School Year: **2023-24**

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	7/1/2023 - 6/30/2024
Schoolsite Council (SSC) Approval Date	November 8, 2023
Local Board Approval Date	December 12, 2023

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.

Table of Contents

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's core values are:
Be Respectful
Be Responsible
Be Safe

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 SMART board, 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. All students have a 1:1 Chrome book to support technological needs in the classroom.
For the 2023-2024 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 -
Best First Instruction -
Lesson planning agreements
Designated ELD 30 minutes per day, five days a week
Acceleration of English Learner achievement
Math Instruction that focuses on conceptual understanding, strategies and models, fluency, and routines
Data analysis to develop long and short-term goals with targeted intervention for struggling learners
Enrichment opportunities that require critical thinking (art class, technology, and group activities)
Additional teacher planning beyond the school day.
Opportunities for targeted professional development beyond the school day in math, reading, and writing
Academic coach
Full-time math intervention teacher
Behavior Interventionist
Safe and Secure Environments
School-wide PBIS Implementation
Consistent implementation of adjusted Dovetail tools
Second Step Lessons to include bully prevention
Safe egress and ingress
Counselor to support social-emotional learning of all students
Behavior Paraprofessional to support the emotional and behavioral needs of struggling students (Tier II, and Tier III)
Structured recess with a play works coach
Additional counseling support for the purpose of small group intervention
5th-grade suicide prevention lessons
4th-grade substance abuse lessons

Parent and Community Partnerships:
Parent workshops that focus on supporting academic progress at home (Math, ELA, Science)
Partnership with the middle school

| Increased parent volunteers |
| Partnership with the McCallum |
| Partnership with Cabot Museum Indian Canyons |
| Early Act sponsored by Rotary |

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)

X Schoolwide Program

X Additional Targeted Support and Improvement

Chronic Absenteeism - AA, SWD, and TOM,   ELA - SWD, Math - SWD

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, review local and state requirements, and discuss and review proposed expenditures of LCFF and 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.

Educational Partner 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:
On August 7, 2023, an interest form was available for parents to complete if they wanted to be on the election ballot for School Site Council. There were three vacant spots to be filled for the community members. Voting took place via Google Docs from August 22-29, 2023. The results for parent elections were as follows:
Megan Canale, Esmerelda Vega, and Casey Keepers were elected to the SSC.

The school community had two vacant spots. An email was sent to all school employees on August 10, 2023, requesting interested applicants to notify the principal if they wanted to serve on the School Site Council. A Google Doc was developed to allow for online voting. The voting window was from August 15-18,2023. The following employees were voted as new members of the school site council: Doug Randa Certificated member and Linda Ericson Classified member.

The following meetings have been scheduled during the 2023-2024 school year:

* September 6, 2023 - Introduction of members, Review of Parent Engagement Policy, SSC Bylaws, Attendance Data, Funding updates, and EL programs
*September 28, 2023 - School Site Council Training
* October 18, 2023 - Review of budget updates and Uniform Complaint Procedures
* November 8, 2023 - Attendance data and SBAC data reviewed. Review of budget and site expenditures. ELAC information presented by ELAC member
*January 10, 2024 - Discussion of data,(attendance and academic). Opportunity for input regarding budget and next year's expenditures. Updates to SPSELAC information presented by ELAC member

*March 13, 2024 - Signatures on SPSA for the upcoming school year. Review of budget expenditures, ELAC information presented by ELAC member

From last year's discussion at the end of the school year, SSC agreed to continue with the math intervention personnel, bilingual paraprofessionals, playground supervisors, and a behavior paraprofessional. The ATSI discussion centered around chronic absenteeism. Data was shared regarding the chronic absenteeism rates in February. This data has been monitored so far this year. it continues to show good improvement. It was suggested that the data be regularly shared with parents (monthly). Suggestions to decrease absenteeism rates included: providing specific guidelines of when a student should come to school if ill, an outline of monthly school activities, guidelines for short-term independent study, monitoring of visits to the health office, and inclusion of new slides about chronic absenteeism to be shared with parents at the beginning of the year. It was suggested that there is a better /more efficient way to track attendance data with a drop-down menu in synergy. The drop-down menu will allow an easier option for reports to be generated based on real reasons for absences.

The Leadership team discussed academic data at each Leadership meeting. Attendance data was also discussed regularly. Grade-level data is analyzed regularly during grade-level PLC. Documentation of the data analyzed is included in the agenda and minutes weekly for each grade level. ATSI information was shared with the leadership team on March 14, 2023. Each grade level lead was tasked with sharing the ATSI information with their grade level teams. The grade level teams provided feedback with suggestions to support academic growth for ELA and Math as it relates to the students with special education needs. Students with special needs in both ELA and math contributed to Bella Vista being identified for ATSI.
Suggestions from grade-level teams included: scheduling times for RSP and LC (Learning Center) that do not interrupt the core curriculum, more club/social activities incorporated, use of practice SBAC questions by the special education teachers, additional opportunities for SPED teachers to collaborate with general education teachers, incorporate more project-based learning opportunities, guided math groups, differentiate math rooms to support student needs during testing, math routines practice by all teachers, eye cards for sight words, better communication between core teachers and sped. teachers, reading buddies, incorporating more UDL, more balanced sped caseloads, enrichment activities to be sent home, practice specific accommodations all year, fun field days for students excelling, teacher attendance is a concern, change in mindset to believe all students can achieve, more writing instruction, more specific grouping to support lower achieving students on a weekly basis and ensure all students are part of the school community.
Specific items of focus in the SPSA will be funding to support general education and special education collaboration 3 times throughout the year to discuss goals, strategies, and scheduling. Funding has also been allocated to continue to hold IEP and SST meetings during the school day throughout the year. Professional development will focus on guided reading, writing, and math strategies and routines.

The SSC agreed to continue funding the math intervention teacher, bilingual aides, playground supervisors, and behavior interventionist. Funding was approved to purchase various technological software and hardware. SSC agreed to set aside a lump sum of money for necessary instructional materials for students and teachers as the need arises. Instructional materials may include things such as technology supplies such as ink, classroom materials, or teacher resources,

An ELAC meeting was held on September 12, 2023. It was voted and agreed upon that ELAC will join the School Site Council. Mrs. L. Reyes Ramirez is the ELAC representative who was a voting member of SSC. Each SSC meeting included an agenda item for the DELAC representative to share information.

PTA meetings were scheduled for the Executive Council as well as the regular Council throughout the year. Each meeting consisted of a review of the past meeting minutes, budget updates including money deposited and money paid out, financial requests, and upcoming events. PTA agreed to support classroom teachers with reimbursement of up to $100 per teacher, purchase of team t-shirts, and scheduling of events (movie nights, Trick or Trunk, etc...).

Based on the evaluation of the implementation and effectiveness of the SPSA actions, data analysis including star assessments and CAASPP, Panorama Survey, and attendance data, limited revisions are being made to the SPSA. The inclusion of new items is based on ATSI needs from school stakeholders

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 based on the 2022 CA School Dashboard results. There is a gap of 67.4 points between all students (56.7 pts below proficiency) and students with disabilities (124.1 pts below proficiency) in ELA. In math, the gap is 52.6 point difference between all students (80.4 pts below proficiency) and students with disabilities (133 pts below proficiency). African American student scores also indicate a gap in ELA (73.8 pts below proficiency) and math (106.4 pts below proficiency). Although this gap is evident, this subgroup is not a large enough group to be considered through ATSI with the exception of chronic absenteeism. Limited actions in the 2022-2023 SPSA specifically addressed SWD or AA students in ELA and Math. In Goal 1 of our 2023-2024 plan, we have addressed this inequity through the following specific actions:

- Our math intervention teacher will have a specific focus placed on supporting special education teachers in the identification and effective delivery of appropriate strategies and models to use that mirror the strategies and models used in the general education classroom.
- Students with disabilities and AA students will have a first option to attend math intervention.
- General education teachers will provide small-group math intervention designed by the grade level.
- Funding will be allocated for substitutes to provide opportunities for teachers to meet each trimester with the special education providers (ELA and Math) to discuss, plan and coordinate interventions to support students with special needs.

Chronic absenteeism continues to be a school-wide issue. Parental information will be developed specifically to outline items such as a user-friendly attendance policy, when is a child too sick to send to school, what is the short-term independent study program, and a school-wide calendar to ensure parents are aware of vacations and days off to plan accordingly.

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.

Reflections: Success

Based on the current STAR assessment using September and February data: All grade levels (3-4-5) showed improvement in ELA and math with the exception of SWD in ELA. Identified groups with the biggest gains are 3rd-grade ELA (+14%) and 5th-grade math (+6.2%). ELA will continue to focus on guided reading and appropriate small-group independent activities. Phonemic awareness will be an increased focus in the upper grades for students that are performing below grade level. Heggarty materials will be used school-wide to support increased reading growth.

Suspension rate indicator - The Fall 2022 CA School Dashboard indicated the overall school performance as Medium in suspension rate (1.6%), an indication of the effective school climate practices and other means of correction at the school. The current suspension rate based on Renaissance Analytics is 0.8%
The math intervention teacher has made significant progress in providing strategies and model support to general education teachers.   She has also provided math intervention (Tier 2) to students in various grades. Math self-esteem has had a significant positive response to interactions with the intervention teacher. 48.9% of our EL students progressed to at least one ELPI level. Designated ELD will continue to be scheduled school-wide to assure that the appropriate amount of time is allotted for ELD instruction.

Teachers are stating that students' self-esteem in regard to math has improved. Also, students' collaborative conversations have been positively impacted by the strategy and model discussion that is resulting from the Cathy Fosnot Units of study and Pam Harris math professional development. This directly impacts students with low socioeconomic status.

STAR reading assessment results
Early Literacy: Currently, 65.3% of our students scored at or above typical growth (35th current SGP) from the Fall to the most recent period.
Our current student growth percentile is 75.4% which is above the goal of 65%
STAR math proficiency rate (State Benchmark) is 23.5% which is greater than last year's rate of 14.9%
Our current attendance rate is 90.9%.

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?

Reflections: Identified Need

The 2022 CA dashboard Chronic Absenteeism indicated 8 groups in the "Very High" chronically absent category. Specific actions have been identified to address this need. This is an area of need that will be addressed in actions in Goal 2. The actions will include a parent-friendly news flyer that outlines when students should and should not attend school due to illness. There will also be a clearly outlined process for requesting short-term independent study. Parents will receive monthly data by grade level that identifies the chronic absenteeism rates.

English Language Arts Indicator - The "All students" scored 56.7 points below standard. 4 groups in the low group (Hispanic, Homeless, Socioeconomically Disadvantaged, and White). English Learners and Students with Disabilities were in the "Very Low" category

Math Indicator - All students 80.4 points below standard with 5 groups in the low category (English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and White). Students With Disabilities are in the "Very Low" category. There is a significant gap between "all" students and SWD.

