



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bella Vista High School	34-67447-3430493	11/09/20	September 28, 2021

Purpose and Plan Summary

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

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable and sustained improvement of student outcomes.

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

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

- Goal 1: Connected School Communities
- Goal 2: Healthy Environments for Socio-Emotional Growth
- Goal 3: Engaging Academic Programs
- Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

Table of Contents

SPSA Title Page	1
Purpose and Plan Summary	1
Table of Contents.....	2
Stakeholder Involvement	2
Resource Inequities	3
Goals, Strategies, & Proposed Expenditures.....	5
SPSA/Goal 1	5
SPSA/Goal 2.....	10
SPSA/Goal 3.....	16
SPSA/Goal 4	30
Budget Summary	32
Budget Summary	32
Other Federal, State, and Local Funds	32
Budgeted Funds and Expenditures in this Plan.....	33
Funds Budgeted to the School by Funding Source.....	33
Expenditures by Funding Source	33
Expenditures by Budget Reference	33
Expenditures by Budget Reference and Funding Source	33
Expenditures by Goal.....	34
School Site Council Membership	35
Recommendations and Assurances	36
Appendix A: Plan Requirements	37
Appendix B:.....	40
Appendix C: Select State and Federal Programs	42

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The involvement process can be seen in many ways and across the variety of stakeholders that make up our student, parent, community and staff population. Site Leadership Team - our Site Leadership Team (SLT) is made up 7 teachers and 2 administrators. The teaching positions on the SLT are elected positions and carry a two year term. The SLT takes on many site responsibilities including testing schedule suggestions and arrangements, state/local/district/site survey opportunities, and responsibilities for the collection of data, and analysis of this data, for WASC. Also, the SLT is responsible for the professional development of the staff. The SLT conducts staff surveys to determine the needs of the staff and then aligns those needs with our SPSA, site goals and WASC recommendations/goals. SLT

meetings in April, May and September included discussion on the SPSA plan and LCAP expenditures.

Site Staff - our staff is actively involved in professional development opportunities provided by the SLT, and the many district-led PD opportunities put on throughout the year. Staff will be surveyed on their beliefs, ideas, suggestions and needs when determining all professional development. Their input directly impacts the PD aspects of the SPSA, and our year end results are shared with all staff. Staff surveys taken in April, 2020 contributed to funding decisions for the 2020-21 school year - aimed at positively impacting struggling students. In April, 2020, our SLT again repeated the funding decisions to take to Site Council due to the pandemic - understanding that funding and budgeting was suspended without a clear direction for 2020-21.

Department Chairs - our department chairs are elected positions. The department chair positions carry a two year term. SPSA data is communicated via the department chairs intermittently throughout the school year. This body is mostly a dissemination of information with the SPSA, LCAP spending and considerations, testing results, and the alignment of site and WASC goals. In Spring 2020, Department Chair meetings in March, April and May, included discussions on the 2019-20 school year related to the shift in distance learning and identifying best instructional practices identified in online learning platforms. The PD opportunities for improved instruction were filtered through the Department Chairs and are embedded in our LCAP goals. For the 2020-21 school year, SJTA and the district office suspended department chair voting in the Spring due to the pandemic. Voting occurred in August and September, 2020.

School Site Council - members participate in discussion and data analysis from the previous school year. Members also review and discuss the proposed SPSA for the coming year and discuss possible resources, funding, and possible resource inequalities if any. The Council will provide feedback and suggestions to the SPSA, and possibly make modifications to identified actions associated with budget allocations. The plan will then be adjusted accordingly and approved by all site council members. Site Council will continue to receive update on progress toward plan implementation throughout the year and will make modifications as needed.

Parent Teacher Student Advisory (PTSA) - members do not participate in the planning of the SPSA but they are included in the annual review and updates throughout the year. These updates typically occur in October/November as the SPSA is completed, and in January after the SPSA has been approved.

Resource Inequities

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

One area of inequity noted by our stakeholders concerns are school safety. There is a growing concern among the staff, students, and parent community that our school safety become a priority, and that safety concerns are not budgeted well enough through the district. To note, the West end of the Bella Vista campus is difficult to manage/control due to the lack of a gate or fence keeping people from walking onto campus. Bella Vista has made improvements in locking down portions of the school that were not previously locked throughout the day (East side of campus by the main gym). By locking the East gates there has been a heavier flow of traffic entering the front of the school, which allows for an improved security presence by our campus monitors and Safe Schools staff. Beginning in the 2019-20 school year, Bella Vista has a Safe School officer allocated as a

resource to the school, in addition to Sac County Sheriff patrol Monday through Friday. A school the size of Bella Vista (2000+ students) would benefit from having an on-campus police officer. However, the funds to support such a move are not available.

