided by the counselor and the prevention specialist None Specified None Specified</p>
Mental Health Counseling services.	<p>A mental health therapist met with small groups of students to provide services. Each group was approximately 30 minutes long. The groups met for about 6 weeks and then changed members. This</p>	<p>Secure mental health counseling services for small group support 2 days / week for the school year 5000-5999: Services And Other Operating Expenditures LCFF</p>	<p>Mental Health Services 2000-2999: Classified Personnel Salaries LCFF 3575</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	was an inconsistent practice. Approximately 65 students participated in various groups throughout the year.	14000	

Analysis

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

The personnel hired to support a safe and orderly campus has done a fantastic job this year. There is a more cohesive atmosphere on the playground with students as well as with playground supervisors. Behavioral incidences on the playground have decreased. The suspension rate has also decreased. The prevention specialist works collaboratively with the counselor to support students with Tier 2 needs. He monitors student behaviors in the classroom as well as the playground. He has an established list of students that participate in Check In and Check Out regularly. PBIS incentives and assemblies continue to encourage support with student behavior and attendance.

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

Mental Health Services was not as successful as in previous years. The amount budgeted was based on the accounting documents provided by the district Mental Health Services. Services discontinued with the closure of school.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Mental Health services will be contracted next year with an outside agency. Fifteen thousand dollars will be budgeted for this. PBIS rewards and assemblies will be also be budgeted. Assemblies will occur every two months. A system for using PBIS points will be designed at the beginning of the year to ensure equal access of incentives.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

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

LCAP Goal

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

Identified Need

1. Even though academic gains are evident, especially in ELA, we continue to be below standard (29.7 pts below) with two groups in the orange - English Language Learners and students with disabilities. Students with disabilities show the most significant achievement gap based on 2019 assessment results.
2. Math achievement growth (based on Targeted standard assessments) show improved academic growth on specific standards. Based on the 2019 CAASPP, all students are 73.2 points below standard with 5 groups in the orange. English Learners are the most below standard with 81.1 points below.
3. The most recent reclassification data indicates that 15.9% of our ELL has been reclassified. 37.8 % of ELL students are making progress. This is still considered in the LOW category.
4. Within 3rd grade, ELA results indicate that only 30.77% of students met or exceeded the standard.
5. Dibels composite scores are not accurate however, there continues to be a need for intensive support in foundational skills to increase reading and comprehension ability.

Measuring and Reporting Results

Metric/Indicator	Baseline				Expected Outcome			
	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	Yellow	29.7 points below standard	Increased ++10.8 points	All	Yellow	20 points below	Increase ++ 9.7
	EL	Orange	41.5 points below standard	Maintained ++0.8 points	EL	Yellow	31.5 points below	Increase ++10
	Hisp	Yellow	34.4 points below standard	Increased ++6.8 points	Hisp	Yellow	24.4 points below	Increase ++ 10

Metric/Indicator

Baseline

Expected Outcome

--

AA	Yellow	48.8 points below standard	Increased Significantly ++33.5 points
SED	Yellow	35.2 points below standard	Increased ++9.9 points
SWD	Orange	93.9 points below standard	Increased Significantly ++34.5 points

AA	Yellow	33.8 points below standard	Increase Significantly ++ 15
SED	Yellow	20.2points below standard	Increase Significantly ++ 15
SWD	Yellow	70 points below standard	Increase Significantly 23.9

California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	Orange	73.2 points below standard	Declined - 11.1 points
EL	Orange	81.1 points below standard	Declined Significantly -18.3 points
Hisp	Orange	78.9 points below standard	Declined Significantly -15.9 points
AA	Yellow	84.2 points below standard	Increased ++5.9 points
SED	Orange	79.2 points below standard	Declined - 13.4 points
SWD	Orange	127.4 points below standard	Increased ++7.6 points