STAR math proficiency rate (State Benchmark) is 12.1% which is close to last year's proficiency score of 14.9%.

STAR Reading proficiency rate (State Benchmark) is 26.8% which is higher than last year's score of 23.2% proficiency.

SWD is far below all students in both ELA and Math. Actions to support increased academic improvement for our students with disabilities include IEP and SST substitute coverage to conduct meetings, and opportunities for general education teachers to meet each trimester with special education teachers to identify and evaluate students' goals. Math intervention will include students with disabilities.

BVES has been designated as an ATSI school based on the following student groups:
Students with disabilities - Academic performance in ELA and Math and chronic absenteeism
African American students - chronic absenteeism
Two or More - Chronic absenteeism

STAR Math Results
Currently, 59.0% of our students scored at or above typical growth (35th current SGP) for the fall to the current assessment. This is below the school goal of Greater than 65>0 %
STAR reading proficiency rate is 25.1% (District benchmark). This is lower that the State SBAC ELA proficiency.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

	Percent of Enrollment			Number of Students		

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	0.14%	0.13%	1	1	1
African American	9.8%	8.07%	7.42%	74	59	56
Asian	0.5%	0.41%	0.4%	4	3	3
Filipino	0.4%	0.68%	0.53%	3	5	4
Hispanic/Latino	69.5%	71.55%	71.92%	527	523	543
Pacific Islander	0.4%	0.27%	0.4%	3	2	3
White	14.5%	13.27%	12.72%	110	97	96
Multiple/No Response	4.8%	5.61%	6.49%	36	41	49
			Total Enrollment	758	731	755

Table title: Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	135	135	137
Grade 1	129	123	123
Grade 2	120	123	126
Grade3	121	121	125
Grade 4	124	110	122
Grade 5	129	119	122
Total Enrollment	758	731	755

Table title: Student Enrollment by Grade Level

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	200	209	201	26.1%	26.7%	26.50%
Fluent English Proficient (FEP)	41	38	41	5.4%	4.9%	5.40%
Reclassified Fluent English Proficient (RFEP)	32	10	22	15.3%	5.0%	10.9%

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
731	**94.9**	**25.2**	**1.1**
Total Number of Students enrolled in Bella Vista Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	184	25.2
Foster Youth	8	1.1
Homeless	91	12.4
Socioeconomically Disadvantaged	694	94.9
Students with Disabilities	87	11.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	59	8.1
American Indian	1	0.1
Asian	3	0.4
Filipino	5	0.7
Hispanic	523	71.5
Two or More Races	41	5.6
Pacific Islander	2	0.3
White	97	13.3

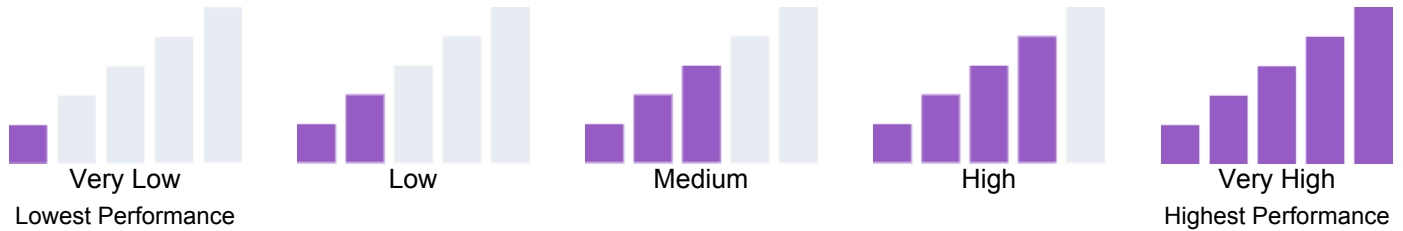**Conclusions based on this data:**
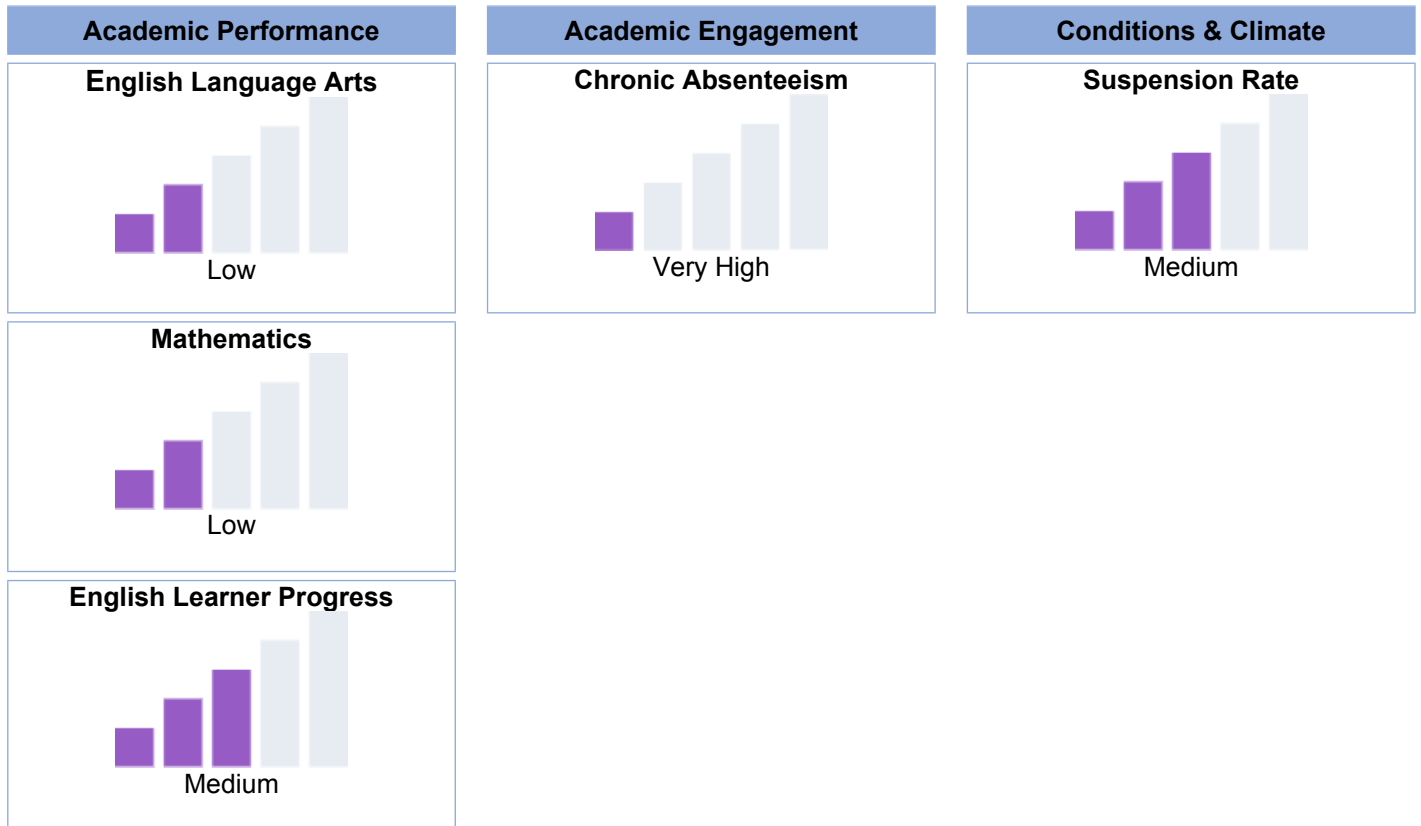
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School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts — Low	**Chronic Absenteeism** — Very High	**Suspension Rate** — Medium
Mathematics — Low		
English Learner Progress — Medium		

Conclusions based on this data:

1. Chronic absenteeism continues to be a huge issue.

2. ELL students are making good progress.

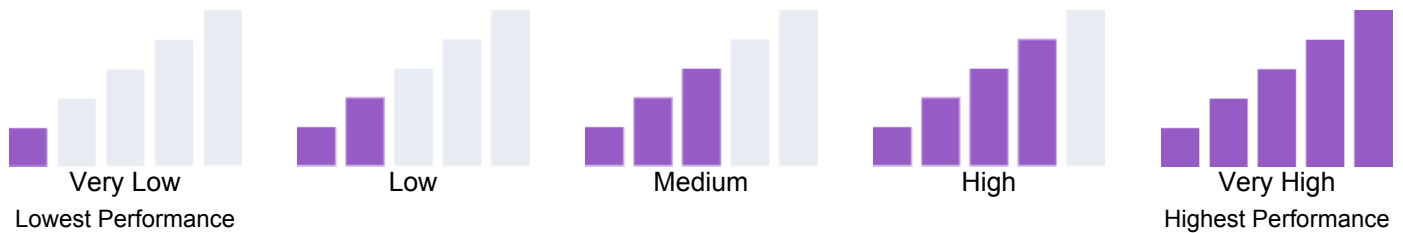**3.** Academically there continues to be room for grwoth.
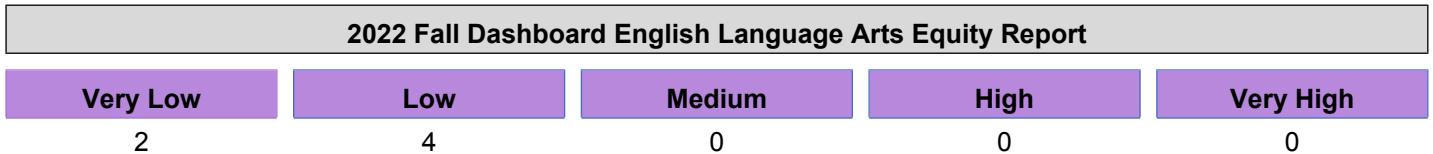
School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
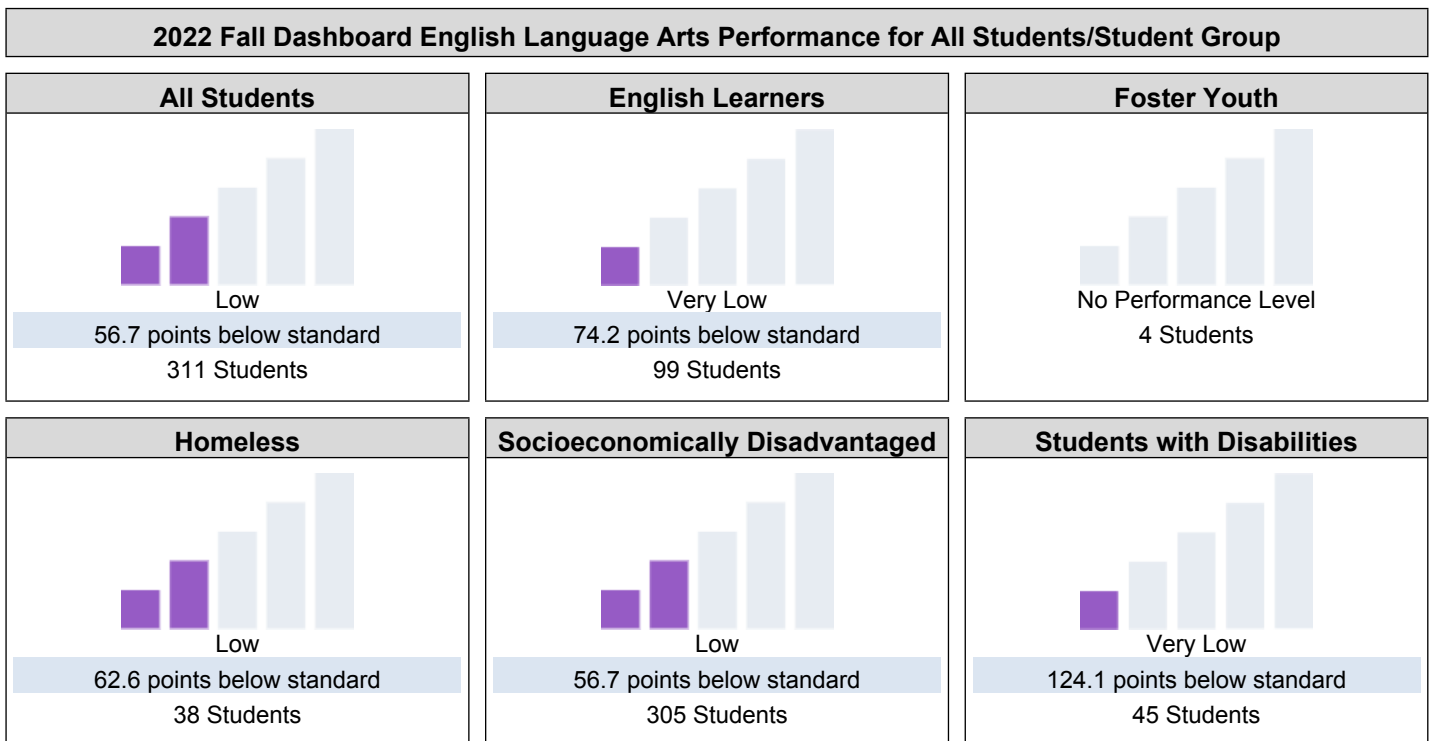
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| Very Low | Low | Medium | High | Very High |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

