

School Year: **2023-24**



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 16, 2023	August 8, 2023

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)

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of this plan is to designate federal and state resources toward promoting equitable and sustained improvement of student outcomes through targeted supports and improvement.

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.

The 4 Goals of the School Plan for Student Achievement (SPSA) are aligned to the 5 Goals of the San Juan Unified Local Control and Accountability Plan (LCAP).

SPSA Goal 1: LCAP 1 Connected School Communities

SPSA Goal 2: LCAP 2 Healthy Environments for Socio-Emotional Growth

SPSA Goal 3: LCAP 3 Engaging Academic Programs & LCAP 5 Graduation and College/Career Readiness for Foster Youth and Students

SPSA Goal 4: LCAP 4 Clear Pathways to Bright Futures

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

addressing low performance with the following student groups: English Learners, Low Income, Foster Youth, African American, Homeless, and Students with Disabilities.

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Bella Vista High School met the criteria for the following student groups:

1. Black or African Americans
2. Homeless
3. Students with Disabilities

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Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

What did your data show (disaggregated by student group)?

Guidance	
Data Analysis	<p>Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.</p> <p>Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.</p>

Bella Vista has experienced a culture and climate shift over the last several years, requiring reflections and new practices to address. The school is becoming more diverse in its ethnic make-up, with an increase in Latinx and English Learner students. With four times as many EL students in 2023 since 2017, more supports are required in all classes, not just ELD. Since returning from distance learning in 2021, student behaviors and suspensions have increased, specifically for those subgroups of African America, Homeless, and Students with Disabilities.

BVHS Enrollment by Ethnicity

	American Indian	Asian	African . American	Hispanic / Latino	Pacific Islander	2 or more Races	White	Declined to State
2017-18	17	104	51	386	8	75	1318	0
2018-19	17	115	41	408	7	98	1318	5
2019-20	12	107	47	425	8	119	1356	6
2020-21	14	89	47	439	12	141	1274	0
2021-22	5	94	35	432	11	140	1225	0
2022-23	6	98	38	430	10	147	1199	0

BVHS Enrollment - English Language Learners

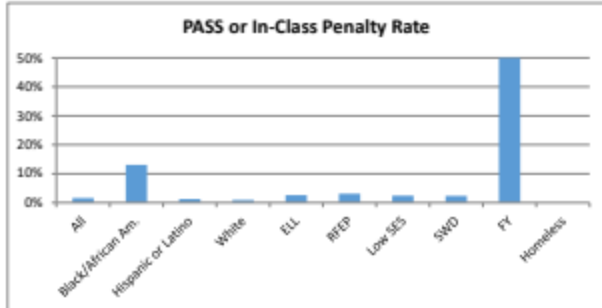
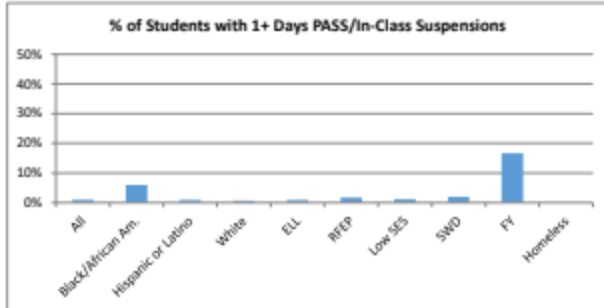
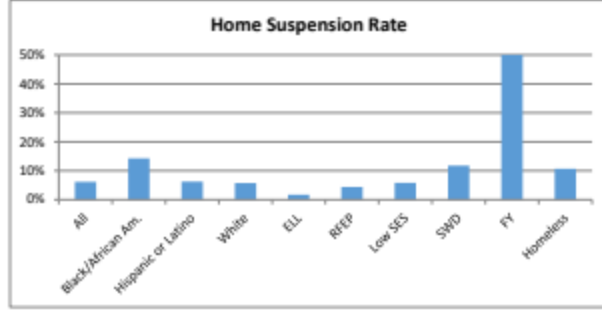
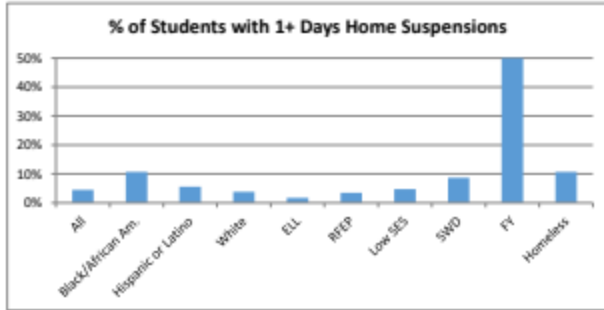
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
# of Students	24	34	41	51	78	97

Analysis: Bella Vista has seen a significant increase in ELL students. The number has increased from 24 in 2017-18 to 97 in 2022-23.

Bella Vista High School 2022-2023 Suspension Data

Date Range: 8/11/2022 to 4/27/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	2,046	91	4.45%	257	126	6.16%	20	0.98%	32	1.56%
Black/African Am.	84	9	10.71%	30	12	14.29%	5	5.95%	11	13.10%
Hispanic or Latino	465	26	5.59%	60	29	6.24%	4	0.86%	6	1.29%
White	1,345	51	3.79%	154	77	5.72%	9	0.67%	12	0.89%
ELL	115	2	1.74%	4	2	1.74%	1	0.87%	3	2.61%
RFEP	228	8	3.51%	13	10	4.39%	4	1.75%	7	3.07%
Low SES	533	25	4.69%	63	31	5.82%	6	1.13%	13	2.44%
SWD	255	22	8.63%	70	30	11.76%	5	1.96%	6	2.35%
FY	6	3	50.00%	3	3	50.00%	1	16.67%	5	83.33%
Homeless	28	3	10.71%	5	3	10.71%	0	0.00%	0	0.00%



* Low SES: Low SES includes low income students and students whose parents have not completed high school.
 ** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

Root Cause Analysis

What did your root causes analysis reveal?

