



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	May 24th, 2022	June 28th, 2022

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.

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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 input during faculty meetings and department meetings contributed to funding decisions for the 2022-23 school year - aimed at positively impacting struggling students. In April, 2022, our SLT discussed our upcoming WASC visit, and repeated previous funding decisions to take to Site Council.

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. Department Chair meetings in November, February, March, and April included discussions on the 2021-22 school year related to the shift in distance learning (from the previous school year) to in-person instruction, and identifying best instructional practices adopted from the online learning conducted in 20-21. The PD opportunities for building positive relationships with students and staff, as well as adjusting instruction based on learning loss were filtered through the Department Chairs and are embedded in our LCAP goals.

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. Specifically, Site Council oversees the approval of proposals for Cell Tower funds. The Council will review teacher/site proposals related to instructional technology, and make decisions on how to allocate funds for the proposals. The SPSA plan could be adjusted accordingly throughout the school year 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. This concern has been an ongoing concern and is reflective of communities across the country. 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 still 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 and Sophomore students are intentionally being targeted because of the difficult transition from middle school to high school - especially post pandemic. 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. Last year, even through a virtual Link Crew assembly, our student participation again topped the 80% mark. This school year, we had 91% of Freshmen attend the beginning of the year activities - even with the mask mandate. The participation typically occurs prior to the first day of school and during our Link Crew orientation day. The BV Link Crew program will continue to be funded via LCFF monies - as this program is critically important (maybe more than ever) to onboarding students into the life of a high school student.

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: 2021-22

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

ANALYSIS

What data did you use to monitor progress and how often?

With the site and district focus on re-establishing relationships among students and staff, and intentional focus was made the first week of school to encourage student discourse, student participation, and student engagement with each other and the content. Overall, teachers responded that the focus was positive but that many students still struggled to connect to each other and the teacher. Staff attributed this to the mask mandate, and to the lack of practice students had (in the past 2 years) learning in a collaborative environment. Throughout the Fall semester our staff engaged in two separate PD opportunities reflecting on their individual and department practices related to relationship building.

What worked and didn't work? Why? (monitoring)

The focus on establishing and implementing a collaborative learning environment worked for some students, but not others - as indicated in staff PD surveys. Teachers suggested the mask mandate was a deterrent to creating a collaborative learning

environment. Once the masks were made optional in the Spring, teachers remarked that student discourse changed. Teachers also indicated that the group discussions had an uptick in many of their classes.

What modification(s) did you make based on the data? (evaluation)

Based on the quantitative and qualitative data collected this year, Site Leadership teams have identified a reboot/restart with classroom norms for the start of the 2022-23 school year.

2021-22

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 2021-22	Expected Outcome 2022-23
Winter 2020-21 School Survey - Overall rating of questions related to school safety in the parent 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 2022-23 school year
Microaggression, Equity and Social Justice trainings	Professional development trainings on social emotional well-being	Continued PD on Microaggression, Equity and Social Justice trainings.

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 the social emotional and educational	X All Students English Learners Low-Income Students Foster Youth	Site Leadership Team			August, 2022

	well-being of all students	Other				
1.2	Restart Bella Vista's PD on equity and social justice (aligning with microaggression training in our WASC document from 2019)	X All Students English Learners Low-Income Students Foster Youth Other	Site Leadership Team; District Equity office			2022-23 School Year
1.3	Bella Vista Attendance Intervention Team - looking at our underrepresented EL, low income and Foster youth students; celebrating and recognizing positive attendance	All Students X English Learners X Low-Income Students X Foster Youth Other	Administration, District Office Initiative	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	2022-23 School Year
1.4	Social Emotional Intervention Team - designed to impact all students but looking to target our traditionally underrepresented	X All Students X English Learners X Low-Income Students X Foster Youth Other	Administration	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	1000	2022-23 School Year

	ed EL, SPED, Low income and foster youth students.					
1.5	Development and implementation of a site Equity Team - the team will provide PD to staff and students; create opportunities for student voice forums; identifying restorative justice practices	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Equity Team	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	2000	2022-23 School Year
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 4000-4999: Books And Supplies	500	2022-23 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 restorative practices, 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 to learning occurring during the pandemic.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

What data did you use to monitor progress and how often?