An effort is going to continue to be made to positively impact our Freshmen population of students through course offerings, Link Crew opportunities, and restorative practice circles recently implemented in the district and school site to deal with discipline issues possibly resulting in suspensions and/or time when a student is out of school. Freshmen students are intentionally being targeted because of the difficult transition from middle school to high school. The idea is to reach students during this transitional phase and provide as much support as our current bell schedule will allow. Currently, we are offering three Freshman Seminar classes, four Student Advocacy classes, two Study Skill classes, and five sections of AVID. These classes are designed with the struggling or disadvantaged student in mind and includes many of our struggling students represented in our demographics. The beginning phase of these resources starts with Link Crew participation - aimed at getting all students acclimated to the culture of Bella Vista and placing each student with a Link Crew Leader (a non-Freshman student) in hopes of building a positive relationship with students who are already embedded in the school culture. Link Crew participation has continued to grow every year. Our rate of participation by Freshmen has climbed from 83% of our Freshman students in 2018 to 88% of our Freshman students in 2019. This year, even through a virtual Link Crew assembly, our student participation again topped the 80% mark. The participation typically occurs prior to the first day of school and during our Link Crew orientation day. This year, our participation was completely online with our link crew leaders leading break out rooms with approximately 20-25 students attending each break out room, and a site certificated facilitator in each session.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Connected School Communities

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Actions identified in the 2019-20 SPSA were impacted by the pandemic and subsequent school shut-down and transition to distance learning. Prior to the pandemic, we did manage to have some successful implementation with our Link Crew program, PALS, and student voice forum. In the Fall 2019, our Link Crew program successfully met with approximately 90% of our incoming freshmen class prior to their first day of attending Bella Vista. In addition, two additional teachers received Link Crew training. Our Link Crew mentor program is proving to have strong presence on campus as our mentor application process showed another increase in students wanting to serve as mentors to our incoming freshman class. Our PALS program has another successful Fall, 2019, showing as 20+ teachers were matched with 30+ students. These targeted students again went through the process of identifying a trusted adult/mentor on campus. With guidance from WASC, our student voice forum addressed topics more specific to microaggressions that are occurring on site. In the Fall, 2019, students were continually able to engage in more targeted conversations surrounding microaggressions, bias and prejudice. A plan was put in place to create a student voice 'circle' which

would have presented to our faculty. This was to occur in the Spring, 2020, but was suspended due to the pandemic. This will remain a focus for the 2020-21 school year and beyond.

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

There was a major difference on the intended implementation in the 2019-20 school year due to the pandemic, school shut down, and the transition to distance learning. These aforementioned programs, activities, and expenditures will continue to be in place for the 2020-21 school year, and beyond.

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.

As stated in the previous SPSA (2019-20), microaggressions said to be occurring will continue to be examined on the Bella Vista campus. In addition, issues and topics surrounding social justice will continue to be examined and professional development is and has been planned and implemented (in some cases - September, October 2020), and for this school year and beyond.

2020-21

Identified Need

School Climate will continue to be a focus at Bella Vista. Social-emotional issues are at the forefront of our plans as students have been disconnected from the school and their friends since March, 2020. School safety will continue to be a top priority and Bella Vista has worked to better educate staff, students and the community regarding lock down drill situations. Safe Schools will be assisting with the implementation of lock down drills and community communication. Also, as previously mentioned, the WASC committee recommendations from 2019 to examine microaggressions will continue to be examined and remain a priority (along with social justice) on the Bella Vista campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Winter 2020-21 School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	School safety - procedures and presentations included standard fire drills and lock down drills	Lock down and fire drills will be conducted in Fall and Spring terms of the 2021-22 school year
Microaggression, Equity and Social Justice trainings	Professional development trainings on microaggressions	9 hours of Microaggression, Equity and Social Justice trainings provided throughout the 2021-22 school year. 12 hours of PD focusing on social emotional well-being.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Student survey on how Distance Learning impacted their social emotional and educational well-being	X All Students English Learners Low-Income Students Foster Youth Other	Site Leadership Team	LCFF Supplemental Site Allocation		August, 2021
1.2	PD on equity and social justice (aligning with microaggression training from the 2019-20 SPSA)	X All Students English Learners Low-Income Students Foster Youth Other	Site Leadership Team; District Equity office	LCFF Supplemental Site Allocation		2021-22 School Year
1.3	Bella Vista Attendance Intervention Team - targeting students who are not engaging in the distant learning platforms, as evidenced by not attending zoom classes.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Administration, District Office Initiative	LCFF Supplemental Site Allocation	500	2021-22 School Year