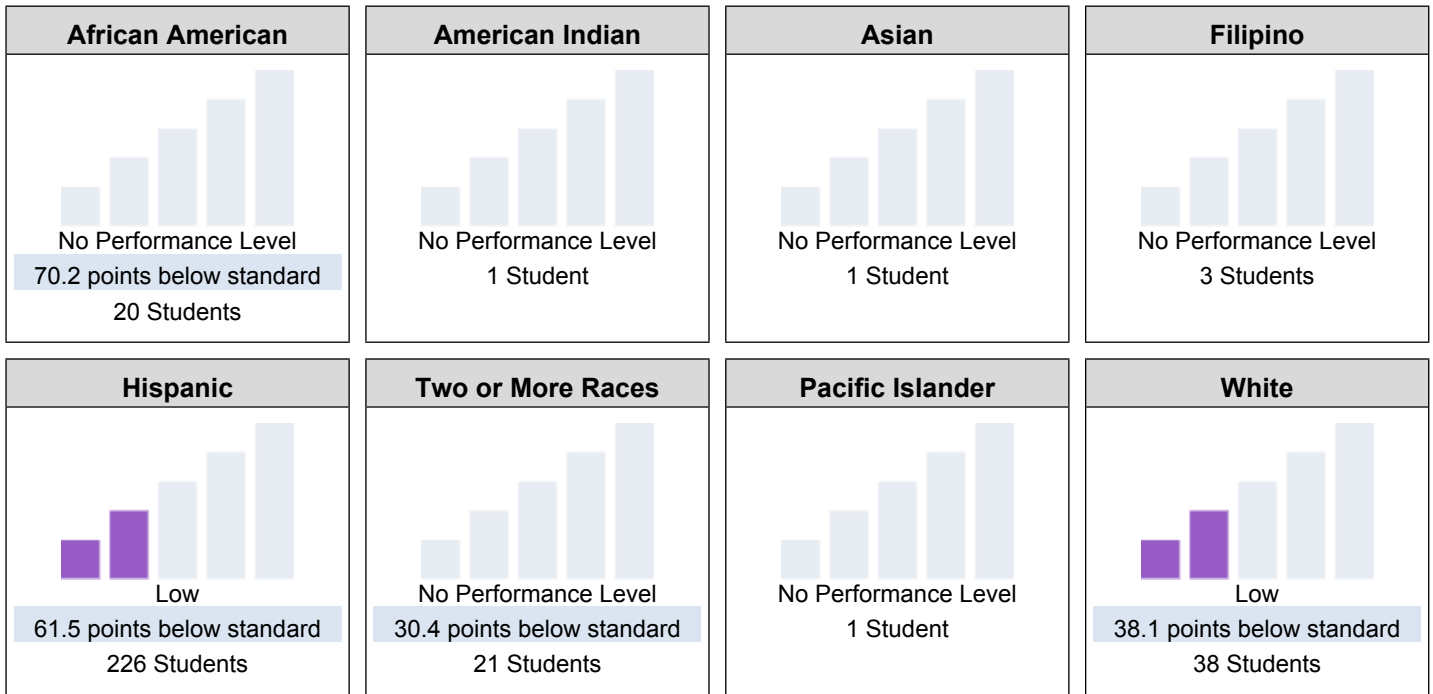| 2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
2	4	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
56.7 points below standard	74.2 points below standard	4 Students
311 Students	99 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Low	Low	Very Low
62.6 points below standard	56.7 points below standard	124.1 points below standard
38 Students	305 Students	45 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
70.2 points below standard	1 Student	1 Student	3 Students
20 Students			

Hispanic	Two or More Races	Pacific Islander	White
Low	No Performance Level	No Performance Level	Low
61.5 points below standard	30.4 points below standard	1 Student	38.1 points below standard
226 Students	21 Students		38 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
103.2 points below standard	33.6 points above standard	47.7 points below standard
78 Students	21 Students	208 Students