The district and site focus at the beginning of the year was on re-establishing relationships between teacher/student; student/student/ and teacher/teacher. This was necessary as students and teachers had been disconnected for almost 2 years. Though relationship building is a yearly focus at BV, this was the first year of intentionally implementing this goal. Along the way, by the nature of a "building relationships" goal, our teachers and staff identified gaps in their social and emotional being. Specifically in the first part of the school year, teachers worked hard to establish a classroom climate that was conducive to learning, in addition to creating a safe space for students to learn.

What worked and didn't work? Why? (monitoring)

We believe the re-establishing relationships focus had a positive impact in re-introducing students back on campus. However, learning was still occurring with mask mandates which teachers said made student engagement more difficult.

What modification(s) did you make based on the data? (evaluation).

Site Leadership and Department Chairs identified a need to re-establish basic school and classroom norms for the 2022-23 school year. The feeling (and evidence from student discipline) is that students have struggled with basic classroom and behavioral norms.

2021-22

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 2021-22	Expected Outcome 2022-23
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 will continue.
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	X All Students English Learners Low-Income Students Foster Youth Other Students with low GPA or credit recovery	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	800	2022-23 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 1000-1999: Certificated Personnel Salaries	600	2022-23 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	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	1000	2022-23 School Year

2.4	.Equity Team will work with student government and student clubs on equity awareness throughout the school year	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Equity Team	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	2022-23 School Year
2.5	Implement Link Crew to address specific needs of 9th grade subgroups: teacher planning time, PD, release time, and providing resources to positively impact the Link Crew culture	X All Students English Learners Low-Income Students Foster Youth Other	VP and teacher team	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	4000	2022-23 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 4000-4999: Books And Supplies	1500	2022-23 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 5800: Professional/Consulting Services And Operating Expenditures	1000	2022-23 School Year
2.8	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.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Leadership Team, Administration, Link Crew	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	1000	2022-23 School year
2.9	Increase attendance monitoring staff to improve	X All Students X English Learners X Low-Income Students X Foster Youth	Principal	LCFF Supplemental Site Allocation	12,242 9,105	2022-23 School Year

	attendance patterns of subgroups of students.	Other		2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits		
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 1000-1999: Certificated Personnel Salaries	1000	2022-23 School Year
2.11	Stress Management Group to learn how to cope with their stress and anxiety, self-care, mindfulness	X All Students X English Learners X Low-Income Students X Foster Youth Other	Counselor	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	2022-23 School Year

2.12	Friendship Skills: targeted toward students who struggle to maintain and create friendships	<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 Site Allocation 4000-4999: Books And Supplies	500	2022-23 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.	<input 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	VP, Teacher team	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	3000	2022-23 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: 2021-22

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

ANALYSIS

What data did you use to monitor progress and how often?

We used grade data throughout the school year to monitor student performance across the curriculum. We used this year's grade data comparatively with grade data from 2018-19 - the most recent school year pre-pandemic. We would examine grade data after each progress check, and at the conclusion of the first semester (December). In addition, many departments used pre-assessments at the beginning of the school year to determine the possible learning loss that occurred during distance learning. These pre-assessments were given at the beginning of the school year in August.

What worked and didn't work? Why? (monitoring)

The grade data was useful for Departments and IDG groups. Teachers used the data to make determinations in their scope and sequence, in how to better utilize/adjust instructional strategies, and to examine their current grading practices. Many teachers adopted new grading practices this year - housed mostly in the Grading for Equity book. The intent for the change in grading practices was to try and have what students learned be reflected in their grade. The intentional focus by these departments and IDG

groups proved useful when making adjustments to their curriculum in order to better meet the needs of their students - who were beginning this school year much differently in regards to prerequisite skills.

What modification(s) did you make based on the data? (evaluation)

As noted above, the student grade data allowed for teachers to modify their instructional practices throughout the school year, provided them opportunities to adjust learning targets, and to examine their current grading practices.