Guidance	
Root Cause Analysis	<p>Root cause analysis follows directly from areas identified during data analysis.</p> <p>Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.</p>

Site leadership including; administration, elected leadership team members, School Site Council and our English Learner Advisory Committee participated in data analysis to develop a deeper understanding of the data sources identified above and create recommendations based on identification of the root causes. Careful monitoring of the school's climate survey. Specifically, staff participated in the collaborative learning cycle to identify problem areas, determine causality and develop a comprehensive plan for improvement related to various models of instruction. Much of this work was done in alignment with WASC self-study:

Significant increases in EL student enrollment - English Learner populations are growing each year, with increased diversity, including recent immigration of Ukrainian and Russian refugees. The staff is in need of additional professional development and resources to support students in ELD and implement strategies into classrooms.

Higher numbers of students receiving multiple F's - A majority of these students are habitually absent. The Bella Vista Intervention Team will monitor and assign students to interventions and supports.

Higher numbers of students earning D's and F's - A majority of these students have multiple D/F grades throughout middle school. The Bella Vista Intervention Team will monitor and assign students to interventions and supports.

Higher chronic absenteeism / lower average daily attendance - Student truancy reasons are varied: social emotional, mental health, language barriers, and family responsibilities. The Bella Vista Intervention Team will monitor and assign students to interventions and supports.

Higher incidents of suspension and discipline with African American, Homeless, and Students with Disabilities subgroups. These three subgroups have many students who overlap between the three groups, requiring multiple supports addressing diversity, social emotional assistance, and learning supports. BV is hiring a Student Resource Specialist to assist with these subgroups, building trusting relationships and supporting with restorative actions.

Resource Inequities

What resource inequities did you discover?

	Guidance
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

Bella Vista High School maintains that the development and focus on school wide objectives is important in maintaining effective programs and action plans that will address evolving school and students needs. In examining student data, stakeholder surveys, and examination of current practices, the Bella Vista staff has identified several areas of priority that will be implemented to ensure continuing student achievement. These areas of priority encompass several paradigms including access for all students, alignment with the BVHS Student Learner Outcomes, the District LCAP and Site SPSA goals, and the incorporation of the district 8-Point Commitment to Equity.:

The Bella Vista administration, teaching staff, and counseling staff will develop a comprehensive plan that aligns all site and district level interventions, resources, and supports in order to address students' higher D / F rate, multiple F rate, and chronic absenteeism.

The Bella Vista administration, teaching staff, and counseling staff will develop a comprehensive plan to assist students earning 2.0 - 3.0 GPAs to reach their full academic potential.

The Bella Vista administration will collaborate with site and district staff and fully utilize site and district resources to provide and implement the necessary training, resources, time, and strategies for BVHS staff to better support EL students and their families.

Bella Vista courses, standards, and expectations within subject areas and or departments will be calibrated and aligned to provide more equitable academic experiences for all students.

Explore master scheduling options in order to expand student opportunities for electives/exploration of courses (beyond dual enrollment).

Continue work on implementation of the eight steps of educational justice program to address the microaggression and other school connectedness concerns on campus.

Increase opportunities for students to receive college and career information throughout their high school experience, including exploration of a formal College and Career Specialist.

Current student/counselor ratios are higher than recommended standards/levels. Consider restructuring of counseling services to further optimize academic and social-emotional services for students.

Input from Educational Partners

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

A variety of stakeholders that make up our student, parent, community, and staff population are involved in the planning process of the SPSA. Final determination of expenditures and allotment is made and voted upon by the School Site Council.

Site Leadership Team - Our Site Leadership Team (SLT) is made up of 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, responsibilities for the collection of data and analysis of this data, and organization of the school's WASC plan and goal setting. The SLT is also responsible for the professional development planning and arrangement for the faculty. 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 March, April, May, and September include discussion on the SPSA plan and LCAP expenditures.

Site Staff - Our staff is actively involved in professional development opportunities provided by the SLT. Staff also attend PD throughout the year that align to SPSA designated goals. Staff are surveyed on their perceptions, thoughts, suggestions, and needs when determining all professional development and school wide agreements. 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, department meetings, and staff surveys contributed to funding decisions for the 2023-24 school year, aimed at positively impacting struggling students.

Department Chairs - Our department chairs are elected positions that 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 school year related to identifying best instructional practices and intervention supports for student success. The PD opportunities for building positive relationships with students and staff, addressing Grading for Equity, and designing engaging lessons were filtered through the Department Chairs and are embedded in our LCAP goals.