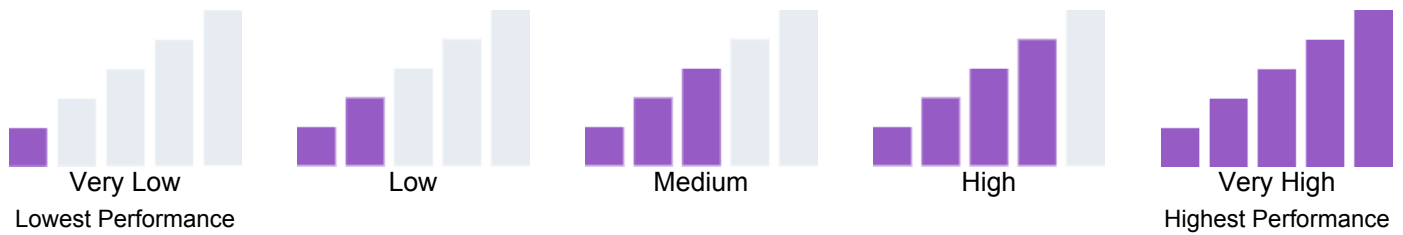**Conclusions based on this data:**

1. Students with disabilities and English Learners have the biggest gaps in ELA.

2. Students with disabilities have the largest gap in achievement overall.
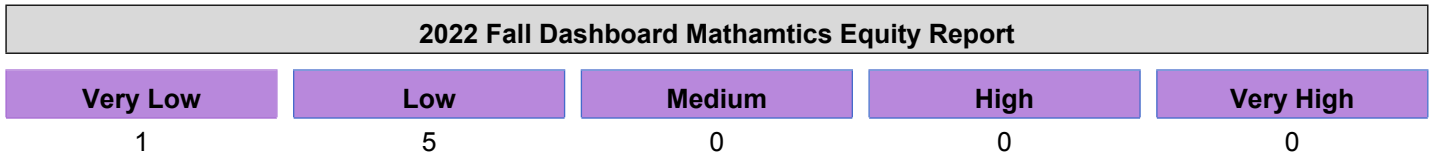
School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).
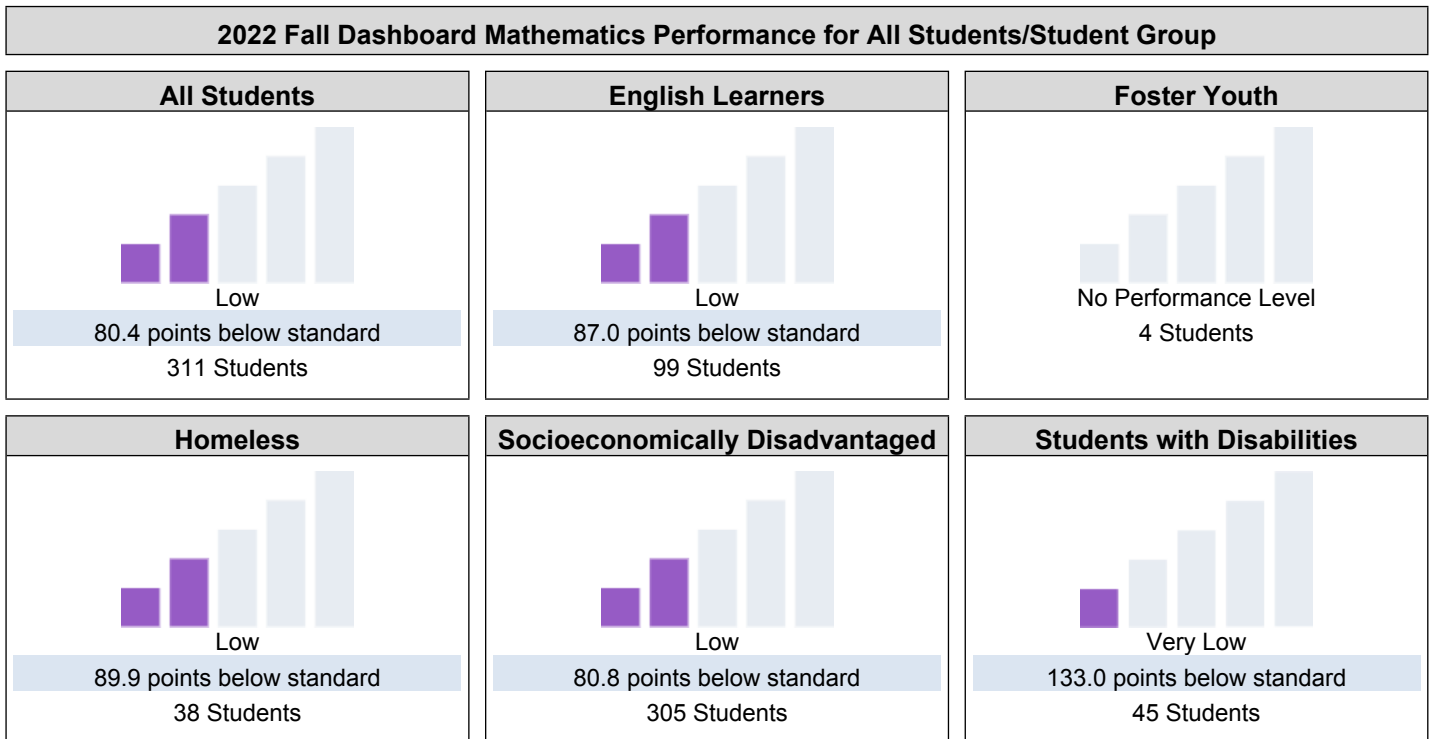
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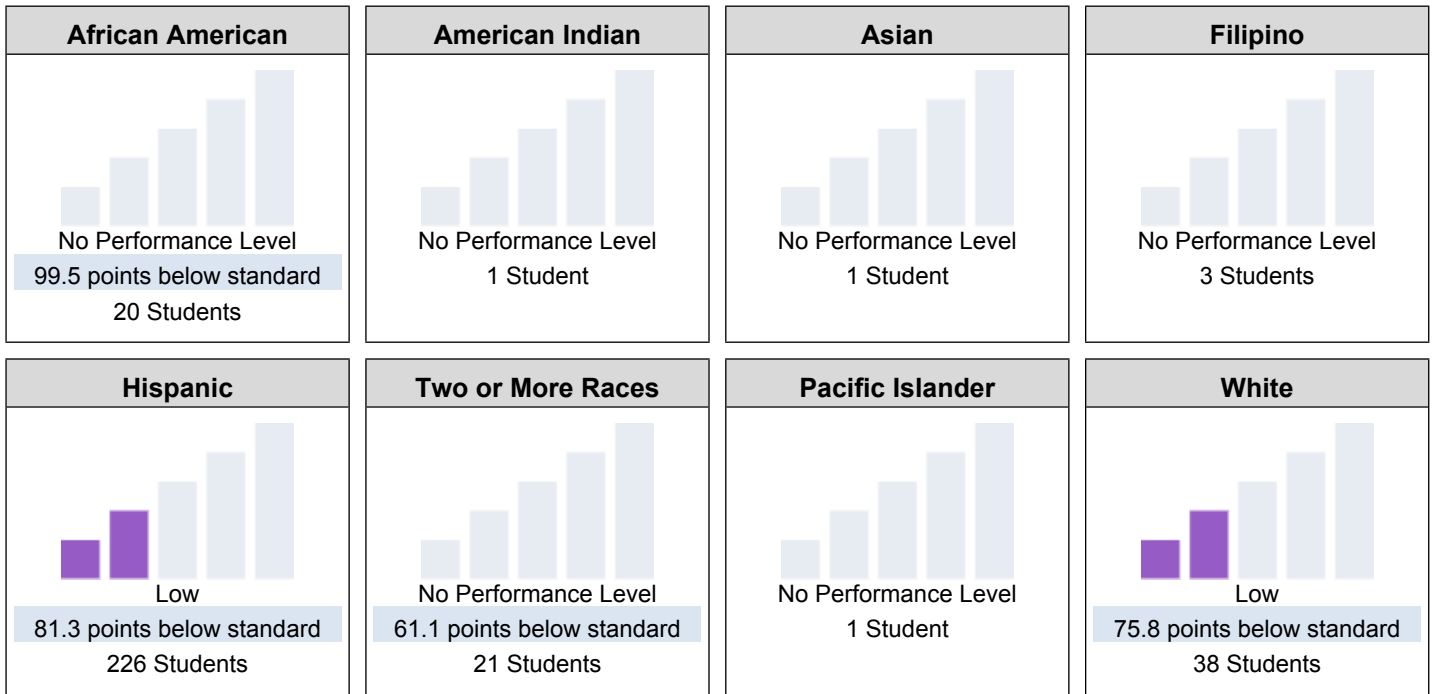
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	5	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Low	Low	No Performance Level
80.4 points below standard	87.0 points below standard	4 Students
311 Students	99 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Low	Low	Very Low
89.9 points below standard	80.8 points below standard	133.0 points below standard
38 Students	305 Students	45 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	No Performance Level	No Performance Level
99.5 points below standard	1 Student	1 Student	3 Students
20 Students			

Hispanic	Two or More Races	Pacific Islander	White
Low	No Performance Level	No Performance Level	Low
81.3 points below standard	61.1 points below standard	1 Student	75.8 points below standard
226 Students	21 Students		38 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
103.1 points below standard	27.0 points below standard	76.6 points below standard
78 Students	21 Students	208 Students

Conclusions based on this data:

1. Only one subgroup is in the very low category - students with special needs.

2. There is a larger distance from standard in math compared to ELA.

3. There is a larger distance from standard for students with special needs in math compared to ELA.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Medium

48.9 making progress towards English language proficiency

Number of EL Students: 137 Students

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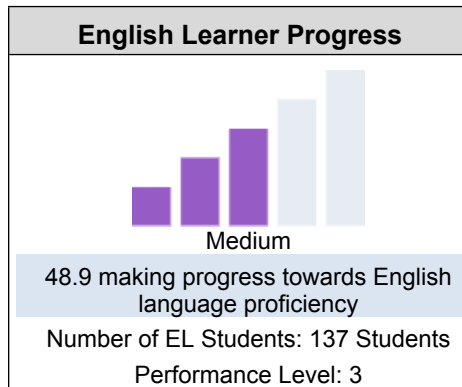
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

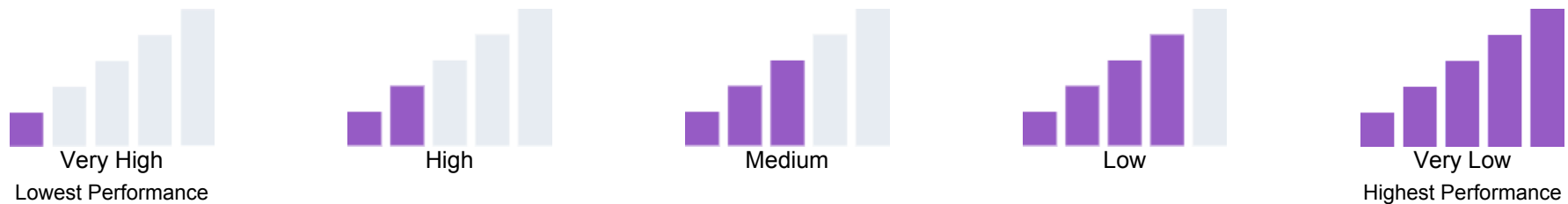| 2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
13.1%	38.0%	0.0%	48.9%

Conclusions based on this data:

1. There is good improved progress for English learners.

2. About 18 students have decreased a level.

3. About 52 students stayed atthe same level.

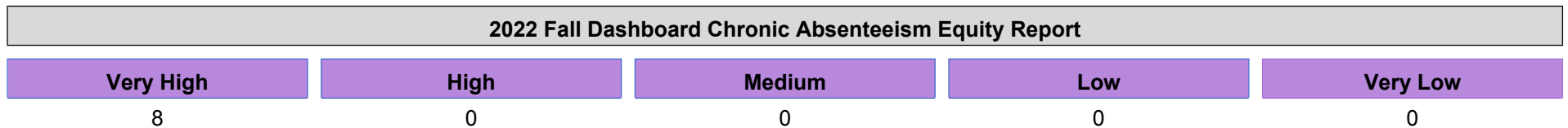# School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
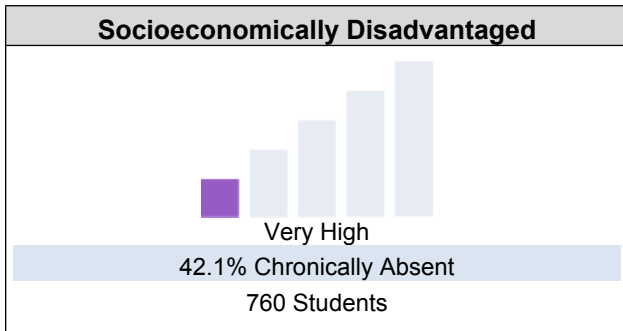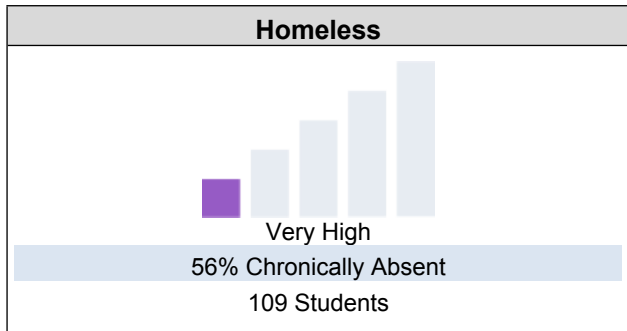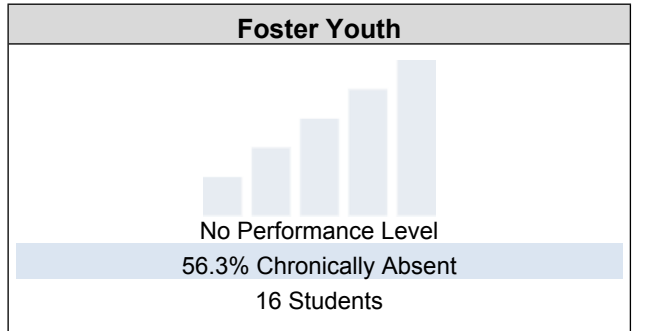
| Very High | High | Medium | Low | Very Low |
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