	Additionally, looking at our underrepresented EL, low income and Foster youth students.					
1.4	Social Emotional Intervention Team - designed to impact all students but looking to target our traditionally underrepresented EL, SPED, Low income and foster youth students.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Administration	LCFF Supplemental Site Allocation	1000	2021-22 School Year
1.5	12 hours of PD on the social and emotional well-being of our students population. Teachers will engage in 12 hours of PD designed to re-engage students to school. The focus is on re-establishing the	X All Students English Learners Low-Income Students Foster Youth Other	Site Leadership Team; Administration	LCFF Supplemental Site Allocation	500	2021-22 School Year

	school and classroom culture, and building positive relationships between teacher/student and student/student .					
1.6	Student supplies for Advocacy - with a focus on foster youth and low-income students.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal, Advocacy Teacher	LCFF Supplemental Site Allocation	600	2021-22 School Year

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Healthy Environments for Socio-Emotional Growth

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

Bella Vista will continue to provide professional development in the area of microaggressions, equity and social justice to all staff members, and Bella Vista will identify gaps in the social and emotional growth of all students due primarily from the shift to distance learning.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Overall implementation of strategies/activities were impacted by the shift from 100% distance learning to hybrid learning two-thirds of the school year.

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

N/A

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

No changes will be made

2020-21

Identified Need

School climate will continue to be a focus at Bella Vista. School safety is a top priority and Bella Vista has worked to better educate staff, students and community of lock down drills. Safe Schools will be assisting with the implementation of the lock down drills and community communication. Also, the recommendation by the WASC committee to examine microaggressions that are occurring on campus is a priority.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
District Survey - School Culture Staff. Percent strongly agree/agree overall.	School safety - procedures and presentations included standard fire drills and lock down drills. WASC committee recommendation in Spring, 2019.	Updated safety measures in place regarding fire and lock down drills. Microaggression, equity and social justice trainings - 9 hours completed in the 2020-21 school year.
District Survey - School Culture Parent. Percent strongly agree/agree overall.	N/A	Increase or maintain from 2019-2020
District Survey - School Culture Student .Percent strongly agree/agree overall.	N/A	Increase or maintain from 2019-2020
School Chronic Absenteeism	N/A	Increase or maintain from 2019-2020
School Home Suspension Rate	N/A	Decrease or maintain from 2019-2020
District Survey - Safety Staff. Percent strongly agree/agree overall.	N/A	Increase or maintain from 2019-2020
District Survey - Safety Parent. Percent strongly agree/agree overall.	N/A	Increase or maintain from 2019-2020
District Survey - Safety Student. Percent strongly agree/agree overall.	N/A	Increase or maintain from 2019-2020

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Provide supplies for at-risk intervention PALS events	All Students X English Learners X Low-Income Students X Foster Youth X Other Students with low GPA or credit recovery	Principal	Title I Part A Site Allocation	800	2021-22 School Year
2.2	Implement PALS mentoring program to connect staff members with at-risk students. Coordinator compensation.	All Students X English Learners X Low-Income Students X Foster Youth Other	Counseling Department	LCFF Supplemental Site Allocation	600	2021-22 School Year
2.3	Implement monthly student forums to increase student voice in school processes.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal and VP	Title I Part A Site Allocation	500	2021-22 School Year
2.4	Integrate Schoolwide Learner Outcomes into all school programs.	X All Students English Learners Low-Income Students Foster Youth Other	Leadership Team	LCFF Supplemental Site Allocation	500	2021-22 School Year

2.5	Implement Link Crew to address specific needs of 9th grade subgroups: teacher planning time, PD, release time	X All Students English Learners Low-Income Students Foster Youth Other	VP and teacher team	LCFF Supplemental Site Allocation	4000	2021-22 School Year
2.6	Career Day planning - exposing targeted subgroups to careers.	All Students X English Learners X Low-Income Students X Foster Youth Other	VP, site staff team	LCFF Supplemental Site Allocation	1500	2021-22 School Year
2.7	Microaggression training, workshops, conference attendance on topics of racism, discrimination and sexism.	X All Students English Learners Low-Income Students Foster Youth X Other Staff training, PD	Leadership Team	LCFF Supplemental Site Allocation	1000	2021-22 School Year
2.8	Link Crew beginning of the year training and collaboration for onboarding	X All Students X English Learners X Low-Income Students X Foster Youth Other	Leadership Team, Administration, Link Crew	LCFF Supplemental Site Allocation	1000	2021-22 School year

	freshman and sophomores. Sophomores are included in 2021-22 due to distance learning in 2020-21.					
2.9	Increase attendance monitoring staff to improve attendance patterns of subgroups of students.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal	LCFF Supplemental Site Allocation	16997	2021-22 School Year
2.10	Implement Link Crew to address specific needs of 9th grade subgroups: teacher planning time, PD, release time, student training, before the school-year rally	X All Students X English Learners X Low-Income Students X Foster Youth Other	VP, Teacher team, Student Link Crew members	LCFF Supplemental Site Allocation	1000	2021-22 School Year
2.11	Stress Management Group to learn how to cope with their stress and anxiety,	X All Students X English Learners X Low-Income Students X Foster Youth Other	Counselor		500	2021-22 School Year

	self-care, mindfulness					
2.12	Friendship Skills: targeted toward students who struggle to maintain and create friendships	X All Students X English Learners X Low-Income Students X Foster Youth Other	Counselor		500	2021-22 School Year
2.13	Link Crew training: professional development and conference attendance for staff in order to assist with addressing specific needs of 9th grade subgroups.	All Students X English Learners X Low-Income Students X Foster Youth Other	VP, Teacher team	LCFF Supplemental Site Allocation	3000	2021-22 School Year