School Site Council – Members include staff, parents, and students, and hold two-year terms. Members participate in discussion and data analysis from the previous school year, and review and discuss the proposed SPSA for the coming year and discuss possible resources, funding, and possible resource inequalities if any. The Council provides 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 reviews teacher/site proposals 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, and supported in our WASC Action Plan is the need for student support intervention intentionality. Bella Vista implements over twenty interventions for students to access; yet, the students that need the supports the most do not utilize these resources. The Bella Vista Intervention Team has is being designed to evaluate student data and determine which students need supports and what those supports should be. Our California School Dashboard data for 2022-23 shows low performance continues for student groups, despite several supports already in place at BV. With the Intervention Team, these targeted student groups will be identified into programs or services, and their progress monitored and assessed.

We continue to make positive impacts for 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. Our Intervention Team will be flagging and meeting with students during Freshmen Orientation as the first step in providing supports to struggling students.

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 Freshman Seminar classes, Student Advocacy classes, Study Skill classes, and multiple 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. In 2022/23 school year, we had 94% of Freshmen attend the beginning of the year activities. 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 to onboarding students into the life of a high school student.

To address ATSA subgroups of African American, Homeless, and Students with Disabilities, Bella Vista will be hiring a 0.8FTE School Involvement Specialist who will work with students to build better connections to school. They will support student behavior and engagement of subgroups with high suspension rates and behavior concerns, building positive relationships and providing interventions for restorative practices and alternatives to suspension.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.8%	0.36%	0.31%	16	7	6
African American	2.3%	1.88%	2.08%	45	37	40
Asian	3.8%	3.87%	4%	74	76	77
Filipino	0.7%	0.87%	1.09%	13	17	21
Hispanic/Latino	21.9%	22.04%	22.25%	424	433	428
Pacific Islander	0.5%	0.51%	0.47%	10	10	9
White	63.4%	63.51%	62.01%	1,227	1248	1193
Multiple/No Response	6.2%	6.97%	7.8%	120	137	150
	Total Enrollment			1,935	1965	1924

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	479	523	519
Grade 10	503	464	520
Grade 11	515	483	451
Grade 12	438	495	434
Total Enrollment	1,935	1,965	1,924

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	57	83	103	2.90%	4.2%	5.4%
Fluent English Proficient (FEP)	259	256	251	13.40%	13.0%	13.0%
Reclassified Fluent English Proficient (RFEP)	3			5.3%		

Conclusions based on this data:

1.