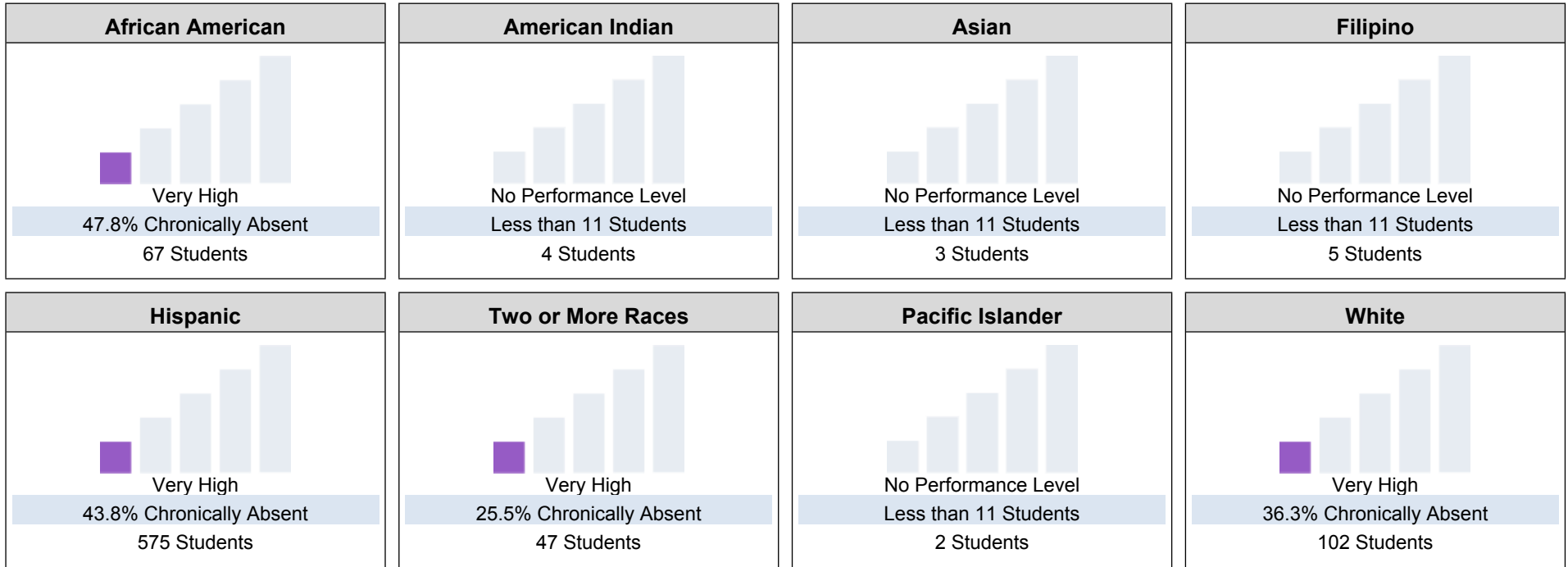| 2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
8	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

Very High

42% Chronically Absent

805 Students

English Learners

Very High

38.6% Chronically Absent

202 Students

Foster Youth

No Performance Level

56.3% Chronically Absent

16 Students

Homeless

Very High

56% Chronically Absent

109 Students

Socioeconomically Disadvantaged

Very High

42.1% Chronically Absent

760 Students

Students with Disabilities

Very High

40% Chronically Absent

115 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Very High	No Performance Level	No Performance Level	No Performance Level
47.8% Chronically Absent	Less than 11 Students	Less than 11 Students	Less than 11 Students
67 Students	4 Students	3 Students	5 Students

Hispanic	Two or More Races	Pacific Islander	White
Very High	Very High	No Performance Level	Very High
43.8% Chronically Absent	25.5% Chronically Absent	Less than 11 Students	36.3% Chronically Absent
575 Students	47 Students	2 Students	102 Students

Conclusions based on this data:

1. Every student gorup has very high chronic absenteeism.

2. Students with disabilities had a lower chronic absenteeism rate than "all" students.

3. AA students had the highest chronic absenteeism rate

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
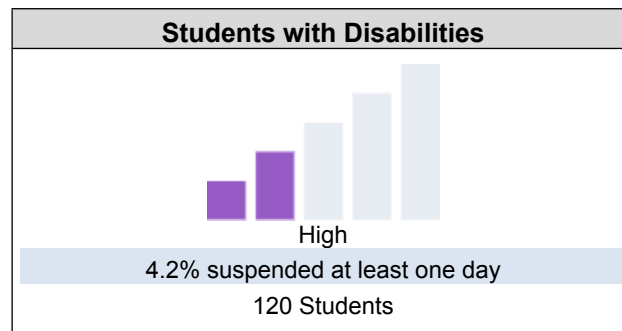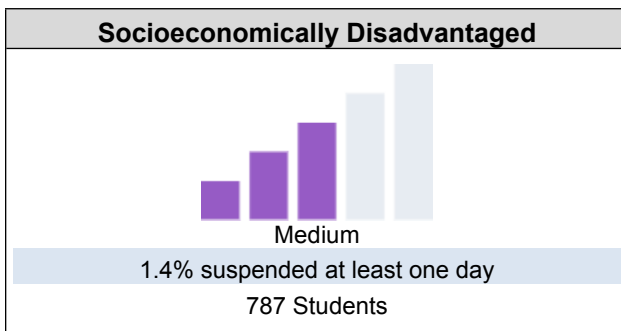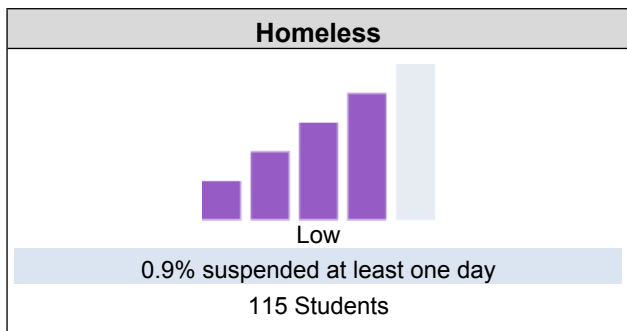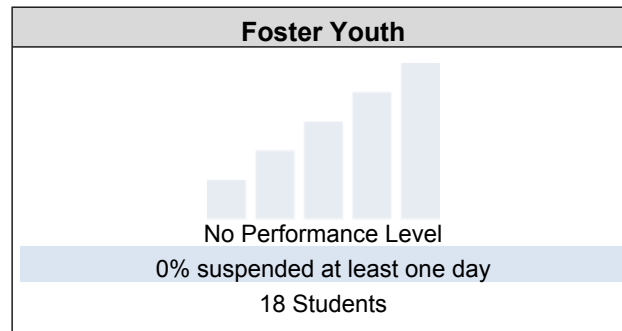
Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

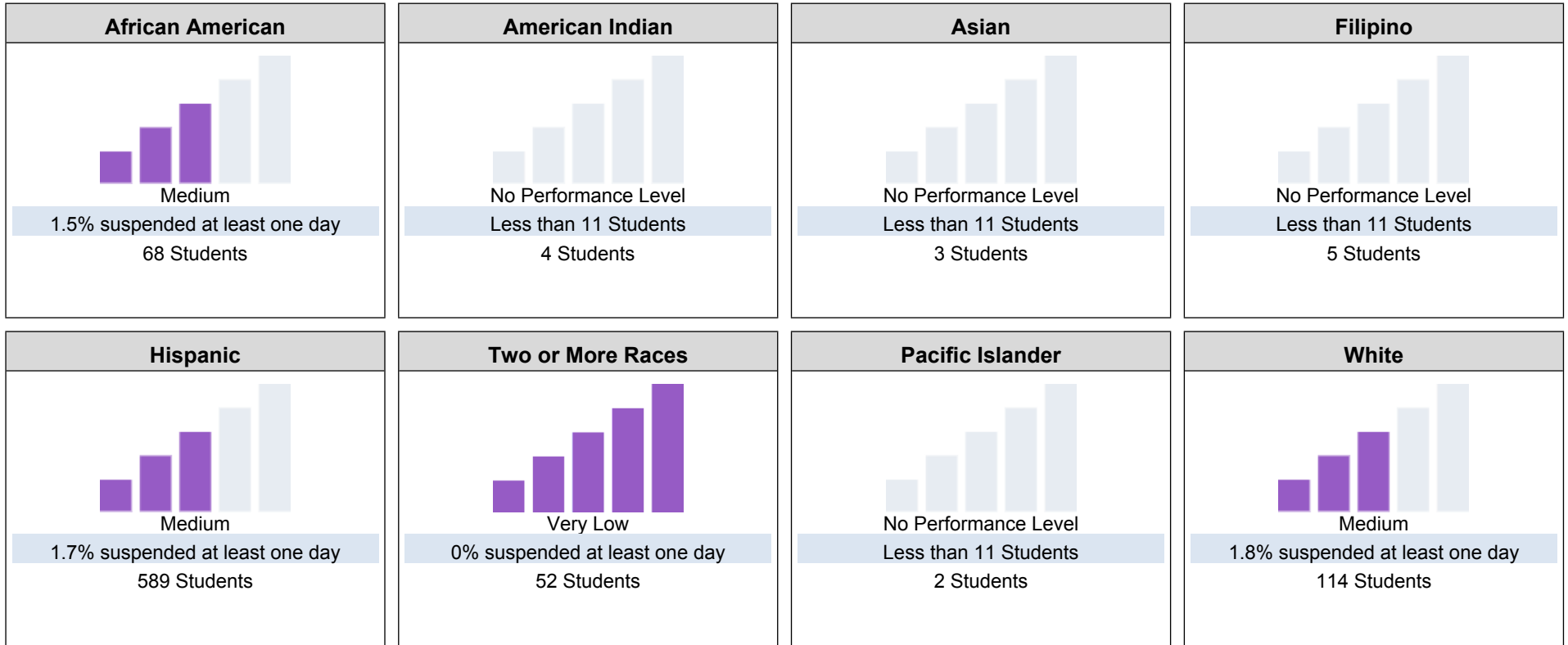| 2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	1	4	1	2

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Medium

1.6% suspended at least one day

837 Students

English Learners

Very Low

0% suspended at least one day

206 Students

Foster Youth

No Performance Level

0% suspended at least one day

18 Students

Homeless

Low

0.9% suspended at least one day

115 Students

Socioeconomically Disadvantaged

Medium

1.4% suspended at least one day

787 Students

Students with Disabilities

High

4.2% suspended at least one day

120 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Medium	No Performance Level	No Performance Level	No Performance Level
1.5% suspended at least one day	Less than 11 Students	Less than 11 Students	Less than 11 Students
68 Students	4 Students	3 Students	5 Students

Hispanic	Two or More Races	Pacific Islander	White
Medium	Very Low	No Performance Level	Medium
1.7% suspended at least one day	0% suspended at least one day	Less than 11 Students	1.8% suspended at least one day
589 Students	52 Students	2 Students	114 Students

Conclusions based on this data:

1. None of the subgroups fall into the very high category.

2. Students with disabilities have the highest suspension rates. (high)

Annual Review and Update

SPSA Year Reviewed: 2022-23

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)

)

St. Group	Color	DFS/Percentage	Change
All	Yellow	20 points below	Increase ++ 9.7
EL	Yellow	31.5 points below	Increase ++10
Hisp	Yellow	24.4 points below	Increase ++ 10
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

CA Dashboard Results 2022
English Language Arts
All students - 56.7 points below standard. 26.8% of students were proficient or higher
English learners - Very Low 74.2 points below standard
SWD - Very Low 124.1 points below standrd
Hispanic - Low 61.5 points below standard
Homeless - Low 62.6 points below standard
SED - Low 56.7 points below standard
White - Low 38.1 points below standard

STAR ELA 2022-2023 (Fall to Winter)
Reading growth 66.5% of students scored at or above typical growth. This is up 9.3 percentage points based on Fall to Winter 20021-2022.
STAR Reading Proficiency rate (State Benchmark) 23.2% of students estimated to score at or above proficiency. This is up 6.5 percentage points from Winter 2021-2022.