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

1. Actions that were specified in the 2019-20 SPSA were implemented with varying degrees of success. Primarily, this was because of the pandemic, school shut down, and shift to distance learning. Prior to the pandemic, Bella Vista engaged in 6 hours of professional development aimed at improving and identifying high-leverage instructional strategies. The intent was to look at current strategies and determine the ways in which the new/learned strategies could positively impact student learning - specifically in our targeted groups. An in-depth analysis of these instructional strategies was suspended due to the pandemic, and as teachers had to shift the delivery of their instruction to an online format. We will pick this back up in 2021-22. In addition, our English and Math departments were provided with release time opportunities in order to better address achievement gaps and instructional strategies to support targeted groups. CAASPP testing was paused in the 2019-20 school year due to the pandemic, but we will still be looking to gain on the increasing scores of 5.5% in ELA and 3.4% in Math. In math, we utilized a supplemental math program (iReady) aimed at raising the basic skill levels of students in our Math Foundations, Advocacy and IM Support Classes. This was the second year of

implementation with this program and teachers, again, reported a significant increase in the basic math skills from students enrolled in these classes. Even in the virtual format, we hope/believe that tutoring, field trips, college and career opportunities, AVID and Link Crew trainings, and technology purchases continue to be valuable opportunities for our targeted students to utilize technology to enhance their learning, and to see college as a legitimate opportunity after graduation. A benefit to the distance learning platforms is that they provide students with a unique opportunity to explore a college-like schedule and learning experience that they may see post high-school graduation.

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

2. Due to the pandemic, we left a significant amount of money unspent from our LCAP. The same could be said this year, but our intent is to find ways to get the resources (by way of allocated money) into the hands of our students and teachers - specifically our targeted and traditionally underrepresented students.

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.

3. As noted above, we were not able to spend all of the allocated LCAP monies in the 2019-20 school year. Though we were unable to finish last year in a traditional learning environment we do understand the need for continued professional development and in providing opportunities for our entire student population. We will look to reflect and then utilize what was learned in our 2019-20 professional development centered around high-quality instructional strategies, find ways to incorporate the parts of distance learning instruction that has demonstrated positive and significant improvements in student learning. An analysis of this year's CAASPP scores (assuming the state of CA still requires them) will provide us information on how distance learning instruction has impacted our 2020-21 students.

2020-21

Identified Need

As mentioned above, student performance, as measures by CAASPP, will be interesting to analyze. At Bella Vista, our scores have continued to be above the California State Standards. However, our Hispanic and Socioeconomic disadvantaged students have continued to struggle and fall below the standards. In the 2018-19 school year our Hispanic students were 11.3 points below in ELA; socioeconomic disadvantaged students were 3.3 points below in ELA. In Math, our Hispanic students were 72.1 points below. Of note, our socioeconomic disadvantaged students were performing above standard in math. Also, our EL population scores indicated that 56.3% of our EL students are moderately to well developed. Our graduation rate, even in the pandemic year of 2019-20, continues to land around 96%. Again, we will be analyzing this same data to see the impact distance learning has had on student performance.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
SBAC ELA Scores Overall 2019 CA School Dashboard	N/A	Increase 18%
SBAC Math Scores Overall 2019 CA School Dashboard	N/A	Increase 12%
Winter School Survey 2019-20 Climate of Support for Academic Learning. Percent strongly agree/agree overall.	N/A	Increase from 2019

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Provide PD on professional learning teams, instructional practices, and common formative assessments to ensure targeted groups received differentiated instruction to meet their needs.	All Students X English Learners X Low-Income Students X Foster Youth X Other Redesignated fluent English proficient	Leadership Team	LCFF Supplemental Site Allocation	3000	2021-22 School Year
3.2	English Dept release time to address achievement gaps and	All Students X English Learners X Low-Income Students X Foster Youth	Principal and department	LCFF Supplemental Site Allocation	2750	2021-22 School Year

	instructional strategies to support LI, EL, FY students.	X Other Redesignated fluent English proficient				
3.3	Low-ratio support classes for identified Integrated Math Students (in conjunction with the Multi-Tiered System of Support-IM1/S). .4 FTE Math Teacher	All Students X English Learners X Low-Income Students X Foster Youth X Other low performing math students	District staff, Site Admin, Teachers	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	30523	2021-22 School Year
3.4	Math Dept release time to address achievement gaps and instructional strategies to support LI, EL, FY students.	All Students X English Learners X Low-Income Students X Foster Youth X Other Redesignated fluent English proficient	Leadership Team and math department	LCFF Supplemental Site Allocation	2875	2021-22 School Year
3.5	Math software for intervention with EL, FY, LI students - Ed Puzzle	All Students X English Learners X Low-Income Students X Foster Youth Other	Site Admin, math teacher	LCFF Supplemental Site Allocation	2228	2021-22 School Year