St. Group	Color	DFS/Percentage	Change
All	Yellow	63.2 points below standard	Increase ++ 10
EL	Yellow	71.1 points below standard	Increase ++ 10
Hisp	Yellow	68.9 points below stanard	Increase ++ 10
AA	Yellow	74.2 points below standard	Increase ++ 10
SED	Yellow	69.2 points below standard	Increase ++ 10
SWD	Orange	117.4	Increase ++10

California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5

California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 -11.37 % meet or exceeded

California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 -21.37% met or exceeded

California School Dashboard – English Learner Progress Indicator (ELPI)

California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 37.8% making progress (Low)

California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 45% making progress (Medium)

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate FEP - 3.4% RFEP - 6.8%

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - FEP -6.0 % RFEP - 18%

Metric/Indicator	Baseline	Expected Outcome
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) 38.04% English Learners (EL) 14.7% Hispanic (Hisp) 29.48% African American (AA) 21.43% Students with Disabilities (SWD) 7.69%	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - 48%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance 100%	Williams Textbook/Materials Compliance - 100%

Planned Strategies/Activities

Strategy/Activity 1

Collaborative planning opportunities beyond the regularly scheduled day

Students to be Served by this Strategy/Activity

- English Learner
- Students with Disabilities
- Specific Student Groups:
African Americans and Students with Disabilities

Timeline

7/1/2020-6/30/2021

Person(s) Responsible

Teachers, administration

Proposed Expenditures for this Strategy/Activity

Amount

40000

Source

LCFF

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Additional opportunities to review, revise and refine units of study and align assessments in ELA, Math, and Science.

Strategy/Activity 2

Additional personnel to support and increase student learning and achievement

Students to be Served by this Strategy/Activity

- English Learner
- Foster Youth
- Students with Disabilities
- Specific Student Groups:
Students working below grade level

Timeline

7/1/2020-6/30/2021

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity**Amount**

54025

Source

LCFF

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Bilingual Aides (4 @ 0.3210 FTE)

Amount

154928

Source

Title I

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Full time intervention teacher wages and benefits

Strategy/Activity 3

All students will be grouped during ELD with a specific plan for instruction outlined.

Students to be Served by this Strategy/Activity

English Learner

Timeline

7/1/2020-6/30/2021

Person(s) Responsible

Academic coach, administration, and classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Students will be grouped for ELD based on current levels. The groups will be 4 times per week for 45 minutes. A specific schedule of activities/lessons will be outlined to support student understanding of teh ELPI as well as to ensure language skills are emphasized.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Non EL students will be grouped to work on critical thinking and writing through the PBL lessons. PBL lessons will be outlined for each grade level.

Strategy/Activity 4

Educational technology subscriptions to support academic engagement

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2020-6/30/2021

Person(s) Responsible

Administration and classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	21137
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Technology subscriptions to enhance academic engagement (AR, Moby Max, Flocabulary, Pebble Go)

Strategy/Activity 5

Best First Instruction

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2020-6/30/2021

Person(s) Responsible

Classroom teachers and administration

Proposed Expenditures for this Strategy/Activity

Amount	20000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Additional classroom supplies and materials for students and teachers to support best first instruction for ELA and math (chart paper, leveled readers, manipulatives, teacher resources, etc...)
Amount	23554

Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Technology (hardware and software) to support engaging classroom. May include SMART boards, ink cartridges, Docu cams, etc...)
Source	None Specified
Budget Reference	None Specified
Description	All grades will have an outline of specific foundational skills that will be addressed during guided reading. Wonders materials will be used to ensure the foundational skills are addressed systematically throughout the year.

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

Bella Vista will increase parent involvement in school activities throughout the year by including opportunities for parents to participate in learning activities in person and virtually.

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 community.