California School Dashboard - Academic Indicator for Mathematics All Students (ALL)
English Learners (EL)
Hispanic (Hisp)
African American (AA)

St. Group	Color	DFS/Percentage	Change
All	Yellow	63.2 points below standard	Increase ++ 10
EL	Yellow	71.1 points below standard	Increase ++ 10

Math
All students - Low 80.4 points below standard
SWD - Very Low 133 points below standard
ELL - Low 87 points below standard
Hispanic - Low 81.3 points below standard
Homeless - Low 89.9 points below standard
SED - Low 80.8 points below standard

Metric/Indicator	**Expected Outcomes**	**Actual Outcomes**

Metric/Indicator	Expected Outcomes				Actual Outcomes
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Hisp	Yellow	68.9 points below stanard	Increase ++ 10	White - 75.8 points below standard STAR MATH 2022-2023 (Fall to Winter) Math growth - 54.7% of students scored at or above typical growth. This is down 2.1 percentage points for Fall to Winter 2021-2022. STAR Math Proficiency rate (State Benchmark) 12.1% of students are estimated to score at or above proficiency. This is up 2 percentage points from Winter 20221-2022.
	AA	Yellow	74.2 points below standard	Increase ++ 10	
	SED	Yellow	69.2 points below standard	Increase ++ 10	
	SWD	Orange	117.4	Increase ++10	

Metric/Indicator	Expected Outcomes	Actual Outcomes
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 -21.37% met or exceeded	California Science Test (CAST) proficiency for 2021-2022 - 9.4% students met or exceeded expectations on the CAST.
California School Dashboard – English Learner Progress Indicator (ELPI) Initial - 5.5% proficient 5.58% Well developed 25.38% Moderately developed 38.07% Somewhat developed 30.96% Minimally developed	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 45% making progress (Medium)	ELPAC Proficiency 41.3% of students scored at the proficient level on ELPAC. This is an increase of 10.3 percentage points from SE 2020-2021.
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - FEP -6.0 % RFEP - 18%	11 students were reclassified in the 22-23 school year. 25 students are on RFEP monitoring. 3 students have been RFEP fully exited.
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) ELA - 48%	26.77% of 3rd grade students met or exceeded standard for ELA.

Metric/Indicator	Expected Outcomes	Actual Outcomes
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	100% compliant for the 21-22 school year

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Collaborative planning opportunities beyond the regularly scheduled day	3 days prior to the start of the year and after school professional development specific to teacher needs	Additional opportunities to review, revise and refine units of study and align assessments in ELA, Math, and Science. 1000-1999: Certificated Personnel Salaries LCFF 25453	2 days prior to the start of the year and after school professional development specific to teacher needs 1000-1999: Certificated Personnel Salaries LCFF 19125.88
Additional personnel to support and increase student learning and achievement including extra duty as needed.	2 bilingual paraprofessiionals @ 5 hours each Math intervnetion teacher (90% Title 1 and 10% LCFF)	Bilingual paraprofessionals (2 @ 5.0 hrs/day) 2000-2999: Classified Personnel Salaries LCFF 54658	Bilingual paraprofessionals (2 @ 5.0 hrs/day) 2000-2999: Classified Personnel Salaries LCFF 20479.35
		Full time math intervention teacher wages and benefits (90%) 1000-1999: Certificated Personnel Salaries Title I 145821	Full time math intervention teacher wages and benefits (90%) 1000-1999: Certificated Personnel Salaries Title I 103427.39
		Full time Math Intervention Teacher wages and benefits (10%) 1000-1999: Certificated Personnel Salaries LCFF 16202	Full time Math Intervention Teacher wages and benefits (10%) 1000-1999: Certificated Personnel Salaries LCFF 11347.94

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
All students will be grouped during ELD with a specific plan for instruction outlined.	All grade levels group for ELD instruciton across the grade	Students will be grouped for ELD based on current levels. The groups will meet 5 times per week for 30 minutes. A specific schedule of activities/lessons will be outlined to support student understanding of the ELPI as well as to ensure language skills are emphasized. None Specified None Specified 0	Students will be grouped for ELD based on current levels. The groups will meet 5 times per week for 30 minutes. A specific schedule of activities/lessons will be outlined to support student understanding of the ELPI as well as to ensure language skills are emphasized. None Specified None Specified 0
		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. None Specified None Specified 0	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 leve None Specified None Specified 0
Educational technology subscriptions to support academic engagement (AR, Myon, Flocabulary, Moby Max)	AR, Moby Max, Hal Leonard, Wordwall, Pebble Go, Goalbook, Smart Notebook	Technology subscriptions to enhance academic engagement (AR, MyOn, Moby Max, , Pebble Go, SMART Notebook,) 5000-5999: Services And Other Operating Expenditures LCFF 15000	Technology subscriptions - Moby Max, Pebble Go, Smart notebooks, AR, 5000-5999: Services And Other Operating Expenditures LCFF 21298.08
Best First Instruction	Poster paper, anchor charts, markerboard erasers, notebooks, highlighters, Nikki Folders, Printers and Boogie Boards	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...) This includes materials for the music class (sheet music,	Poster paper, anchor charts, markerboard erasers, notebooks, highlighters, Nikki Folders, Printers and Boogie Boards 4000-4999: Books And Supplies LCFF 24608.07

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		recorders etc...). This may also include technological supplies such as ink cartridges, document cameras, etc... 4000-4999: Books And Supplies LCFF 19000	
		Classroom materials to support Best First Instruction. (Learning Palettes to support struggling readers, Intervention support materials such as small group games) 4000-4999: Books And Supplies Title I 9484	Anchor Chart Paper and reading tools 4000-4999: Books And Supplies Title I 1304.12
		Math supplemental materials to support implementation of engaging and hands on lessons that align with the district sponsored High Impact Math series 4000-4999: Books And Supplies Title I 5000	New Perspectives on Learning Landscape materials 4000-4999: Books And Supplies Title I 6082.67
		Professional development to support best first instruction in ELA, Math, ELD and Science (conferences) 5800: Professional/Consulting Services And Operating Expenditures Title I 3572	Math Contexrt for Learning 5000-5999: Services And Other Operating Expenditures Title I 2899.60
		Additional planning time for math lesson studies (Cathy Fosnot Units of Study)	Not completed with title 1 funding. General funding used

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		1000-1999: Certificated Personnel Salaries Title I 3000	

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 reading and math intervention has incredibly supported students and teachers. The math intervention teacher has worked to support strategy and model implementation in grades 1-2-3-4- and 5. Small group instruction has also been endorsed by bilingual paraprofessionals. Teachers were able to attend a variety of professional development after school on Wednesdays to improve their craft. We held 7 different professional development sessions that covered the following: Smartboard Notebook basics, Smartboard Notebook Gamification, Fosnot Assessment Math App, Number Strings, Wyborney math strategies, and UDL. A total of 16 teachers attended the professional development. Math Units of Study were purchased to support instruction. Teachers were given the opportunity to implement the units as needed. Students were actively engaged in the unit instruction. An increase in math understanding was evident in end-of-unit assessments.

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 there was some delay in hiring both a bilingual paraprofessional and a behavioral paraprofessional. We did not spend nearly as much money for instructional materials as anticipated. We were able to purchase some items from general funds in place of Title 1.

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.

We will no longer be purchasing MobyMax. All certificated personnel currently funded by categorical will continue to be funded. We will be increasing funds to support special education opportunities to collaborate with general education teachers. This year we will also be funding substitutes from LCAP to continue to provide during the school day IEP's and SST's. This was a recommendation through the ATSI process. All of these changes will be noted in Goal 1.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2 – Parent Engagement

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - 300	During the Winter of 2023 only 32 families completed the family survey.
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) - 100% Hispanic (Hisp) -100% African American (AA) - 100%	Family School Connectedness via Panorama Family Climate Survey All Students - 90% Hispanic - 93% African American - 88%
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning 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 - 90% Hispanic - 92% African American - 79%
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 - Increase attendance at parent teacher conferences to 95-100%	87% of our parents attended the most recent parent teacher conferences (Trimester 2)

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 which will support student achievement and postive family interactions.	BVES held several parent engagment activities during the school year. Translators were available during parent teacher conferences. Materials were purchased for Reading and Math night. Students were recognized throughout hte year during morning announcements. Brag tags, pencils and certificates were distributed.	Kindergarten preparation parent handbook 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 800	This was not completed
		School-to-home reading materials to support at-home reading in place of assigned homework. Books to be purchased for each student. Parents will receive bookmarks and video information on how to help students reading at home. 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 2087	Reading materials were purchased for students and parents that attended the reading night. A reading strategy sheet was sent home with parents to support at home reading. 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1133.00
		Student recognition assemblies will be conducted on a regular basis to recognize academic and behavioral achievement. Parents will be invited to participate. PBIS incentives and rewards (Brag tags, certificates) 4000-4999: Books And Supplies LCFF 4263	Brag tags 4000-4999: Books And Supplies LCFF 424
		Supplies for family engagement nights 4000-4999: Books And Supplies Title I Part A: Parent Involvement 222	Supplies for reading night (glow materials) 4000-4999: Books And Supplies Title I Part A: Parent Involvement 162

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Community partnerships	Early Act meets monthly thoroughout the year. 3rd grade swimming was not offered this year. 2nd grade attended the Cabot Yerxa museum. 3rd grade attended the Indian Canyons. 5th grade participated with the McCallum theater to do one round of performing arts. The dancers came to Bella Vista and did the performance.	Continued partnership building with Early Act (Rotary), 3rd grade swimming lessons, 2nd grade Palm Springs Art museum, 2nd grade Cabot Yerxa Museum None Specified None Specified 0	Early Act , 2nd grade museum , 3rd grade Mission Creek None Specified None Specified 0
		Wages and benefits for classified paraprofessionals to translate during parent events (parent teacher conferences, evening events and assemblies) 2000-2999: Classified Personnel Salaries LCFF 400	Extra duty for translations 5000-5999: Services And Other Operating Expenditures LCFF 227.07

Analysis

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

Translators were available for Spanish-speaking families during parent-teacher conferences. The school was an active participant in several community activities such as visits to Cabot Museum for 2nd grade, Mission Creek visits for 3rd grade, sports tournaments with other local schools, and a well-attended reading night. Math night is scheduled for mid-April.

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

We did not have recognition assemblies where parents were invited but they will be scheduled next year.

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.