3.6	Math software for intervention with EL, FY, low socio-economic students (Iready)	All Students X English Learners X Low-Income Students X Foster Youth Other	Site Admin, math teacher	LCFF Supplemental Site Allocation	1000	2021-22 School Year
3.7	Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). .2 FTE ELD Teacher	All Students X English Learners Low-Income Students Foster Youth X Other Redesignated fluent English proficient	Principal, ELD Teacher	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	21465	2021-22 School Year
3.8	Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core	All Students X English Learners Low-Income Students Foster Youth X Other Redesignated fluent English proficient	Admin, Teachers	LCFF Supplemental English Learner Central 2000-2999: Classified Personnel Salaries	14851	2021-22 School Year

	content instruction in collaboration with the classroom teacher (BIA/IA). .30 FTE BIAs					
3.9	BIA overtime to assist with EL instruction and communication with parents.	All Students X English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation	400	2021-22 School Year
3.10	Provide EL students with college exposure through field trips - virtual or in-person	All Students X English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation	550	2021-22 School Year
3.11	Puente Club field trip to college planning event for Hispanic students in February - virtual or in-person	All Students X English Learners Low-Income Students Foster Youth Other	principal	LCFF Supplemental Site Allocation	550	2021-22 School Year

3.12	Purchasing materials and supplies to support our ELL class	All Students X English Learners Low-Income Students Foster Youth Other	Teachers	LCFF Supplemental Site Allocation	250	2021-22 School Year
3.13	EL consumable workbooks to support EL curriculum	All Students X English Learners Low-Income Students Foster Youth Other	Principal, EL teacher	LCFF Supplemental Site Allocation	350	2021-22 School Year
3.14	Purchase corkboards and whiteboards to create word walls and visual support for EL students to access core content.	All Students X English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation	1000	2021-22 School Year
3.15	Conference, Summer Institute for teacher on developing curriculum and instruction for Native Spanish Speakers.	All Students X English Learners Low-Income Students Foster Youth X Other Redesignated fluent English proficient	Teachers	LCFF Supplemental Site Allocation	1500	Summer, 2022

3.16	Increase reading books, magazines, and other materials specific to our EL students. In addition, increasing the volume of reading materials with a focus on cultural sensitivity and exposure to multi-cultural education.	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Other	Principal, Librarian	LCFF Supplemental Site Allocation	1000	2021-22 School Year
3.17	Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Other	Counselor	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	97488	2021-22 School Year

	services under the framework of MTSS. 1.0 FTE Counselor					
3.18	Provide tutoring outside student school day - through virtual or in-person tutoring opportunities	X All Students English Learners Low-Income Students Foster Youth Other	Leadership Team, Principal	LCFF Supplemental Site Allocation	5000	2021-22 School Year
3.19	Provide targeted subgroups of students college exposure through field trip - virtual or in-person	All Students X English Learners X Low-Income Students X Foster Youth X Other Special Education students	Principal	LCFF Supplemental Site Allocation	550	2021-22 School Year
3.20	Furniture, equipment, materials, and technology to support high levels of student learning.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Cell Tower (High School ONLY)	22650	2021-22 School Year
3.21	Supplemental Support for students not meeting	X All Students English Learners Low-Income Students Foster Youth	Principal	LCFF Supplemental Centralized	50860	2021-22 School Year

	graduation credit requirements. Credit recovery. .4 FTE Teacher	Other		Services (District Only) 1000-1999: Certificated Personnel Salaries		
3.22	Provide instructional resources for lab materials in Physiology class. Students need experiential learning opportunities, and the need to ensure access for low-income students.	X All Students English Learners X Low-Income Students Foster Youth Other	Principal and Physiology Teacher	LCFF Supplemental Site Allocation	3000	2021-22 School Year
3.23	Implement grade level college and career unit all four years using Naviance and College and Career Center resources.	X All Students English Learners Low-Income Students Foster Youth Other	Grade level ELA teacher, counselor, and librarian.	LCFF Supplemental Site Allocation	500	2021-22 School Year
3.24	Ensure access to Engineering	All Students X English Learners	PLTW team	LCFF Supplemental	1500	2021-22 School Year