Identified Need

Only 207 responses were gathered from the Panorama Survey by parents. More input from parents is imperative to continue to improve parent engagement.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes 207	Parent Participation in Stakeholder Input Processes - 300
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Favorable 97% Hispanic (Hisp) Favorable 96% African American (AA) 97%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 100% Hispanic (Hisp) -100% African American (AA) - 100%
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) -97% Hispanic (Hisp) -96%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) -100% Hispanic (Hisp) - 100% African American (AA) - 100%

Metric/Indicator	Baseline	Expected Outcome
African American (AA)	African American (AA) -100%	
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 85% of parents attend parent teacher conferences	Number of Parent Attendees attending 1 or more site/parent center sponsored events - Increase attendance at parent teacher conferences to 95-100%

Planned Strategies/Activities

Strategy/Activity 1

Engage parents on a regular basis with additional activities throughout the school year which will support student achievement and positive family interactions.

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2020-6/30/2021

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title I Part A: Parent Involvement
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Home to school connection newsletter to be sent home monthly that will encourage parent involvement that replaces weekly homework in Math, Science, and reading in English and Spanish
Amount	1401

Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra duty for bilingual aides to support translations during parent teacher conferences twice a year and also as well as evening events such as reading, math and science night.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Student recognition assemblies will be conducted on a regular basis to recognize academic and behavioral achievement. Parents will be invited to participate.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Game On play day will be conducted once during the school year. Parents and students will be invited to participate on a Saturday.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Parent evening events will be scheduled 1 time per trimester. These will be academically based to support at home learning.

Strategy/Activity 2

Community partnerships

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2020-6/30/2021

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Continue to meet regularly with Rotary to build the Early Act Program
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Bella Vista participate in Ballroom dancing to build student engagement and parent support
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	3rd grade swimming lessons supported by Ready Set Swim Desert Recreation District
Amount	2000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Additional fine arts lessons for 5th grade provided by the McCallum Theater

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment.

Goal Statement

Decrease suspensions for education code violations. Bella Vista will also increase attendance rates with a specific focus on students with chronic absenteeism.

LCAP Goal

Palm Springs Unified will provide students with a clean, healthy, physically and emotionally safe learning environments.

Identified Need

1. 58% of our students responded favorably to safety. This is a need to increase the sense of safety at Bella Vista.
2. 72% of our students responded favorably to a sense of belonging. There is a need to increase the sense of belonging by adding additional activities.
3. 81% of our students responded favorably to knowledge and fairness of discipline, rules, and norms.
4. Chronic absenteeism continues to be an area of need. Our current absentee rate is 21%.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome																																								
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) 93%	Student Attendance Rates All Students (ALL) 94%																																								
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Orange</td> <td>24</td> <td>Declined -1</td> </tr> <tr> <td>EL</td> <td>Orange</td> <td>21.6</td> <td>Declined -1.3</td> </tr> <tr> <td>Hisp</td> <td>Orange</td> <td>23.7</td> <td>Declined -0.9</td> </tr> <tr> <td>AA</td> <td>Orange</td> <td>28.7</td> <td>Declined -0.5</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Orange	24	Declined -1	EL	Orange	21.6	Declined -1.3	Hisp	Orange	23.7	Declined -0.9	AA	Orange	28.7	Declined -0.5	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Yellow</td> <td>21%</td> <td>Declined -3</td> </tr> <tr> <td>EL</td> <td>Yellow</td> <td>18.6</td> <td>Declined -3</td> </tr> <tr> <td>Hisp</td> <td>Yellow</td> <td>20.7</td> <td>Decline -3</td> </tr> <tr> <td>AA</td> <td>Yellow</td> <td>25.7</td> <td>Decline -3</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	21%	Declined -3	EL	Yellow	18.6	Declined -3	Hisp	Yellow	20.7	Decline -3	AA	Yellow	25.7	Decline -3
St. Group	Color	DFS/Percentage	Change																																							
All	Orange	24	Declined -1																																							
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Hisp	Orange	23.7	Declined -0.9																																							
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St. Group	Color	DFS/Percentage	Change																																							
All	Yellow	21%	Declined -3																																							
EL	Yellow	18.6	Declined -3																																							
Hisp	Yellow	20.7	Decline -3																																							
AA	Yellow	25.7	Decline -3																																							