We will be including written documentation for parents to fully understand the attendance policies. Information will be included in the Back to School Night slide show. We will regularly send out attendance data to keep parents informed of chronic absenteeism rates. We will also develop guidelines that outline how and when it is appropriate to ask for short-term independent study. These are all recommendations from ATSI meetings.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3 – Safe and Healthy Learning Environment

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) 94% Chronic Absenteeism Under 25%	Students Attendance Rates All students 87.9 % Chronic Absenteeism 53.1%

Chronic Absenteeism 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	21%	Declined -3
EL	Yellow	18.6	Declined -3
Hisp	Yellow	20.7	Decline -3
AA	Yellow	25.7	Decline -3
SED	Yellow	21.7	Decline -3
SWD	Yellow	24	Decline -3

Chronic Absenteeism (Average for the year)
All Students (ALL)) 50.6%
English Learner (EL)49.7%
Hispanic (Hisp) 51.9%
African American (AA) 44.9 %
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD) 51.2%

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	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

Suspension rate
All 0.8%
English Learner (EL) 2.6%
Hispanic (Hisp) 1.2%
African American (AA) 0%
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD) 1.7%

Metric/Indicator	Expected Outcomes	Actual Outcomes
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 (ALL) -80% English Learner (EL) 80% African American (AA) - 80% Socioeconomically disadvantaged - 80%	Panorama Survey - School Connectedness All students 70% Hispanic 72% English Learners 73-77% African Americans 61%
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) - 65% English Learner (EL) - 65% Hispanic (Hisp) - 65% African American (AA) - 65% Socioeconomically disadvantaged - 65%	Panorama Survey – School Safety All Students (ALL) - English Learner (EL) - 61-78% Hispanic (Hisp) - 65% African American (AA) - 65% Socioeconomically disadvantaged -
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%	Williams Facilities Inspection Results There was not a Williams Inspection this year at Bella Vista

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Behavior Paraprofessional	Behavior Paraprofessional	A behavior paraprofessional will continue to work with students identified with needing behavioral supports. The BP will be part of the PBIS implementation team.	Behavior Paraprofessional 2000-2999: Classified Personnel Salaries LCFF 36413.20

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		He will also be a member of the Tier 2/3 support team. The BP will also work with the community to support school attendance. 2000-2999: Classified Personnel Salaries LCFF 71802	
Continued Implementation of PBIS	PBIS Meeetings	Monthly PBIS meetings to analyze data and build capacity None Specified None Specified 0	Meetings not held consistently None Specified None Specified 0
		Tier II monthly meetings to address students needing additional behavioral support. None Specified None Specified 0	Held informally iwht counselor and administration None Specified None Specified 0
Playground Supervision	Playground supervision	Wages and benefits for playground supervision 1@ 3.25 hrs and 3@ 3.5 hrs 2000-2999: Classified Personnel Salaries LCFF 47972	Wages and benefits 2000-2999: Classified Personnel Salaries LCFF 46001
		Substitutes for playground supervision 2000-2999: Classified Personnel Salaries LCFF 4000	Substitutes 2000-2999: Classified Personnel Salaries LCFF 4010
Social Emotional Learning	Dovetail tools are referenced throughout the day. There is stronger emphasis on certain tools	Continued use of Dovetail Tools to support students in self-	Dovetail Tools None Specified

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	which is hwy this will be modified for next year.	regulation. All staff members will use Dovetail Tools to support students. None Specified None Specified 0	None Specified 0

Analysis

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

The behavior paraprofessional was hired in October. She has been a huge asset as she works collaboratively with the administration, counselor and classroom teachers. She has established positive relationships with parents. PBIS expectations are reviewed regularly in the classroom as well as school wide with morning announcements. The counselor and behavior paraprofessional use dovetail tools consistently in working with students that have behavioral needs. Playground supervisors are vital to the culture of the lunch area and the playground. They actively supervise which helps to decrease inappropriate behaviors and therfore lessens major and minor referrals.

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

We moved from a prevention specialist (more costly) to a behavior paraprofessional when our prevention specialist took another position. All playground supervision personnel have had their hours increased form 3.5 to 4 hours with the exception of one.

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.

We will continue to use playground supervisors and the behavior specialist next year. Dovetail tools will be modified to only incorporate 5 tools that the site will focus on. Tier II and PBIS meetings will be scheduled at the beginning fo the year to ensure the meetings occur regularly.

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 Palm Springs Unified School District students will demonstrate mastery of grade level content and will graduate high school prepared with the academic and technical skills necessary for college and career success.

Identified Need

1. Students with Disabilities scored significantly lower in ELA and Math compared to their general education colleagues. In Math students with disabilities were 133 pts below (very low) compared to 80.4 below (low). In ELA SWD scored 124.1 pts below (very low) compared to 56.7 pts below (low)
2. All subgroups had chronic absenteeism rates that were over 40% with the exception of the subgroups two or more. African American students and Two or More were identified for ATSI (chronic absenteeism).
3. Math proficiency of 5th-grade students last year was 4.7% compared to all students at 14.9%
4 ELA proficiency for 2021-2022 was 26.8%. ELA instruction is an area that is continually monitored for effectiveness. Additional strategies and materials to address basic reading skills are essential in the upper grades for underachieving students.
5. EL proficiency was considerably lower (4.3%) than non-EL proficiency (29.6%).
6. Science scores are significantly lower at BVES compared to the district scores.

Measuring and Reporting Results

Metric/Indicator	Baseline				Expected Outcome			
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
					All	Yellow	-53.7 Low	+3
					EL	Yellow	-71.2 Very Low	+3

Metric/Indicator	Baseline				Expected Outcome			
African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All		56.7 points below standard		Hisp	Yellow	-58.5 Low	+3
		Low			AA	Yellow	-67.2 Very Low	+3
	EL		74.2 points below standard		SED	Yellow	-56.7 Low	+3
		Very Low			SWD	Orange	-121.1Very Low	+3
	Hisp		61.5 points below standard					
		Low						
	AA		70.2 points below standard					
		No Performance Level						
	SED		56.7 points below standard					
		Low						
	SWD		124.1 points below standard					
		Very Low						

Metric/Indicator	Baseline				Expected Outcome			
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
					All	Yellow	-65.0 Low	+15

Metric/Indicator	Baseline				Expected Outcome			
African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All		80.4 points below standard		EL	Yellow	-72.0 Low	+15
		Low			Hisp	Yellow	-66.0 Low	+15
	EL		87.0 points below standard		AA	Orange	84.5 Very Low	+15
		Low			SED	Orange	-65.8 Low	+15
	Hisp		81.3 points below standard		SWD	Orange	-118 Very Low	+15
		Low						
	AA		99.5 points below standard					
		No Performance Level						
	SED		80.8 points below standard					
		Low						
	SWD		133.0 points below standard					
		Very Low						
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 - 9.4% meet or exceeded				California Science Test - Percent of Students Who Meet or Exceed Standard (Increase by Grade 5 -29.4% met or exceeded			

Metric/Indicator	Baseline	Expected Outcome
California School Dashboard – English Learner Progress Indicator (ELPI) Initial - 5.5% proficient 5.58% Well developed 25.38% Moderately developed 38.07% Somewhat developed 30.96% Minimally developed	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 48.9% making progress (Medium)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 65% making progress (Medium)
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate IFEP - 2.6% RFEP - 2.1%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - IFEP -3.0 % RFEP - 5.0%
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) 26.77% English Learners (EL) 8% Hispanic (Hisp) 21.84% African American (AA) Students with Disabilities (SWD) 5.88% (3rd grade only)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - 35%%
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

	X	English Learner
	X	Low Income
	X	Students with Disabilities

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Teachers, administration

Proposed Expenditures for this Strategy/Activity

Amount	41907
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Additional planning time before and during school hours. (Wages and benefits) Professional development offered to all (reading, math writing). PD offered as needed after school (district rate)
Amount	6300
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Substitutes for teachers to meet 3 times a year with special education providers to discuss student outcomes and set goals related to SWD in the general educaiton class
Amount	10080
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Substitutes to cover classes to condut IEPs and SSTs during the school day. Tier II and Tier III meetings may also be part of the SST process
Amount	15000
Source	Title I

Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional developent opportunities to support increase iin research based strategies to include math and ELA. Science of Reading will be a focus for ELA.

Strategy/Activity 2

Additional personnel to support and increase student learning and achievement including extra duty as needed.

Students to be Served by this Strategy/Activity

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

Timeline

7/1/202-6/30/2024

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	53921
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual paraprofessionals (2 @ 5.0 hrs/day)

Amount	139633
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Full time math intervention teacher wages and benefits (78%) Small gorup instruciton

Amount	39384
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Full time Math Intervention Teacher wages and benefits (22%) Teacher professional development

Amount	1000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Addiitonal hours for classified staff to support parent engagement activities in reading, math, and science

Strategy/Activity 3

All students will be grouped based on ELPAC levels and need for ELD 30 minutes per day 5 days a week.

Students to be Served by this Strategy/Activity

X	English Learner
X	Students with Disabilities
X	Specific Student Groups: Underachieving students

Timeline

7/1/2023-6/30/2024

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 meet 5 times per week for 30 minutes. A specific schedule of activities/lessons will be outlined to support student understanding of the ELL standards to include speaking reading and writing.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Non EL students will be grouped to work on critical thinking and writing. Use of PBL materials is an option.

Strategy/Activity 4

Educational technology subscriptions to enable an improved learning environment which will boost student outcomes

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration and classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Technology subscriptions to enhance academic engagement (AR, Mystery Science, Pebble Go, SMART Notebook,)

Strategy/Activity 5

Best First Instruciton materials

Students to be Served by this Strategy/Activity

X   Students with Disabilities

X   All

X   Specific Student Groups:
      AA, TOM

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Classroom teachers and administrtion

Proposed Expenditures for this Strategy/Activity

Amount	4372
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...) This may also include technological supplies such as ink cartridges, document cameras, etc...
Amount	3695
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional consulting services for math (Pam Harris)
Amount	3695
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional consulting services to support Reading (including Heggarty and guided reading) and writing
Amount	19610
Source	Title I

Budget Reference	4000-4999: Books And Supplies
Description	Increase clssroom libraries to support strategic intervention. Book sets will be purchased to enhance opportunities for book studies and literature circles. A variety of culturally diverse books will be included. Math materials will be purchased to support more student centered strategies. Materials will align with current site professional development and high impact math routines, models and strategies.

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 develop and maintain positive parent, student, and community involvement and engagement to promote and support student success.

Identified Need

Only 32 parents responded to the Panorama survey. There is a huge need to engage more parents in providing input. Panorama scores decreased in each category except safety. Although the scores decreased they are all above 87% favorable responses.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes 107	Parent Participation in Stakeholder Input Processes - Increase stakeholder input by 10%
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 94% Hispanic (Hisp) Favorable African American (AA)	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) -94% Hispanic (Hisp) -	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) -	
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 postive family interactions.

Students to be Served by this Strategy/Activity

X	Students with Disabilities
X	Specific Student Groups: AA, TOM

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	684
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Materials to support engaging family education night (Math and Reading)

Amount	2500
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	School-to-home reading materials to support at-home reading in place of assigned homework. Books to be purchased for each student. Parents will receive bookmarks and video information on how to help students reading at home.