Spring 2023
District Climate Survey Results by School

Bella Vista

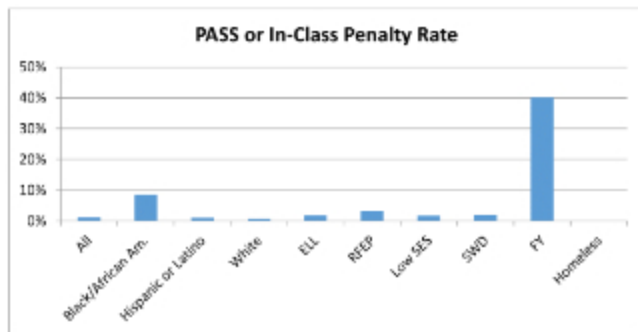
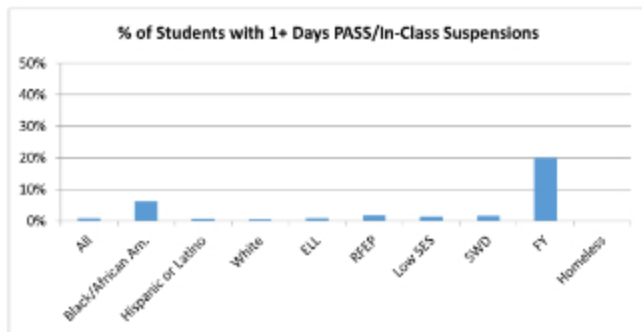
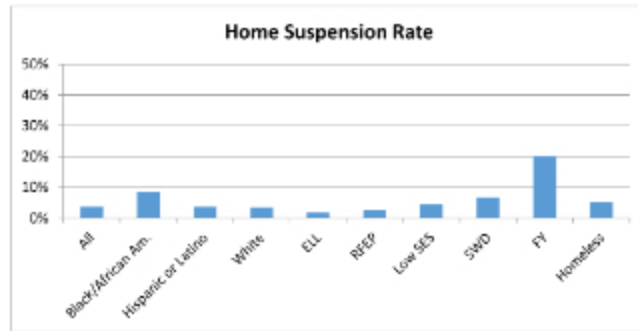
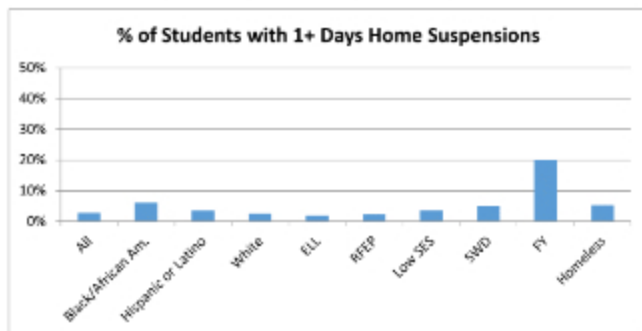
	Parent	Student (gr. 4-12)		Staff		
		N	Pct	N	Pct	N
Caring Relationships						
A) School has a climate that is caring.	88	63.24%	5	60.00%		
B) There are students and staff on campus who listen to students when they have something to say.	88	60.29%	5	40.00%		
C) There is an adult from the school who checks on how students are doing.	88	38.24%	4	25.00%		
D) School has the materials, staff, programs, and supports needed to help all students do their best.	88	60.29%	6	50.00%		
E) Staff feels supported to do their job well in meeting the needs of all students.						
F) Staff feels part of an effective team.						
Family and Staff Engagement						
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	87	64.18%				
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	88	70.59%				
C) The school offers families opportunities to be involved in school and classroom activities.	88	55.88%				
D) The school keeps families well-informed about school activities.	88	82.35%				
E) The staff at our school listens to family concerns about issues.	86	50.00%				
F) The staff at school are helpful and welcoming when families come to school or call.	87	70.15%				
G) The school and families are partners in promoting positive behavior for my student.	88	61.76%				
H) Families who speak a language other than English receive general information about our school in their home language.	88	92.65%				
I) Staff receive information about upcoming events and important information about the school.						
School Decision Making						
A) School seeks input when making important decisions.	87	56.72%	4	75.00%		
B) Important school decisions reflect diverse input.	87	47.76%	6	16.67%		
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	88	77.94%				
D) The principal and staff listen to concerns of other staff members about issues.						
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.						
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.						
G) Our school uses data from this survey to inform site decision making.						
H) Staff voice matters in decision making.						
Safety						
A) Concerns about student safety are taken seriously.	88	72.06%	4	50.00%		
B) Concerns about student safety are addressed in a timely manner at my school.	88	55.88%	6	16.67%		
C) My school is a safe place for all students.	88	58.82%	5	40.00%		
D) My school is a safe place for all staff.						
E) Students know what staff member to go to if they have a safety concern.	88	54.41%	5	60.00%		
F) Students know school safety protocols.	88	73.53%	4	50.00%		
G) I feel safe sharing different viewpoints and perspectives at my school.	88	54.41%	4	25.00%		
Sense of Belonging						
A) School staff respects student diversity.	88	66.18%	4	50.00%		
B) Adults at my school treat students respectfully.	88	70.59%	5	40.00%		
C) Students are respectful to each other at school.	88	41.18%	5	20.00%		
D) Students have opportunities to socialize with other students often at school.	88	80.88%	4	75.00%		
E) Students have an adult on campus they trust.	87	62.69%	5	60.00%		
F) Students trust other students at school.	87	80.60%	5	60.00%		
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	87	53.73%	4	25.00%		
H) School staff reflects student diversity.	86	50.00%	4	50.00%		
Academic Progress						
A) Families and students understand how assignments and tests are graded.	88	58.82%	4	50.00%		
B) Questions and concerns about schoolwork are addressed.	88	58.82%	5	40.00%		
C) Student grades reflect their knowledge of the material.	88	66.18%	5	60.00%		
D) Adults at my school believe all students can be successful.	87	71.64%	4	50.00%		
E) Students feel comfortable and unjudged to ask their teacher for help.	88	54.41%	5	40.00%		
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	88	76.47%	4	25.00%		
G) Teachers at my school go out of their way to help all students.	88	45.59%	4	25.00%		
H) Students receive timely and regular feedback on their learning.	88	48.53%	4	75.00%		
I) Staff at my school provides resources or ideas that help families support their students at home.	87	43.28%				
High Expectations						
A) Students are challenged academically at school.	88	70.59%	5	40.00%		
B) School recognizes and celebrates the academic success of all students.	88	44.12%	5	20.00%		
C) Adults on campus motivate students to do their best.	88	50.00%	5	80.00%		
D) School provides additional academic support when students are struggling.	87	52.24%	4	75.00%		

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
Student Engagement							
A) Students are interested in what they are learning.		68	50.00%	5	40.00%		
B) Students have access to classes and activities that meet their interests and talents.		68	60.29%	4	50.00%		
C) Students understand how to complete their schoolwork.		68	82.35%	5	60.00%		
D) Students complete assignments on time.		68	77.94%	5	40.00%		
E) Students are motivated to do their schoolwork.		68	61.76%	4	25.00%		
College and Career Readiness							
A) Students are encouraged to take the required courses needed to be prepared for college and career.		68	67.65%	5	20.00%		
B) Students and families know what classes they will have to take and pass to graduate from high school.		68	80.88%	5	40.00%		
C) Students are interested in attending college, joining the military, or entering the workforce after high school.		68	86.76%	5	80.00%		
D) School offers college and career programs.		68	76.47%	4	50.00%		
E) Students participate in programs to learn about different jobs, careers, and colleges.		68	52.94%	4	25.00%		
F) Students are prepared for the next step of their educational experience.		68	54.41%	4	50.00%		
G) Staff are optimistic about the future of their career in San Juan Unified.							
H) There are equitable opportunities for advancement in the district.							
Customer Satisfaction							
A) I would recommend my school to other families.		68	67.65%	6	16.67%		
B) San Juan Unified School District is a district that I would recommend to other families.		68	63.24%	5	20.00%		

Bella Vista High School 2022-2023 Suspension Data

Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susps	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	2,005	58	2.89%	144	74	3.69%	17	0.85%	24	1.20%
Black/African Am.	81	5	6.17%	17	7	8.64%	5	6.17%	7	8.64%
Hispanic or Latino	457	16	3.50%	36	17	3.72%	3	0.66%	5	1.09%
White	1,316	34	2.58%	87	47	3.57%	7	0.53%	9	0.68%
ELL	107	2	1.87%	4	2	1.87%	1	0.93%	2	1.87%
RFEP	220	5	2.27%	8	6	2.73%	4	1.82%	7	3.18%
Low SES	516	19	3.68%	40	23	4.46%	7	1.36%	9	1.74%
SWD	241	12	4.98%	32	16	6.64%	4	1.66%	5	2.07%
FY	5	1	20.00%	1	1	20.00%	1	20.00%	2	40.00%
Homeless	19	1	5.26%	1	1	5.26%	0	0.00%	0	0.00%



* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

Conclusions based on this data:

1.