Metric/Indicator

Baseline

Expected Outcome

--

SED	Orange	24.7	Declined - 0.9
SWD	Orange	27	Declined - 3.6

SED	Yellow	21.7	Decline -3
SWD	Yellow	24	Decline -3

Suspension Rates:
 All Students (ALL)
 English Learner (EL)
 Hispanic (Hisp)
 African American (AA)
 Socioeconomically Disadvantaged (SED)
 Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	Yellow	2.3	Maintained +0.2
EL	Blue	0	Declined Significantly -1.6
Hisp	Yellow	1.4	Maintained 0
AA	Red	7.1	Increased +1.8
SED	Yellow	2.4	Maintained +0.1
SWD	Yellow	4.8	Declined - 2.3

St. Group	Color	DFS/Percentage	Change
All	Green	1.3	Decline -1
EL	Blue	0	Maintain
Hisp	Green	1.1	Maintain 0.3
AA	Yellow	5.1	Decline -2
SED	Green	1.4	Decline -1
SWD	Green	3.0	Decline 1.8

Expulsion Rates
 All Students (ALL)
 English Learner (EL)
 Hispanic (Hisp)
 African American (AA)

Expulsion Rates
 All Students (ALL) 0%
 English Learner (EL) 0%
 Hispanic (Hisp) 0%
 African American (AA) 0%

Expulsion Rates
 All Students (ALL) 0%
 English Learner (EL) 0%
 Hispanic (Hisp) 0%
 African American (AA) 0%

Panorama Survey – School Connectedness
 All Students (ALL)
 English Learner (EL)
 Hispanic (Hisp)
 African American (AA)

Panorama Survey - School Connectedness
 All students: 72%
 English Learner (EL):77%
 Hispanic (Hisp): 74%
 African American (AA) 72%

Panorama Survey - School Connectedness
 All Students (ALL) -80%
 English Learner (EL) - 80%
 Hispanic (Hisp) - 80%
 African American (AA) - 80%

Panorama Survey – School Safety
 All Students (ALL)
 English Learner (EL)
 Hispanic (Hisp)
 African American (AA)

Panorama Survey - School Safety
 All students: 58%
 English Learner (EL):62%
 Hispanic (Hisp):60%
 African American (AA) 58%

Panorama Survey – School Safety
 All Students (ALL) - 65%
 English Learner (EL) - 65%
 Hispanic (Hisp) - 65%
 African American (AA) - 65%

Metric/Indicator	Baseline	Expected Outcome
Williams Facilities Inspection Results	Williams Facilities Inspection Results 100%	Williams Facilities Inspection Results - 100%

Planned Strategies/Activities

Strategy/Activity 1

Prevention Specialist

Students to be Served by this Strategy/Activity

- Low Income
- Students with Disabilities
- Specific Student Groups:
African American students

Timeline

7/1/2020-6/30/2021

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	62918
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	A Prevention Specialist will continue to work with students identified with needing behavioral supports. The prevention specialist will also work with the community to support school attendance.

Strategy/Activity 2

Continued Implementation of PBIS

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2020-6/30/2021

Person(s) Responsible

Administration, classroom teachers, PBIS Leadership team

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Bi-weekly PBIS meetings to discuss implementation
Amount	5000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Various incentives and rewards will be purchased and distributed to students displaying appropriate behavior, good attendance as well as academic achievement.
Amount	5000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Outside sources to provide engaging and entertaining assemblies to support positive behavior
Source	None Specified
Budget Reference	None Specified

Description

Continued Tier II monthly meetings to discuss students with ongoing academic or behavioral needs.