Amount	620
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Student recognition assemblies will be conducted on a regular basis to recognize academic and behavioral achievement. Parents will be invited to participate. PBIS incentives and rewards (Brag tags, certificates)

Amount	200
Source	Title I Part A: Parent Involvement
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Reprographics for colored copies for family engagement activities

Strategy/Activity 2

Community partnerships

Students to be Served by this Strategy/Activity

X	Specific Student Groups: Students with low socioeconomic status

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Continued partnership building: Early Act (Rotary), DHS swim , Palm Springs Art museum,Cabot Yerxa Museum, Mccallum Theater, and Indian Canyons
Amount	1146
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Wages and benefits for classified paraprofessionals to translate and participate during parent events (parent teacher conferences, evening events and assemblies)

Strategy/Activity 3

Parent Information to address attendance definitions and reasonable absences

Students to be Served by this Strategy/Activity

X   Students with Disabilities

X   Specific Student Groups:
      AA, TOM,

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Adminsitration and clerical staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Description	A written attendance policy will be distributed regularly throughout the year to reinforce what and when absences are appropriate.

Strategy/Activity 4

Printed information will be avaialble for parents to address short term Independent Study requests.

Students to be Served by this Strategy/Activity

X   Students with Disabilities

X   Specific Student Groups:
        AA, TOM

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration and clerical staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Printed material will be available for parents that outlines the procedures to request short term independent study.

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 School District will provide healthy and physically and emotionally safe learning environments that foster and support all students.

Identified Need

1. 61% of our students responded favorably to safety. This is a 3-point increase from the previous year but there is still a need to increase the sense of safety at Bella Vista.
2. 70% 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. 74% 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 chronic absenteeism rate is 45%
5. Our current average daily attendance is 89%
.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) 85.1% Chronic Absenteeism 67.5%	Student Attendance Rates All Students (ALL) 94% Chronic Absenteeism Under 25%

Chronic Absenteeism Rates
All Students (ALL))
English Learner (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged
(SED)

Baseline:

St. Group	Color	DFS/Percentage	Change
All	Orange	47.8%	
EL	Orange	38.6%	
Hisp	Orange	43.8%	

Expected Outcome:

St. Group	Color	DFS/Percentage	Change
All		44.8% Very High	Decline -3
EL		35.6% Very High	Decline -3
Hisp		40.8% Very High	Decline -3

Metric/Indicator	Baseline				Expected Outcome			

Students with Disabilities (SWD)

AA	Orange	47.8%		AA		44.8% Very High	Decline -3
SED	Orange	42.1%		SED		39.1% Very High	Decline -3
SWD	Orange	40%		SWD		37% Very High	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	St. Group	Color	DFS/Percentage	Change
All	Medium	1.6%		All	Medium	1.63%	Decline -0.3
EL	Very Low	0%		EL	Very Low	0%	Maintain
Hisp	Medium	1.7%		Hisp	Medium	1.2%	Maintain 0.3
AA	Medium	1.5%		AA	Medium	1.2%	Decline -0.3
SED	Medium	1.4%		SED	Medium	1.41%	Decline -0.3
SWD	High	4.2%		SWD	High	3.9%	Decline 0.3

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:73%
Eglish Learner (EL):Levels 1-4 is averaged at 63% for Levels 1-3
Hispanic (Hisp): 65%
African American (AA) 49%
Socioeconomically disadvantaged 71%

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

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

Panorama Survey - School Safety
All students: 61%
English Learner (EL): Levels 1-4 vary between 52%-64%
Hispanic 59%
African American (AA) 58%

Panorama Survey – School Safety
All Students (ALL) - 65%
English Learner (EL) - 65%
Hispanic (Hisp) - 68%
African American (AA) - 65%
Socioeconomically disadvantaged - 65%

Metric/Indicator	Baseline	Expected Outcome
	Socioeconomically disadvantaged 57%	
Williams Facilities Inspection Results	Williams Facilities Inspection Results 100%	Williams Facilities Inspection Results - 100%

Planned Strategies/Activities

Strategy/Activity 1

Behavior Paraprofessional

Students to be Served by this Strategy/Activity

<u>X</u>   Low Income

<u>X</u>   Students with Disabilities

<u>X</u>   Specific Student Groups:
African American students, TOM

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	61191
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	A behavior paraprofessional will continue to work with students identified with needing behavioral supports. The BP will be part of the PBIS implementation team. She will also be a member of the Tier 2/3 support team. The BP 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

X   All

Timeline

7/1/2023-6/30/2024

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	Monthly PBIS meetings to analyze data and build capacity, review pbis expectaions, MTSS Tiers of support. Calendared for the year
Amount	2000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials to support PBIS assemblies and recognition (Brag tags, certificates)
Amount	1000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Materials to support recognition of academic improvement in ELA, Math, Science and Social Studies.
Amount	0

Source	None Specified
Budget Reference	None Specified
Description	Tier II monthly meetings to address students needing additional behavioral support. Calendared for the year

Strategy/Activity 3

Playground Supervision

Students to be Served by this Strategy/Activity

X   All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	52851
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Wages and benefits for playground supervision 1@ 3.25 hrs and 3@ 3.5 hrs

Amount	3438
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

	X	All

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Continued use of identified Dovetail Tools to support students in self-regulation. All staff members will use 5 of the specified Dovetail Tools to support students.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Second Step materials will be calendared and used by each grade level.

Strategy/Activity 5

Reporting of monthly attendance rates to students, staff and parents.

Students to be Served by this Strategy/Activity

X	Low Income
X	Students with Disabilities
X	Specific Student Groups: AA, SWD TOM

Timeline

7/1/23-6/30/2024

Person(s) Responsible

Administration, Student services

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Classroom recognition of attendance rates on a weekly basis. During morning announcements, the classroom with the best attenadnce rates from the previous wweek will be recognized at each grade level.

Students to be Served by this Strategy/Activity

X	Specific Student Groups: AA, SWD, TOM

Timeline

7/1/2023-6/30/2024

Person(s) Responsible

Administration and office support staff

Proposed Expenditures for this Strategy/Activity

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)**
Math Collaboration and Professional Development	July 1, 2023 - June 30, 2024	Consultants and substitutes to support the implementation of math routines and strategies for the development of conceptual understanding	6,667	Title I
Primary Reading Intervention Program	July 1, 2023 - June 30, 2024	Provide a dedicated Reading Intervention Teacher, an instructional aide, and intervention instructional materials to support student skill development in reading across grades TK-2	205,062	LCFF
Technology Teacher on Assignment (TOSA)	July 1, 2023 - June 30, 2024	Support students and staff with the integration of technology into instruction	6,083	Title I

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)**
Family engagement events and classes	July 1, 2023 - June 30, 2024	Parenting Classes on effective strategies and structures. Parent/community engagement events.	1,851	Title I

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)**
Conscious Education Professional Development	July 1, 2023 - June 30, 2024	Training, substitutes and accompanying books and materials	3,703	Title IV
Youth Mental Health First Aid Training	July 1, 2023 - June 30, 2024	Training and accompanying books and materials	2,962	Title IV

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	$183,142
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$469,227.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	179,938	0.00
Title I Part A: Parent Involvement	4004	0.00
LCFF	285,285	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	$179,938.00
Title I Part A: Parent Involvement	$4,004.00

Subtotal of additional federal funds included for this school: $183,942.00

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	$285,285.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $285,285.00

Total of federal, state, and/or local funds for this school: $469,227.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	285,285.00
None Specified	0.00
Title I	179,938.00
Title I Part A: Parent Involvement	4,004.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	220,924.00
2000-2999: Classified Personnel Salaries	173,547.00
4000-4999: Books And Supplies	30,786.00
5000-5999: Services And Other Operating Expenditures	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	23,970.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	81,291.00
2000-2999: Classified Personnel Salaries	LCFF	172,547.00
4000-4999: Books And Supplies	LCFF	6,372.00
5000-5999: Services And Other Operating Expenditures	LCFF	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	20,075.00
	None Specified	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	139,633.00
2000-2999: Classified Personnel Salaries	Title I	1,000.00
4000-4999: Books And Supplies	Title I	20,610.00
5000-5999: Services And Other Operating Expenditures	Title I	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	3,695.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	3,804.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	200.00

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				
Karen Wirtz		X			
Jason Moore		X			
Doug Randa		X			
Jessica Lopez				X	
Hector Ochoa				X	
Linda Ericson			X		
Esmerelda Vega				X	
Casey Keepers				X	
Megan Canale				X	
Numbers of members of each category:	**1**	**3**	**1**	**5**	**0**

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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:
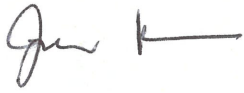
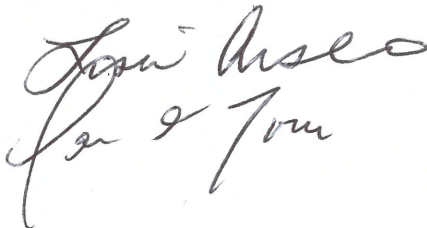| Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Departmental Advisory Committee
	Other: School Leadership Team, PBS Leadership Team, Grade level team leads

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 November 8, 2023.

Attested:

	Principal, Lisa Arseo on 10/18/2023
	SSC Chairperson, Jason Moore on 10/18/23

Title I and LCFF Funded Program Evaluation

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

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:*	What is not working and why? (Ineffective indicators) *Specific evidence/indicators showing that this activity or strategy is not working, including:*	Modification(s) based on evaluation results *Continue or discontinue and why?*
Collaborative planning opportunities beyond the regularly scheduled day			
Additional personnel to support and increase student learning and achievement including extra duty as needed.			
All students will be grouped based on ELPAC levels and need for ELD 30 minutes per day 5 days a week.			
Educational technology subscriptions to enable an improved learning environment which will boost student outcomes			
Best First Instruciton materials			

Goal #2:
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.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:*	What is not working and why? (Ineffective indicators) *Specific evidence/indicators showing that this activity or strategy is not working, including:*	Modification(s) based on evaluation results *Continue or discontinue and why?*
Engage parents on a regular basis with additional activities throughout the school year which will support student achievement and postive family interactions.			
Community partnerships			

Parent Information to address attendance definitions and reasonable absences			
Printed information will be avaialble for parents to address short term Independent Study requests.			

Goal #3:

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

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:*	What is not working and why? (Ineffective indicators) *Specific evidence/indicators showing that this activity or strategy is not working, including:*	Modification(s) based on evaluation results *Continue or discontinue and why?*
Behavior Paraprofessional			
Continued Implementation of PBIS			
Playground Supervision			
Social Emotional Learning			
Reporting of monthly attendance rates to students, staff and parents.			
Classroom recognition of attendance rates on a weekly basis. During morning announcements, the classroom with the best attenadnce rates from the previous wweek will be recognized at each grade level.			