	<p>pathway program by our EL, Foster youth, Low Income populations. Sub days for program teachers to brainstorm and build in success strategies for these groups, field trips, school visits.</p>	<p>X Low-Income Students X Foster Youth Other</p>		<p>tal Site Allocation</p>		
3.25	<p>Send teacher to AVID summer institute for training on assisting low-socioeconomic students to be college ready and mentoring through application process.</p>	<p>All Students X English Learners X Low-Income Students X Foster Youth Other</p>	<p>AVID coordinator</p>	<p>LCFF Supplemental Site Allocation</p>	<p>1000</p>	<p>2021-22 School Year</p>
3.26	<p>Purchase COW for use in Advocacy and EL classes which are comprised of 90% LI and EL students. There</p>	<p>All Students X English Learners Low-Income Students Foster Youth X Other Redesignated fluent English proficient</p>	<p>Principal</p>	<p>LCFF Supplemental Site Allocation</p>	<p>13500</p>	<p>2021-22 School Year</p>

	are currently four Advocacy courses but only two COW's allocated.					
3.27	AP/IB Increase the number of underrepresented students in Advanced Placement (AP) courses; with specific attention paid to our low income, EL, foster, and homeless students. 1.6 FTE AVID	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Other Redesignated fluent English proficient	Principal, AP Coordinator	LCFF Supplemental Centralized Services (District Only)	202202	2021-22 School Year
3.28	Compare budget allocations to SPSA to ensure alignment of provided resources to intended subgroups of students.	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Other	Principal	LCFF Supplemental Site Allocation	500	2021-22 School Year
3.29	Schoolwide PD and collaboration time on site	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input checked="" type="checkbox"/> Foster Youth	Principal	LCFF Supplemental Site Allocation	1000	2021-22 School Year

	<p>initiatives linked to SPSA and departmental PD to align curriculum and instruction to standards. Analyze data to ensure resources are directed to improve achievement of our targeted subgroups.</p>	Other				
3.30	<p>Guiding coalition meetings: Admin, Department Chairs, and Leadership Team meetings to ensure subgroup needs are met.</p>	<p>X All Students X English Learners X Low-Income Students X Foster Youth Other</p>	Principal, Department Chairs, and Leadership Team	LCFF Supplemental Site Allocation	1000	2021-22 School Year
3.31	<p>PD on professional learning communities and best instructional practices.</p>	<p>X All Students X English Learners X Low-Income Students X Foster Youth Other</p>	Principal, Leadership Team	LCFF Supplemental Site Allocation	1000	2021-22 School Year

3.32	Provide teachers with release time to explore schools that have returned to hybrid or in-person models of instruction. This could include virtual or in-person visits	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Other	Principal, Leadership Team, Department Chairs	LCFF Supplemental Site Allocation	1000	2021-22 School Year
------	---	---	---	-----------------------------------	------	---------------------

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Clear Pathways for Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

We will actively engage and build trusting relationships with students, families, and our growing diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Overall implementation of the strategies/activities was impacted by the shift from 100% distance learning to hybrid learning two-thirds of the way through the school year. The overall effectiveness was not reliable due to this shift.

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

No major changes

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

No anticipated changes will be made

2020-21

Identified Need

Due to data such as the college and career indicator, surveys, and graduation rate, there is still a need to focus on clear pathways and bright futures

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
College Career Indicator - Percent Prepared	(Fall 2019 Dashboard based on 2018-19 Scores) 57.3% prepared	We want to see an increase to 60-65% prepared; with a consistent growth each year
A-G Requirements met	N/A	Increase of maintain
Completion of CTE Pathways	N/A	Increase of maintain
Graduation Rate	N/A	Increase of maintain

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Increase pathways through after school programs	All Students English Learners Low-Income Students Foster Youth Other		Cell Tower (High School ONLY)	9,485	2021- 2022 School Year

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$531,024.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
	\$1,000.00
Cell Tower (High School ONLY)	\$32,135.00
LCFF Supplemental Centralized Services (District Only)	\$381,073.00
LCFF Supplemental English Learner Central	\$36,316.00
LCFF Supplemental Site Allocation	\$79,200.00
Title I Part A Site Allocation	\$1,300.00

Subtotal of state or local funds included for this school: \$531,024.00

Total of federal, state, and/or local funds for this school: \$531,024.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	79200	0.00
LCFF Supplemental English Learner Central	36316	0.00
LCFF Supplemental Centralized Services (District Only)	381073	0.00
Cell Tower (High School ONLY)	32,135	0.00

Expenditures by Funding Source

Funding Source	Amount
	1,000.00
Cell Tower (High School ONLY)	32,135.00
LCFF Supplemental Centralized Services (District Only)	381,073.00
LCFF Supplemental English Learner Central	36,316.00
LCFF Supplemental Site Allocation	79,200.00
Title I Part A Site Allocation	1,300.00

Expenditures by Budget Reference

Budget Reference	Amount
	36,247.00
1000-1999: Certificated Personnel Salaries	200,336.00
2000-2999: Classified Personnel Salaries	14,851.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		500.00
		500.00