Strategy/Activity 3

Playground Supervision

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2020-6/30/2021

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount

35500

Source

LCFF

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Wages and benefits for playground supervision 1@ .0802 FTE and 3@ o.3745 FTE

Amount

3000

Source

LCFF

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Substitutes for playground supervision

Strategy/Activity 4

Social Emotional Learning

Students to be Served by this Strategy/Activity

All

Timeline

7/1/2020-6/30/2021

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Continued use of Dovetail Tools to support students in self-regulation. All staff members will use Dovetail Tools to support students.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Parent event to support the use of Dovetail tools at home to adopt a consistent use of the tools.

Strategy/Activity 5

Small group support to address issues such as grief, loss, anger management etc...

Students to be Served by this Strategy/Activity

- Specific Student Groups:
Specifically identified students who struggle with any of the above mentioned needs.

Timeline

7/1/2020-6/30/2021

Person(s) Responsible

Administration and office staff

Proposed Expenditures for this Strategy/Activity

Amount	15000
Source	LCFF
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Mental Health services provided by an outside source to address student needs in a small group setting during the week

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program's goals and will be performed as a centralized services. Note: the total amount of each categorical program must be aligned with the Consolidated Application.

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Primary Reading Intervention Teacher	July 1, 2019 - June 30, 2020			
Technology TOSAs	July 1, 2019 - June 30, 2020			
Supplemental Intervention Services - Extended day tutoring and extended school year academies	July 1, 2019 - June 30, 2020			
Primary Reading Intervention Teacher	July 1, 2019 - June 30, 2020			
High Impact Math PD	July 1, 2019 - June 30, 2020			
School House Project ELA PD	July 1, 2019 - June 30, 2020			
Orenda PLC PD	July 1, 2019 - June 30, 2020			
Kagan PD	July 1, 2019 - June 30, 2020			

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)

Note: Centralized services may include the following direct services:

- Evidence-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches

- *After-school and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$179,466
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$445,463.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	176,065	0.00
Title I Part A: Parent Involvement	3,401	0.00
LCFF	265,997	0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$176,065.00
Title I Part A: Parent Involvement	\$3,401.00

Subtotal of additional federal funds included for this school: \$179,466.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$265,997.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$265,997.00

Total of federal, state, and/or local funds for this school: \$445,463.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	265,997.00
None Specified	0.00
Title I	176,065.00
Title I Part A: Parent Involvement	3,401.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	194,928.00
2000-2999: Classified Personnel Salaries	156,844.00
4000-4999: Books And Supplies	48,554.00
5000-5999: Services And Other Operating Expenditures	23,137.00
5700-5799: Transfers Of Direct Costs	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	7,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	40,000.00
2000-2999: Classified Personnel Salaries	LCFF	155,443.00
4000-4999: Books And Supplies	LCFF	48,554.00
5700-5799: Transfers Of Direct Costs	LCFF	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	7,000.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	154,928.00
5000-5999: Services And Other Operating Expenditures	Title I	21,137.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,401.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	2,000.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Lisa Arseo	X				
Keith Reedy		X			
Jason Moore		X			
Julie Johnson		X			
Jackie Flores				X	
Stephen Morgan				X	
Elizabeth Harvey				X	
Cam Vu			X		
Alex Santana				X	
Norma Herrera Gutierrez				X	
Lisa Arseo					
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.

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

Other: School Leadership Team, PBS Leadership Team, Grade level team leads

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 4/30/2020.

Attested:

Principal, Lisa Arseo on 4/30/2020

SSC Chairperson, Jason Moore on 4/30/2020

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 64004 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 65004, 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.

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder 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 64004(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, its 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 Stakeholder 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 (Stakeholder 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/guidanceuseinvestment.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 (Stakeholder 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/guidanceuseinvestment.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 64004[a] as amended by Assembly Bill [AB] 716, effective January 1, 2049).

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, 2049).

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 64004(a), both as amended by AB 716, effective January 1, 2049.

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 2049

Bella Vista School Site Council virtual meeting

It will take place on April 30 at 2:00 pm,

You can click on the link to join the meeting or follow the directions below to join by phone. The agenda for the meeting is below.