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

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. Development and implementation of an Intervention Team will prompt, manage, and calibrate multi-tiered student support strategies in these areas. BVIT will manage outreach to students and families on support opportunities for students based on need.

Annual Review

SPSA Year Reviewed: 2022-23

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.

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

The focus on establishing and implementing a collaborative learning environment worked for some students, but many students went unrecognized or looked over. Staff have had more challenges in addressing student behavior, work ethics, and overall apathy to participation.

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

Based on the quantitative and qualitative data collected this year, Site Leadership teams and school staff recognized the need for a focus on school interventions, and developed the Bella Vista Intervention Team.

2022-23

Identified Need

Bella Vista staff and faculty have recognized that for students to build connections to their school and education may require supports to improve school success. Bella Vista currently has and plans to implement several interventions to address school community and culture, chronic absenteeism, student-athlete supports, course specific tutoring, English Learner supports, IEP/504/SST accommodations, behavior interventions and restorative practices, social-emotional supports, etc. An Intervention Team would assess student need, define potential, navigate appropriate intervention placement, and monitor student progress. In refining the intervention system, programs should be cohesive, intentional, equitable, and transparent so that students, parents, teachers, and the community are consistently aware of support options to assist students in becoming more successful.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
WASC surveys measuring student connection to school and supports.	Over twenty interventions and student supports, yet not all students are plugged in and receiving services.	Collaboration and participation from multiple entities in building an Intervention Team, development of MTSS management system, and involvement and input from all responsible persons
Equity and Social Justice trainings, 8-Point Commitment	Professional development trainings on Introduction to SJUSD 8-Point Commitment	Staff PD, implementation of Equity Team, implementation of SEL Team.

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	Community meetings with school admin on school	X All Students English Learners Low-Income Students Foster Youth	Site Leadership Team, Principal	LCFF Supplemental Site Allocation	500	School year 2023-24

	culture and climate	Other		4000-4999: Books And Supplies		
1.2	Staff PD on equity, social justice, and microaggression training	X All Students English Learners Low-Income Students Foster Youth Other AA, HOM, SWD	Site Leadership Team; District Equity Office	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	1000	School year 2023-24
1.3	Bella Vista Attendance Intervention - looking at underrepresented EL, LI, FY, AA, HOM, and SWD students; celebrating and recognizing positive attendance	All Students X English Learners X Low-Income Students X Foster Youth X Other AA, HOM, SWD	Administration, Counselors, AIP School Community Worker	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School year 2023-24
1.4	BV Social Emotional Intervention / Mental Wellness - designed to	X All Students English Learners Low-Income Students Foster Youth Other AA, HOM, SWD	Administration, Counselors	LCFF Supplemental Site Allocation	500	School year 2023-24

	impact all students while targeting our underperforming students AA, EL, SWD, HOM, Low Income and Foster Youth			4000-4999: Books And Supplies		
1.5	BV Equity Team -create opportunities for student voice forums; identifying restorative justice practices	X All Students English Learners Low-Income Students Foster Youth Other AA, HOM, SWD	Principal, Equity Team	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2023-24
1.6	BV Equity Team - the team will provide PD to staff and students	X All Students English Learners Low-Income Students Foster Youth Other AA, HOM, SWD	Equity Team	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	500	School year 2023-24
1.7	Student supplies for Advocacy - with a focus on	All Students English Learners X Low-Income Students X Foster Youth	Principal, Advocacy Teacher	LCFF Supplemental Site Allocation	500	School year 2023-24

	foster youth and low-income students.	X Other AA, HOM, SWD		4000-4999: Books And Supplies		
1.8	Increase attendance monitoring staff to improve attendance patterns of subgroups of students.	All Students X English Learners X Low-Income Students X Foster Youth X Other AA, HOM, SWD	Principal, BVIT, Attendance ICT	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	12,194 8,899	School year 2023-24
1.9	Bella Vista Intervention Team to develop, monitor, evaluate, and support school interventions	X All Students English Learners Low-Income Students Foster Youth Other AA, HOM, SWD	BVIT, Site Leadership	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation	12500	School year 2023-24

				2000-2999: Classified Personnel Salaries		
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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

Provide professional development in the area of restorative practices, 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. Development and implementation of intentional interventions to encourage and support students with GPA between 2.0 and 3.0.

Annual Review

SPSA Year Reviewed: 2022-23

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. 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. We have some starting supports, but we want to build more supports for students in behavior, attendance, academics, and social emotional needs.

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 2023-24 school year. The feeling (and evidence from student discipline) is that students have struggled with basic classroom and behavioral norms.