2021-22

Identified Need

Based on the Comprehensive Needs Assessment and the above analysis of this goal, through a collaborative process with educational partners, the following need has been identified:

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
SBAC ELA Scores Overall 2019 CA School Dashboard	SBAC scores not available for 21-22	Increase from 2019
SBAC Math Scores Overall 2019 CA School Dashboard	SBAC scores not available for 21-22	Increase from 2019
District Survey 2019-20 Climate of Support for Academic Learning. Percent strongly agree/agree overall.	District survey from 20-21 had very few participants	Increase the percent of strongly agree/agree overall

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	All Students X English Learners X Low-Income Students X Foster Youth X Other Redesignated fluent English proficient	Leadership Team	LCFF Supplemental Site Allocation 5800: Professional/Consulting	3000	School year 2022-23

	assessments to ensure targeted groups received differentiated instruction to meet their needs.			Services And Operating Expenditures		
3.2	English 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	Principal and department	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	2750	School Year 2022-23
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	School year 2022-23

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 1000-1999: Certificated Personnel Salaries	2875	School year 2022-23
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 5800: Professional/Consulting Services And Operating Expenditures	2228	School year 2022-23
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 5800: Professional/Consulting Services And	1000	School year 2022-23

				Operating Expenditures		
3.7	Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). .6 FTE ELD Teacher	All Students X English Learners Low-Income Students Foster Youth Other	Principal, ELD Teacher	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	77,065	School year 2022-23
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 content instruction in	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	14,851	School year 2022-23

	collaboration with the classroom teacher (BIA/IA). .30 FTE BIAs					
3.9	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 5000-5999: Services And Other Operating Expenditures	1500	School year 2022-23
3.10	Purchasing materials and supplies to support our ELL class.EL consumable workbooks to support EL curriculum. Purchase corkboards and whiteboards to create word walls and visual support for EL students	All Students X English Learners Low-Income Students Foster Youth Other	Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	750	School year 2022-23

	to access core content					
3.11	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.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal, Librarian	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	2022-23 School Year
3.12	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	X All Students X English Learners X Low-Income Students X Foster Youth Other	Counselor	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	97488	2022-23 School Year

	family relations. Targeted services under the framework of MTSS. 1.0 FTE Counselor					
3.13	Provide a robust intervention program with tutoring occurring before, during and after the school day. Teachers from multiple departments will be participating in this pilot project and will be compensated for work outside of their work day. The focus will be on cross-curricular intervention strategies, sharing of best practices, and building relationships with students	X All Students English Learners Low-Income Students Foster Youth Other	Leadership Team, Principal	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	15000	2022-23 School Year

3.14	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 5000-5999: Services And Other Operating Expenditures	550	2022-23 School Year
3.15	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) 4000-4999: Books And Supplies	22650	2022-23 School Year
3.16	Supplemental Support for students not meeting graduation credit requirements. Credit recovery. .4 FTE Teacher	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	50860	2022-23 School Year

3.17	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 4000-4999: Books And Supplies	2800	2022-23 School Year
3.18	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 5000-5999: Services And Other Operating Expenditures	500	2022-23 School Year
3.19	Send teacher to AVID summer institute for training on assisting low-	All Students X English Learners X Low-Income Students X Foster Youth Other	AVID coordinator	LCFF Supplemental Site Allocation 5800: Professiona	1000	2022-23 School Year

	socioeconomic students to be college ready and mentoring through application process.			I/Consulting Services And Operating Expenditures		
3.20	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	All Students X English Learners X Low-Income Students X Foster Youth X Other Redesignated fluent English proficient	Principal, AP Coordinator	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	202,202	2022-23 School Year
3.21	Schoolwide PD and collaboration time on site initiatives linked to SPSA and departmental PD to align curriculum and instruction to	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	1000	2022-23 School Year

	standards. Analyze data to ensure resources are directed to improve achievement of our targeted subgroups.					
3.22	Guiding coalition meetings: Admin, Department Chairs, and Leadership Team meetings to ensure subgroup needs are met.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal, Department Chairs, and Leadership Team	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	1000	2022-23 School Year
3.23	PD on professional learning communities and best instructional practices; in addition to grading for equity	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal, Leadership Team	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	1000	2022-23 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: 2021-22

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

ANALYSIS

What data did you use to monitor progress and how often?