Join Zoom Meeting

<https://zoom.us/j/94814919696?pwd=UGtMZ1AyVm1GeFVQQzIzOHRFQlo5Zz09>

Meeting ID: 948 1491 9696

Password: 3U50dy

If you need to join the zoom meeting by phone follow these steps:

1. Call either of these numbers (415) 762-9988 or (646) 568-7788
2. Enter the meeting ID (948 1491 9696
3. You will be asked to enter your participant ID. If you do not know your participant ID, simply press the # key
4. You have now joined the meeting.

April 30, 2020

Members Present - L. Arseo, J. Moore, J. Johnson, C VU, E. Harvey, K. Reedy,

Additional parents present - L. Ramirez-Arias, D. Delgado,

Review /Revise / Approve 20-21 SPSA

Sharing next year's plan using input sought out earlier in the year.

Two categories of money

Title 1:

Title 1 usually has money left over at the end of the year.

Where the money is going:

Intervention teacher will be bulk of Title 1 - Data shows that the program is providing successful progress for students in T-2 intervention.

Part of the Technology fund will go to SMART Boards.

AR will be purchased for grades 3 through 5 only due to low usage in lower grades.

Parent Communication: Goes towards translation

Parent Newsletter: Supports parents with activities at home

Local Control Fund

Gives teachers the opportunity to work beyond the school day and school year for planning,

preparing. \$40,000 this year down from \$60,000 last year.

Bilingual Aides: The bilingual aides are paid wages and benefits and serve as intervention instructors.

Technology: ink, printers, SMART boards, supplies for technology

Prevention Specialist: Coach J -Checks in and out with students, attendance, works closely with counselor

Playground Supervision: The hours are provided by district.

They provide 9 hours. We cover the rest out of our budget. This includes substitute expenses when supervision is on a paid absence day.

Mental Health Services: From district. We are looking outside of the district instead of using District Mental Health Services.

Community Partnerships: McCallum Theater. Four classes of grade 5 will get fine arts instruction following lessons at school given by a professional in the fine arts field.

PBIS Incentives: Money set aside to buy Bulldog store prizes. \$5,000 set aside for assemblies for students who are being rewarded for good behavior.

Best First Instruction materials: To be used to purchase materials and supplies that support the best first instruction in content areas.

Approval Budget: All SSC members present vote YES to approve the budget

ELAC updates

ELAC is a great way for parents to learn how a school is run and what it takes to run a school. Parent reports that DELAC is encouraging schools to provide more information to parents about how the district functions.

Parent is asking if there are funds for things like CAFE for parents. Mrs. Arseo informs that any parent may come to a School Site Council Meeting and request funding for parent support.

ELPAC testing: ELAC helps parents prepare their children to reclassify.

Audience comments (comments must be related to the agenda)

Parent wanted to know if there is a Speech Program. Yes

Parent shared Dual immersion experience in LA.

Usted está invitado a unirse a la reunión virtual del Consejo Escolar de Bella Vista

Tendrá lugar el 30 de abril a las 2:00 p.m.,

Puede hacer clic en el enlace para unirse a la reunión o seguir las instrucciones a continuación para unirse por teléfono. La agenda de la reunión está abajo.

Unirse a la reunión de Zoom

<https://zoom.us/j/94814919696?pwd=UGtMZ1AyVm1GeFVQQzIzOHRFQlo5Zz09>

ID de la reunión: 948 1491 9696

Contraseña: 3U50dy

Si necesita unirse a la reunión de zoom por teléfono, siga estos pasos:

1. Llame al éter de estos números (415) 762-9988 o (646) 568-7788
2. Ingrese la ID de la reunión (948 1491 9696
3. Se le pedirá que ingrese su ID de participante. Si no conoce su ID de participante, simplemente presione la tecla #
4. Ahora te has unido a la reunión.