2022-23

Identified Need

Bella Vista students have various learning deficiencies and individual needs to address and support, which have increased due to distance learning. Bella Vista has been responsive to the learning barriers caused by distance learning during the 2019-2021 school years by building new interventions for student support. In continuing the success of these efforts and responding to data trends discovered in the 22/23 school year, Bella Vista should create a schoolwide plan and intentional interventions to better encourage and support students to achieve academic and social-emotional success.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Student, Staff, and Parent surveys.	BV has over 20 interventions to assist struggling students, but lacks effective tracking.	Increase in students involved in small groups, monitoring student outcomes
School Home Suspension Rate	AA, HOM, and SWD suspensions rates are higher than all other subgroups	Decrease from 2022-23. Implement a 0.8 FTE School Involvement Specialist to address student discipline rates.
Student, Staff, and Parent surveys. Behavior and attendance history. Need for adult mentors.	PALs participation – 14 staff and students	PALs participation – 25 staff and students
Student, Staff, and Parent surveys. Disengaged students, rebuilding school culture	Link Crew participation – 94%	Link Crew participation 95% or higher
Student, Staff, and Parent surveys.	Small groups have started to support subgroups of students.	Increase in students involved in small groups, monitoring student outcomes

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
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2.1	Provide supplies for at-risk intervention PALS events	All Students X English Learners X Low-Income Students X Foster Youth X Other AA, HOM, SWD	Principal, Counselors	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	800	School year 2023-24
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 X Other AA, HOM, SWD	Counselors	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	600	School year 2023-24
2.3	Implement monthly student forums to increase student voice in school processes, school culture, and equity	X All Students English Learners Low-Income Students Foster Youth Other	Administration, Equity Team	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1500	School year 2023-24
2.4	Low-ratio support classes for	X All Students English Learners Low-Income Students	Administration, Teachers, District Staff	LCFF Supplemental	30523	School year 2023-24

	identified Integrated Math Students (in conjunction with the Multi-Tiered System of Support-IM1/S). 0.4 FTE Math Teacher	Foster Youth Other		Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries		
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	Administration, Link Crew Staff, Site Leadership	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	4000	School year 2023-24
2.6	Link Crew training: professional development and conference attendance for staff in order to assist with addressing specific needs	All Students X English Learners X Low-Income Students X Foster Youth X Other AA, HOM, SWD	Administration, Link Crew Staff	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating	3000	School year 2023-24

	of 9th grade subgroups.			Expenditures		
2.7	Implement Link Crew to address specific needs of 9th grade subgroups: teacher planning time, PD, release time, student training, before the school-year rally	All Students X English Learners X Low-Income Students X Foster Youth X Other AA, HOM, SWD	Administration, Link Crew Staff, Site Leadership	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	1000	School year 2023-24
2.8	Link Crew beginning of the year training and collaboration for onboarding freshman.	X All Students English Learners Low-Income Students Foster Youth Other	Administration, Link Crew Staff, Site Leadership	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	1000	School year 2023-24
2.9	Stress Management Group to learn how to cope with their stress and	X All Students English Learners Low-Income Students Foster Youth Other	Counselors	LCFF Supplemental Site Allocation	500	School year 2023-24

	anxiety, self-care, mindfulness			4000-4999: Books And Supplies		
2.10	Friendship Skills: targeted toward students who struggle to maintain and create friendships	X All Students English Learners Low-Income Students Foster Youth Other	Counselors	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2023-24
2.11	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	X All Students English Learners Low-Income Students Foster Youth Other	BVIT, Site Leadership	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	15000	School year 2023-24

	outside of their work day. The focus will be on cross-curricular intervention strategies, sharing of best practices, and building relationships with students					
2.12	IYT and GEMS community partnership programs	All Students X English Learners X Low-Income Students X Foster Youth X Other AA, HOM, SWD	Counselors, Administration, District Equity Office	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	10000	School year 2023-24
2.13	0.8 FTE School Involvement Specialist to support student behavior and engagement of subgroups with high	All Students English Learners Low-Income Students X Foster Youth X Other AA, HOM, SWD	Administration, Site Leadership, BVIT	LCFF Supplemental Centralized Services (District Only)		School year 2023-24

suspension rates.

2000-2999:
Classified
Personnel
Salaries

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 and Graduation and College/Career Readiness

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

Restructuring of school PLCs/IDGs to have an intentional and focused effect on school improvement and success. Providing PD for equitable grading, school safety, classroom engagement, and college preparedness.

Annual Review

SPSA Year Reviewed: 2022-23

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?

NA - new goal

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

NA - new goal

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

NA - new goal

2022-23

Identified Need

Bella Vista’s adoption of Professional Learning Communities (PLCs), called Instructional Development Groups (IDGs), have addressed several interests over the last several years, including investigating bell schedule options, curriculum development, curriculum alignment, and functions related to WASC. To address alignment of grading practices, assessments, supports, and student expectations, a refocus of intentionality and effect of IDG collaboration time is needed to more align with the PLC model. Through common assessments and its data, appropriate interventions can be developed to address targeted areas where students are struggling.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Staff collaboration time is happening, but with no tracking or follow up.	Staff have IDG meetings during Thursday collaboration time. There are currently no agendas, meeting notes, or goals set.	Department IDG and cross-curricular PLC meetings that share agendas, notes, and goals with Site Leadership

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 AA, HOM, SWD	Site Leadership	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	2000	School year 2023-24

3.2	English Learner 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 AA, HOM, SWD	Principal. Department Chairs	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	2750	School year 2023-24
3.3	Career Day planning - exposing targeted subgroups to careers. Bi-Yearly	All Students X English Learners X Low-Income Students X Foster Youth X Other AA, HOM, SWD	Administration, Counselors, Site Leadership	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	0	School year 2024-25
3.4	Co-Teaching release time to address achievement gaps and instructional strategies to support SWD in ELA and Math	All Students English Learners Low-Income Students Foster Youth X Other SWD	Department chairs, Administration	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	3000	School year 2023-24