	Cell Tower (High School ONLY)	32,135.00
	LCFF Supplemental Centralized Services (District Only)	202,202.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	178,871.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	21,465.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	14,851.00
	LCFF Supplemental Site Allocation	44,753.00
	LCFF Supplemental Site Allocation	34,447.00
	Title I Part A Site Allocation	1,300.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,600.00
Goal 2	31,897.00
Goal 3	487,042.00
Goal 4	9,485.00

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
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Chris Workman	Parent or Community Member
Jeffrey Trapnell	Parent or Community Member
John Stockett	Parent or Community Member
Susan Sloan	Other School Staff
Chris Moon	Classroom Teacher
Sandra Delay	Classroom Teacher
Andrea Garman	Classroom Teacher
Laura Munno	Classroom Teacher
Khamora Webb	Secondary Student
Tasneem Imbabi	Secondary Student
Darrin Kitchen	Principal
	Secondary Student

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

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 9-21-21.

Attested:

ON FILE

Principal, Darrin Kitchen on 9-17-21

ON FILE

SSC Chairperson, Laura Munno on 9-21-21

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Budget By Expenditures

Bella Vista High School

Funding Source: **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Stress Management Group to learn how to cope with their stress and anxiety, self-care, mindfulness		\$500.00	Healthy Environments for Socio-Emotional Growth	

Total Expenditures: \$500.00

Allocation Balance: \$0.00

Funding Source: Cell Tower (High School ONLY) **\$32,135.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Furniture, equipment, materials, and technology to support high levels of student learning.		\$22,650.00	Engaging Academic Programs	
Increase pathways through after school programs		\$9,485.00	Clear Pathways for Bright Futures	

Cell Tower (High School ONLY) Total Expenditures: \$32,135.00

Cell Tower (High School ONLY) Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Centralized Services (District Only) **\$381,073.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
----------------------	-------------	--------	------	--------

Bella Vista High School

AP/IB Increase the number of underrepresented students in Advanced Placement (AP) courses; with specific attention paid to our low income, EL, foster, and homeless students. 1.6 FTE AVID		\$202,202.00	Engaging Academic Programs
Supplemental Support for students not meeting graduation credit requirements. Credit recovery. .4 FTE Teacher	1000-1999: Certificated Personnel Salaries	\$50,860.00	Engaging Academic Programs
Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. 1.0 FTE Counselor	1000-1999: Certificated Personnel Salaries	\$97,488.00	Engaging Academic Programs
Low-ratio support classes for identified Integrated Math Students (in conjunction with the Multi-Tiered System of Support-IM1/S). .4 FTE Math Teacher	1000-1999: Certificated Personnel Salaries	\$30,523.00	Engaging Academic Programs

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$381,073.00

LCFF Supplemental Centralized Services (District Only) Allocation Balance: \$0.00

Funding Source: LCFF Supplemental English Learner Central \$36,316.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). .2 FTE ELD Teacher	1000-1999: Certificated Personnel Salaries	\$21,465.00	Engaging Academic Programs	

Bella Vista High School

Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA). .30 FTE BIAs	2000-2999: Classified Personnel Salaries	\$14,851.00	Engaging Academic Programs
---	--	-------------	----------------------------

LCFF Supplemental English Learner Central Total Expenditures: \$36,316.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation **\$79,200.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
BIA overtime to assist with EL instruction and communication with parents.		\$400.00	Engaging Academic Programs	
Provide EL students with college exposure through field trips - virtual or in-person		\$550.00	Engaging Academic Programs	
Puente Club field trip to college planning event for Hispanic students in February - virtual or in-person		\$550.00	Engaging Academic Programs	
Purchasing materials and supplies to support our ELL class		\$250.00	Engaging Academic Programs	
EL consumable workbooks to support EL curriculum		\$350.00	Engaging Academic Programs	
Purchase corkboards and whiteboards to create word walls and visual support for EL students to access core content.		\$1,000.00	Engaging Academic Programs	
Conference, Summer Institute for teacher on developing curriculum and instruction for Native Spanish Speakers.		\$1,500.00	Engaging Academic Programs	