Agenda de SSC

30 de abril de 2020

1. Revisar / revisar / aprobar 20-21 SPSA

2. Actualizaciones de ELAC

3. Comentarios del público (los comentarios deben estar relacionados con la agenda)

	MATH							MATH K-5	
Unit 1									
Grade	2017 SBAC	2018 SBAC	2019 SBAC	Target	% Prof All (SW)	% Prof EL's	% Prof SWD's	% Prof AA's	
Kinder	x	x	x	x	80%	74%	57%	81%	
1st	x	x	x	x	37%	38%	40%	54%	
2nd	x	x	x	x	53%	54%	10%	26%	
Average	x	x	x	x	57%	55%	36%	54%	
3rd	18%	41%	20%	28%	32%	19%	25%	30%	
4th	10%	16%	22%	30%	17%	9%	0%	22%	
5th	10%	10%	12%	21%	28%	15%	11%	22%	
Average	13%	22%	18%	26%	26%	14%	12%	25%	
Bella Vista 19-20									
Unit 2									
Grade	2017 SBAC	2018 SBAC	2019 SBAC	Target	% Prof All (SW)	% Prof EL's	% Prof SWD's	% Prof AA's	
Kinder	x	x	x	x	71%	53%	27%	50%	
1st	x	x	x	x	61%	60%	54%	54%	
2nd	x	x	x	x	68%	66%	35%	48%	
Average	x	x	x	x	65%	63%	45%	51%	
3rd	18%	41%	20%	28%	12%	10%	7%	14%	
4th	10%	16%	22%	30%	40%	42%	23%	20%	
5th	10%	10%	12%	21%	10%	0%	0%	15%	
Average	13%	22%	18%	26%	21%	17%	10%	16%	
Bella Vista 19-20									
Unit 3									
Grade	2017 SBAC	2018 SBAC	2019 SBAC	Target	% Prof All (SW)	% Prof EL's	% Prof SWD's	% Prof AA's	
Kinder	x	x	x	x	78%	71%	67%	70%	
1st	x	x	x	x	80%	72%	91%	100%	
2nd	x	x	x	x	81%	78%	39%	84%	
Average	x	x	x	x	80%	74%	66%	85%	
3rd	18%	41%	20%	28%	42%	39%	18%	22%	
4th	10%	16%	22%	30%	27%	36%	20%	20%	
5th	10%	10%	12%	21%	18%	8%	11%	30%	
Average	13%	22%	18%	26%	29%	28%	16%	24%	
Bella Vista 19-20									
Unit 4									
Grade	2017 SBAC	2018 SBAC	2019 SBAC	Target	% Prof All (SW)	% Prof EL's	% Prof SWD's	% Prof AA's	
Kinder	x	x	x	x	82%	83%	65%	70%	
1st	x	x	x	x	57%	52%	7%	73%	
2nd	x	x	x	x	51%	33%	47%	13%	
Average	x	x	x	x	63%	56%	40%	52%	
3rd	18%	41%	20%	28%	52%	55%	42%	13%	
4th	10%	16%	22%	30%	25%	15%	20%	25%	
5th	10%	10%	12%	21%	53%	14%	33%	62%	
Average	13%	22%	18%	26%	43%	28%	32%	33%	
Bella Vista 19-20									
Unit 5									
Grade	2017 SBAC	2018 SBAC	2019 SBAC	Target	% Prof All (SW)	% Prof EL's	% Prof SWD's	% Prof AA's	
Kinder	x	x	x	x					
1st	x	x	x	x					
2nd	x	x	x	x					
Average	x	x	x	x	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
3rd	18%	41%	20%	28%					
4th	10%	16%	22%	30%					
5th	10%	10%	12%	21%					
Average	13%	22%	18%	26%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	