3.5	Math software for intervention with EL, FY, LI, AA, Hom, SWD students - Ed Puzzle, iReady, IXL, and Reflex Math	All Students X English Learners X Low-Income Students X Foster Youth X Other AA, HOM, SWD	Administration, Math Teachers	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	7000	School year 2023-24
3.6	AVID strategy training and PD for faculty	X All Students English Learners Low-Income Students Foster Youth Other	AVID Coordinator, Site Leadership	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	1000	School year 2023-24
3.7	Provide additional high, middle school and K-8 school counseling	All Students X English Learners X Low-Income Students X Foster Youth X Other AA, HOM, SWD	Counselors	LCFF Supplemental Centralized Services	97488	School year 2023-24

	services for parents and students in the areas of education and career planning, student performance, personal and social relations.			(District Only) 1000-1999: Certificated Personnel Salaries		
3.8	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 AA, HOM, SWD	Principal	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	550	School year 2023-24
3.9	Furniture, equipment, materials, technology, trainings, fieldtrips, and stipends for supporting high levels of student learning.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Site Council	Cell Tower (High School ONLY)	32135	School year 2023-24

3.10	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	School year 2023-24
3.11	Provide instructional resources for lab materials in Physiology class for experiential learning opportunities, and access for low-income students.	All Students English Learners X Low-Income Students Foster Youth Other	Principal, Physiology Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2800	School year 2023-24
3.12	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, Counselors, Librarian	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	500	School year 2023-24

3.13	Send teacher to AVID summer institute for training on assisting low-socioeconomic students to be college ready and mentoring through application process.	All Students English Learners X Low-Income Students Foster Youth Other	AVID Coordinator	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	1000	School year 2023-24
3.14	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 AA, HOM, SWD	Principal, AVID Coordinator, AP Coordinator	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	202202	School year 2023-24
3.15	Schoolwide PD and	All Students X English Learners	Principal	LCFF Supplement	1000	School year 2023-24

	collaboration time on site initiatives linked to WASC and departmental PD to align curriculum and instruction to standards. Analyze data to improve achievement of targeted subgroups.	X Low-Income Students X Foster Youth X Other AA, HOM, SWD		tal Site Allocation 1000-1999: Certificated Personnel Salaries		
3.16	PD on professional learning communities and best instructional practices; in addition to grading for equity	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Site Leadership	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	1000	School year 2023-24
3.17		All Students English Learners Low-Income Students Foster Youth Other				

3.18		All Students English Learners Low-Income Students Foster Youth Other				
3.19		All Students English Learners Low-Income Students Foster Youth Other				
3.20		All Students English Learners Low-Income Students Foster Youth Other				
3.21		All Students English Learners Low-Income Students Foster Youth Other				

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

Refinement and implementation of Multilingual Learner (English Learner) structures, strategies, and supports to increase student achievement in general education classes.

Annual Review

SPSA Year Reviewed: 2022-23

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 new goal

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

N/A new goal

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

N/A new goal

2022-23

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: Bella Vista's Multilingual Learner populations have steadily risen over the last several years, along with an increase in the diversity of languages and cultures. With support from the District in increasing class sections to better accommodate the growing student population, Bella Vista needs to refine current program, practice, and support structures to be of best benefit to student success.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
EL population has increased steadily to 97 students in 23/23, from 24 in 2018.	ELPAC down to 15.5% at Level 4 from 25% in 2018.	Increasing ELPAC level 4 to 25%
EL A-G Requirements met	N/A	Increase or maintain
EL Completion of CTE Pathways	N/A	Increase or maintain
EL 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	Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). 1.0 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	77065	School year 2023-24

4.2	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	All Students X English Learners Low-Income Students Foster Youth Other	Administration, Teachers	LCFF Supplemental English Learner Central 2000-2999: Classified Personnel Salaries	14851	School year 2023-24
4.3	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 2023-24

4.4	<p>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</p>	<p>All Students X English Learners Low-Income Students Foster Youth Other</p>	Teachers	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	1000	School year 2023-24
4.5	<p>Increase reading books, magazines, and other materials specific to our EL students. In addition, increasing the volume of reading materials with a focus on</p>	<p>All Students X English Learners Low-Income Students Foster Youth Other</p>	Principal, Librarian	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	1307	School year 2023-24

cultural sensitivity and exposure to multi-cultural education.

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.

Centralized Services

SCHOOL GOAL #1:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #2:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #3:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #4:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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	\$607,524.00

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	\$102,400.00

Subtotal of state or local funds included for this school: \$607,524.00

Total of federal, state, and/or local funds for this school: \$607,524.00

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	102,400	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	102,400.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	500,488.00
2000-2999: Classified Personnel Salaries	27,045.00
3000-3999: Employee Benefits	8,899.00
4000-4999: Books And Supplies	11,407.00
5000-5999: Services And Other Operating Expenditures	2,550.00
5800: Professional/Consulting Services And Operating Expenditures	25,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

	Cell Tower (High School ONLY)	32,135.00
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	42,350.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	12,194.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	8,899.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	11,407.00
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	25,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	38,093.00
Goal 2	68,423.00
Goal 3	405,285.00
Goal 4	95,723.00

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
- 2 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
12th grade student	Secondary Student
12th grade student	Secondary Student
Bryan Irwin	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 5/16/23.