N/A

What worked and didn't work? Why? (monitoring)

N/A

What modification(s) did you make based on the data? (evaluation)

Baseline year

2021-22

Identified Need

Based on the Comprehensive Needs Assessment and the above analysis of this goal, through a collaborative process with educational partners, the following need has been identified:

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
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 or maintain
Completion of CTE Pathways	N/A	Increase or maintain
Graduation Rate	N/A	Increase or 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	X All Students English Learners Low-Income Students Foster Youth Other	Principal, VPs	Cell Tower (High School ONLY) 1000-1999: Certificated Personnel Salaries	9,485	School year 2022-23

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<ol style="list-style-type: none"> 1. Summer Programs 2. Intervention 3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language 4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students. 	<p>School year 2022-23</p> 	<p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p>	<p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <p>771,420</p>	<p>Title I</p> 

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	\$584,324.00

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 (\$)
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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 (\$)
Cell Tower (High School ONLY)	\$32,135.00
LCFF Supplemental Centralized Services (District Only)	\$381,073.00
LCFF Supplemental English Learner Central	\$91,916.00
LCFF Supplemental Site Allocation	\$79,200.00

Subtotal of state or local funds included for this school: \$584,324.00

Total of federal, state, and/or local funds for this school: \$584,324.00

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	79,200	0.00
LCFF Supplemental English Learner Central	91,916	0.00
LCFF Supplemental Centralized Services (District Only)	381,073	0.00
Cell Tower (High School ONLY)	32,135	0.00

Expenditures by Funding Source

Funding Source	Amount
Cell Tower (High School ONLY)	32,135.00
LCFF Supplemental Centralized Services (District Only)	381,073.00
LCFF Supplemental English Learner Central	91,916.00
LCFF Supplemental Site Allocation	79,200.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	500,848.00
2000-2999: Classified Personnel Salaries	27,093.00
3000-3999: Employee Benefits	9,105.00
4000-4999: Books And Supplies	32,500.00
5000-5999: Services And Other Operating Expenditures	2,550.00
5800: Professional/Consulting Services And Operating Expenditures	12,228.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1000-1999: Certificated Personnel Salaries	Cell Tower (High School ONLY)	9,485.00
4000-4999: Books And Supplies	Cell Tower (High School ONLY)	22,650.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	381,073.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	77,065.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	14,851.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	33,225.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	12,242.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	9,105.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	9,850.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	2,550.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	12,228.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,000.00
Goal 2	37,247.00
Goal 3	533,592.00
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
- 3 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 2 Secondary Students

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

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
on file	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 5-24-22.

Attested:

ON FILE	Principal, Darrin Kitchen on 5-24-22
ON FILE	SSC Chairperson, Laura Munno on 5-24-22

Budget By Expenditures

Bella Vista High School

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.	4000-4999: Books And Supplies	\$22,650.00	Engaging Academic Programs	
Increase pathways through after school programs	1000-1999: Certificated Personnel Salaries	\$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
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	
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	

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	1000-1999: Certificated Personnel Salaries	\$202,202.00	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 **\$91,916.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). .6 FTE ELD Teacher	1000-1999: Certificated Personnel Salaries	\$77,065.00	Engaging Academic Programs	
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:		\$91,916.00		
LCFF Supplemental English Learner Central Allocation Balance:		\$0.00		

Bella Vista High School

Funding Source: LCFF Supplemental Site Allocation

\$79,200.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide EL students with college exposure through field trips - virtual or in-person	5000-5999: Services And Other Operating Expenditures	\$1,500.00	Engaging Academic Programs	
Purchasing materials and supplies to support our ELL class.EL consumable workbooks to support EL curriculum. Purchase corkboards and whiteboards to create word walls and visual support for EL students to access core content	4000-4999: Books And Supplies	\$750.00	Engaging Academic Programs	
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.	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs	
Math Dept release time to address achievement gaps and instructional strategies to support LI, EL, FY students.	1000-1999: Certificated Personnel Salaries	\$2,875.00	Engaging Academic Programs	
Math software for intervention with EL, FY, LI students - Ed Puzzle	5800: Professional/Consulting Services And Operating Expenditures	\$2,228.00	Engaging Academic Programs	
Math software for intervention with EL, FY, low socio-economic students (Iready)	5800: Professional/Consulting Services And Operating Expenditures	\$1,000.00	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.	1000-1999: Certificated Personnel Salaries	\$1,000.00	Engaging Academic Programs	
Guiding coalition meetings: Admin, Department Chairs, and Leadership Team meetings to ensure subgroup needs are met.	1000-1999: Certificated Personnel Salaries	\$1,000.00	Engaging Academic Programs	