Bella Vista 19-20	ELA				ELA K-5			
Unit 1								
Grade	2017 SBAC	2018 SBAC	2019 SBAC	Target	% Prof All (SW)	% Prof EL's	% Prof SWD's	% Prof AA's
Kinder	x	x	x	x	65%	44%	15%	65%
1st	x	x	x	x	24%	32%	20%	27%
2nd	x	x	x	x	42%	46%	14%	40%
Average	x	x	x	x	44%	41%	16%	44%
3rd	18%	44%	30%	37%	25%	18%	7%	33%
4th	29%	29%	46%	51%	18%	13%	0%	18%
5th	28%	32%	35%	42%	16%	5%	0%	30%
Average	25%	35%	37%	43%	20%	12%	2%	27%
Bella Vista 19-20								
Unit 2								
Grade	2017 SBAC	2018 SBAC	2019 SBAC	Target	% Prof All (SW)	% Prof EL's	% Prof SWD's	% Prof AA's
Kinder	x	x	x	x	60%	40%	31%	54%
1st	x	x	x	x	57%	48%	64%	83%
2nd	x	x	x	x	51%	45%	11%	42%
Average	x	x	x	x	56%	44%	35%	60%
3rd	18%	44%	30%	37%	34%	27%	29%	45%
4th	29%	29%	46%	51%	38%	24%	1%	27%
5th	28%	32%	35%	42%	67%	43%	43%	80%
Average	25%	35%	37%	43%	46%	31%	24%	51%
Bella Vista 19-20								
Unit 3								
Grade	2017 SBAC	2018 SBAC	2019 SBAC	Target	% Prof All (SW)	% Prof EL's	% Prof SWD's	% Prof AA's
Kinder	x	x	x	x	71%	64%	53%	67%
1st	x	x	x	x	76%	48%	82%	100%
2nd	x	x	x	x	36%	24%	0%	21%
Average	x	x	x	x	61%	45%	45%	63%
3rd	18%	44%	30%	37%	8%	4%	6%	0%
4th	29%	29%	46%	51%	18%	19%	1%	0%
5th	28%	32%	35%	42%	34%	16%	15%	23%
Average	25%	35%	37%	43%	20%	13%	7%	8%
Bella Vista 19-20								
Unit 4								
Grade	2017 SBAC	2018 SBAC	2019 SBAC	Target	% Prof All (SW)	% Prof EL's	% Prof SWD's	% Prof AA's
Kinder	x	x	x	x	68%	68%	33%	57%
1st	x	x	x	x	61%	37%	55%	85%
2nd	x	x	x	x	46%	35%	0%	39%
Average	x	x	x	x	58%	47%	29%	60%
3rd	18%	44%	30%	37%	27%	13%	10%	10%
4th	29%	29%	46%	51%	20%	13%	6%	17%
5th	28%	32%	35%	42%	41%	22%	35%	60%
Average	25%	35%	37%	43%	29%	16%	17%	29%
Bella Vista 19-20								
Unit 5								
Grade	2017 SBAC	2018 SBAC	2019 SBAC	Target	% Prof All (SW)	% Prof EL's	% Prof SWD's	% Prof AA's
Kinder	x	x	x	x				
1st	x	x	x	x				
2nd	x	x	x	x				
Average	x	x	x	x				
3rd	18%	44%	30%	37%				
4th	29%	29%	46%	51%				
5th	28%	32%	35%	42%				
Average	25%	35%	37%	43%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

Bella Vista Elem

	SBAC	2019-20	Unit 1	Unit 2
3rd - ELA	30%	37%	25%	34%
4th - ELA	46%	51%	18%	38%
5th - ELA	35%	42%	16%	67%
ELEM ELA Average	37%	43%	20%	46%
3rd - Math	20%	28%	32%	12%
4th - Math	22%	30%	17%	40%
5th - Math	12%	21%	28%	10%
ELEM Math Average	18%	26%	26%	21%

Unit 3	Unit 4	Unit 5
8%	27%	
18%	20%	
34%	41%	
20%	29%	#DIV/0!
42%	52%	
27%	25%	
18%	53%	
29%	43%	#DIV/0!

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