Attested:

ON FILE	Principal, Bryan Irwin on 5/16/23
ON FILE	SSC Chairperson, Laura Munno on 5/16/23

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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: Cell Tower (High School ONLY) \$32,135.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Furniture, equipment, materials, technology, trainings, fieldtrips, and stipends for supporting high levels of student learning.		\$32,135.00	Engaging Academic Programs and Graduation and College/Career Readiness	
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
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 and Graduation and College/Career Readiness	
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.	1000-1999: Certificated Personnel Salaries	\$97,488.00	Engaging Academic Programs and Graduation and College/Career Readiness	
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 and Graduation and College/Career Readiness	

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Low-ratio support classes for identified Integrated Math Students (in conjunction with the Multi-Tiered System of Support-IM1/S). 0.4 FTE Math Teacher	1000-1999: Certificated Personnel Salaries	\$30,523.00	Healthy Environments for Socio-Emotional Growth
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LCFF Supplemental Centralized Services (District Only) Total Expenditures:	\$381,073.00
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LCFF Supplemental Centralized Services (District Only) Allocation Balance:	\$0.00
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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). 1.0 FTE ELD Teacher	1000-1999: Certificated Personnel Salaries	\$77,065.00	Clear Pathways for Bright Futures	
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	Clear Pathways for Bright Futures	

LCFF Supplemental English Learner Central Total Expenditures:	\$91,916.00
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LCFF Supplemental English Learner Central Allocation Balance:	\$0.00
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Funding Source: LCFF Supplemental Site Allocation **\$102,400.00 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	Clear Pathways for Bright Futures	

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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	4000-4999: Books And Supplies	\$1,000.00	Clear Pathways for Bright Futures
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	\$1,307.00	Clear Pathways for Bright Futures
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	Healthy Environments for Socio-Emotional Growth
IYT and GEMS community partnership programs	5800: Professional/Consulting Services And Operating Expenditures	\$10,000.00	Healthy Environments for Socio-Emotional Growth
Provide instructional resources for lab materials in Physiology class for experiential learning opportunities, and access for low-income students.	4000-4999: Books And Supplies	\$2,800.00	Engaging Academic Programs and Graduation and College/Career Readiness
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 and Graduation and College/Career Readiness
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 and Graduation and College/Career Readiness

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Schoolwide PD and collaboration time on site initiatives linked to WASC and departmental PD to align curriculum and instruction to standards. Analyze data to improve achievement of targeted subgroups.	1000-1999: Certificated Personnel Salaries	\$1,000.00	Engaging Academic Programs and Graduation and College/Career Readiness
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 and Graduation and College/Career Readiness
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 and Graduation and College/Career Readiness
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
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
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
Link Crew beginning of the year training and collaboration for onboarding freshman.	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

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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	\$2,000.00	Engaging Academic Programs and Graduation and College/Career Readiness
English Learner 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 and Graduation and College/Career Readiness
Career Day planning - exposing targeted subgroups to careers. Bi-Yearly	4000-4999: Books And Supplies	\$0.00	Engaging Academic Programs and Graduation and College/Career Readiness
Co-Teaching release time to address achievement gaps and instructional strategies to support SWD in ELA and Math	1000-1999: Certificated Personnel Salaries	\$3,000.00	Engaging Academic Programs and Graduation and College/Career Readiness
Math software for intervention with EL, FY, LI, AA, Hom, SWD students - Ed Puzzle, iReady, IXL, and Reflex Math	5800: Professional/Consulting Services And Operating Expenditures	\$7,000.00	Engaging Academic Programs and Graduation and College/Career Readiness
AVID strategy training and PD for faculty	5800: Professional/Consulting Services And Operating Expenditures	\$1,000.00	Engaging Academic Programs and Graduation and College/Career Readiness
Community meetings with school admin on school culture and climate	4000-4999: Books And Supplies	\$500.00	Connected School Communities
Staff PD on equity, social justice, and microaggression training	1000-1999: Certificated Personnel Salaries	\$1,000.00	Connected School Communities
Bella Vista Attendance Intervention - looking at underrepresented EL, LI, FY, AA, HOM, and SWD students; celebrating and recognizing positive attendance	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities

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BV Social Emotional Intervention / Mental Wellness - designed to impact all students while targeting our underperforming students AA, EL, SWD, HOM, Low Income and Foster Youth	4000-4999: Books And Supplies	\$500.00	Connected School Communities
BV Equity Team -create opportunities for student voice forums; identifying restorative justice practices	4000-4999: Books And Supplies	\$500.00	Connected School Communities
BV Equity Team - the team will provide PD to staff and students	1000-1999: Certificated Personnel Salaries	\$500.00	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
Increase attendance monitoring staff to improve attendance patterns of subgroups of students.	2000-2999: Classified Personnel Salaries	\$12,194.00	Connected School Communities
Bella Vista Intervention Team to develop, monitor, evaluate, and support school interventions	1000-1999: Certificated Personnel Salaries	\$12,500.00	Connected School Communities
	3000-3999: Employee Benefits	\$8,899.00	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
Implement monthly student forums to increase student voice in school processes, school culture, and equity	4000-4999: Books And Supplies	\$1,500.00	Healthy Environments for Socio-Emotional Growth

LCFF Supplemental Site Allocation Total Expenditures: \$102,400.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

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Bella Vista High School Total Expenditures: \$607,524.00