Bella Vista High School

Increase reading books, magazines, and other materials specific to our EL students. In addition, increasing the volume of reading materials with a focus on cultural sensitivity and exposure to multi-cultural education.	\$1,000.00	Engaging Academic Programs
Provide tutoring outside student school day - through virtual or in-person tutoring opportunities	\$5,000.00	Engaging Academic Programs
Provide targeted subgroups of students college exposure through field trip - virtual or in-person	\$550.00	Engaging Academic Programs
Implement PALS mentoring program to connect staff members with at-risk students. Coordinator compensation.	\$600.00	Healthy Environments for Socio-Emotional Growth
Provide instructional resources for lab materials in Physiology class. Students need experiential learning opportunities, and the need to ensure access for low-income students.	\$3,000.00	Engaging Academic Programs
Implement grade level college and career unit all four years using Naviance and College and Career Center resources.	\$500.00	Engaging Academic Programs
Ensure access to Engineering pathway program by our EL, Foster youth, Low Income populations. Sub days for program teachers to brainstorm and build in success strategies for these groups, field trips, school visits.	\$1,500.00	Engaging Academic Programs
Send teacher to AVID summer institute for training on assisting low-socioeconomic students to be college ready and mentoring through application process.	\$1,000.00	Engaging Academic Programs
Purchase COW for use in Advocacy and EL classes which are comprised of 90% LI and EL students. There are currently four Advocacy courses but only two COW's allocated.	\$13,500.00	Engaging Academic Programs
Math Dept release time to address achievement gaps and instructional strategies to support LI, EL, FY students.	\$2,875.00	Engaging Academic Programs

Bella Vista High School

Math software for intervention with EL, FY, LI students - Ed Puzzle	\$2,228.00	Engaging Academic Programs
Math software for intervention with EL, FY, low socio-economic students (Iready)	\$1,000.00	Engaging Academic Programs
Link Crew training: professional development and conference attendance for staff in order to assist with addressing specific needs of 9th grade subgroups.	\$3,000.00	Healthy Environments for Socio-Emotional Growth
Provide PD on professional learning teams, instructional practices, and common formative assessments to ensure targeted groups received differentiated instruction to meet their needs.	\$3,000.00	Engaging Academic Programs
English Dept release time to address achievement gaps and instructional strategies to support LI, EL, FY students.	\$2,750.00	Engaging Academic Programs
Bella Vista Attendance Intervention Team - targeting students who are not engaging in the distant learning platforms, as evidenced by not attending zoom classes. Additionally, looking at our underrepresented EL, low income and Foster youth students.	\$500.00	Connected School Communities
Social Emotional Intervention Team - designed to impact all students but looking to target our traditionally underrepresented EL, SPED, Low income and foster youth students.	\$1,000.00	Connected School Communities
12 hours of PD on the social and emotional well-being of our students population. Teachers will engage in 12 hours of PD designed to re-engage students to school. The focus is on re-establishing the school and classroom culture, and building positive relationships between teacher/student and student/student.	\$500.00	Connected School Communities
Student supplies for Advocacy - with a focus on foster youth and low-income students.	\$600.00	Connected School Communities

Bella Vista High School

Integrate Schoolwide Learner Outcomes into all school programs.	\$500.00	Healthy Environments for Socio-Emotional Growth
Implement Link Crew to address specific needs of 9th grade subgroups: teacher planning time, PD, release time	\$4,000.00	Healthy Environments for Socio-Emotional Growth
Career Day planning - exposing targeted subgroups to careers.	\$1,500.00	Healthy Environments for Socio-Emotional Growth
Microaggression training, workshops, conference attendance on topics of racism, discrimination and sexism.	\$1,000.00	Healthy Environments for Socio-Emotional Growth
Link Crew beginning of the year training and collaboration for onboarding freshman and sophomores. Sophomores are included in 2021-22 due to distance learning in 2020-21.	\$1,000.00	Healthy Environments for Socio-Emotional Growth
Increase attendance monitoring staff to improve attendance patterns of subgroups of students.	\$16,997.00	Healthy Environments for Socio-Emotional Growth
Implement Link Crew to address specific needs of 9th grade subgroups: teacher planning time, PD, release time, student training, before the school-year rally	\$1,000.00	Healthy Environments for Socio-Emotional Growth
Compare budget allocations to SPSA to ensure alignment of provided resources to intended subgroups of students.	\$500.00	Engaging Academic Programs
Schoolwide PD and collaboration time on site initiatives linked to SPSA and departmental PD to align curriculum and instruction to standards. Analyze data to ensure resources are directed to improve achievement of our targeted subgroups.	\$1,000.00	Engaging Academic Programs
Guiding coalition meetings: Admin, Department Chairs, and Leadership Team meetings to ensure subgroup needs are met.	\$1,000.00	Engaging Academic Programs

Bella Vista High School

PD on professional learning communities and best instructional practices.	\$1,000.00	Engaging Academic Programs
Provide teachers with release time to explore schools that have returned to hybrid or in-person models of instruction. This could include virtual or in-person visits	\$1,000.00	Engaging Academic Programs

LCFF Supplemental Site Allocation Total Expenditures: \$79,200.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Title I Part A Site Allocation

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide supplies for at-risk intervention PALS events		\$800.00	Healthy Environments for Socio-Emotional Growth	
Implement monthly student forums to increase student voice in school processes.		\$500.00	Healthy Environments for Socio-Emotional Growth	

Title I Part A Site Allocation Total Expenditures: \$1,300.00

Title I Part A Site Allocation Allocation Balance: \$0.00

Bella Vista High School Total Expenditures: \$530,524.00