Bella Vista High School

PD on professional learning communities and best instructional practices; in addition to grading for equity	5800: Professional/Consulting Services And Operating Expenditures	\$1,000.00	Engaging Academic Programs
Provide instructional resources for lab materials in Physiology class. Students need experiential learning opportunities, and the need to ensure access for low-income students.	4000-4999: Books And Supplies	\$2,800.00	Engaging Academic Programs
Implement grade level college and career unit all four years using Naviance and College and Career Center resources.	5000-5999: Services And Other Operating Expenditures	\$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.	5800: Professional/Consulting Services And Operating Expenditures	\$1,000.00	Engaging Academic Programs
Bella Vista Attendance Intervention Team - looking at our underrepresented EL, low income and Foster youth students; celebrating and recognizing positive attendance	4000-4999: Books And Supplies	\$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.	1000-1999: Certificated Personnel Salaries	\$1,000.00	Connected School Communities
Development and implementation of a site Equity Team - the team will provide PD to staff and students; create opportunities for student voice forums; identifying restorative justice practices	1000-1999: Certificated Personnel Salaries	\$2,000.00	Connected School Communities
Student supplies for Advocacy - with a focus on foster youth and low-income students.	4000-4999: Books And Supplies	\$500.00	Connected School Communities
Provide supplies for at-risk intervention PALS events	4000-4999: Books And Supplies	\$800.00	Healthy Environments for Socio-Emotional Growth
Implement PALS mentoring program to connect staff members with at-risk students. Coordinator compensation.	1000-1999: Certificated Personnel Salaries	\$600.00	Healthy Environments for Socio-Emotional Growth

Bella Vista High School

Implement monthly student forums to increase student voice in school processes.	1000-1999: Certificated Personnel Salaries	\$1,000.00	Healthy Environments for Socio-Emotional Growth
.Equity Team will work with student government and student clubs on equity awareness throughout the school year	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments for Socio-Emotional Growth
Implement Link Crew to address specific needs of 9th grade subgroups: teacher planning time, PD, release time, and providing resources to positively impact the Link Crew culture	1000-1999: Certificated Personnel Salaries	\$4,000.00	Healthy Environments for Socio-Emotional Growth
Career Day planning - exposing targeted subgroups to careers.	4000-4999: Books And Supplies	\$1,500.00	Healthy Environments for Socio-Emotional Growth
Microaggression training, workshops, conference attendance on topics of racism, discrimination and sexism.	5800: Professional/Consulting Services And Operating Expenditures	\$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.	1000-1999: Certificated Personnel Salaries	\$1,000.00	Healthy Environments for Socio-Emotional Growth
Increase attendance monitoring staff to improve attendance patterns of subgroups of students.	2000-2999: Classified Personnel Salaries	\$12,242.00	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	1000-1999: Certificated Personnel Salaries	\$1,000.00	Healthy Environments for Socio-Emotional Growth
Stress Management Group to learn how to cope with their stress and anxiety, self-care, mindfulness	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Socio-Emotional Growth
Friendship Skills: targeted toward students who struggle to maintain and create friendships	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Socio-Emotional Growth

Bella Vista High School

Link Crew training: professional development and conference attendance for staff in order to assist with addressing specific needs of 9th grade subgroups.	5800: Professional/Consulting Services And Operating Expenditures	\$3,000.00	Healthy Environments for Socio-Emotional Growth
	3000-3999: Employee Benefits	\$9,105.00	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.	5800: Professional/Consulting Services And Operating Expenditures	\$3,000.00	Engaging Academic Programs
English Dept release time to address achievement gaps and instructional strategies to support LI, EL, FY students.	1000-1999: Certificated Personnel Salaries	\$2,750.00	Engaging Academic Programs
Provide a robust intervention program with tutoring occurring before, during and after the school day. Teachers from multiple departments will be participating in this pilot project and will be compensated for work outside of their work day. The focus will be on cross-curricular intervention strategies, sharing of best practices, and building relationships with students	1000-1999: Certificated Personnel Salaries	\$15,000.00	Engaging Academic Programs
Provide targeted subgroups of students college exposure through field trip - virtual or in-person	5000-5999: Services And Other Operating Expenditures	\$550.00	Engaging Academic Programs

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

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Bella Vista High School Total Expenditures: \$584,324.00