



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 21, 2024 | July 30, 2024 |

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 the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

Bella Vista High School met the criteria for ATSI for the following indicators and/or student groups:

- Homeless

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 SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards

Goal 2: Student Engagement and Course Access

Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

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: Homeless

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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

Please refer to the School and Student Performance Data section where an analysis is provided.

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

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.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-------------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| American Indian | 0.36% | 0.31% | 0.31% | 7 | 6 | 6 |
| African American | 1.88% | 2.08% | 2.60% | 37 | 40 | 50 |
| Asian | 3.87% | 4% | 4.05% | 76 | 77 | 78 |
| Filipino | 0.87% | 1.09% | 1.14% | 17 | 21 | 22 |
| Hispanic/Latino | 22.04% | 22.25% | 22.85% | 433 | 428 | 440 |
| Pacific Islander | 0.51% | 0.47% | 0.62% | 10 | 9 | 12 |
| White | 63.51% | 62.01% | 60.33% | 1248 | 1193 | 1162 |
| Multiple/No Response | 6.97% | 7.8% | 8.10% | 137 | 150 | 156 |
| | Total Enrollment | | | 1965 | 1924 | 1926 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 21-22 | 22-23 | 23-24 |
| Grade 9 | 523 | 519 | 519 |
| Grade 10 | 464 | 520 | 501 |
| Grade 11 | 483 | 451 | 495 |
| Grade 12 | 495 | 434 | 411 |
| Total Enrollment | 1,965 | 1,924 | 1,926 |

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| English Learners | 83 | 103 | 95 | 2.90% | 4.2% | 4.9% |
| Fluent English Proficient (FEP) | 256 | 251 | 245 | 13.40% | 13.0% | 12.7% |
| Reclassified Fluent English Proficient (RFEP) | | | | 5.3% | | |

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

| 2022-23 Student Population | | | |
|---|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 1924 | 30.4 | 5.4 | 0.3 |
| Total Number of Students enrolled in Bella Vista High School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2022-23 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 103 | 5.4 |
| Foster Youth | 6 | 0.3 |
| Homeless | 17 | 0.9 |
| Socioeconomically Disadvantaged | 584 | 30.4 |
| Students with Disabilities | 178 | 9.3 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 40 | 2.1 |
| American Indian | 6 | 0.3 |
| Asian | 77 | 4 |
| Filipino | 21 | 1.1 |
| Hispanic | 428 | 22.2 |
| Two or More Races | 150 | 7.8 |
| Pacific Islander | 9 | 0.5 |
| White | 1193 | 62 |

School and Student Performance Data

Overall Performance








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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| English Language Arts  Green | Graduation Rate  Orange | Suspension Rate  Green |
| Mathematics  Green | Chronic Absenteeism  No Performance Color | |
| English Learner Progress  Green | | |
| College/Career  Medium | | |

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Language Arts

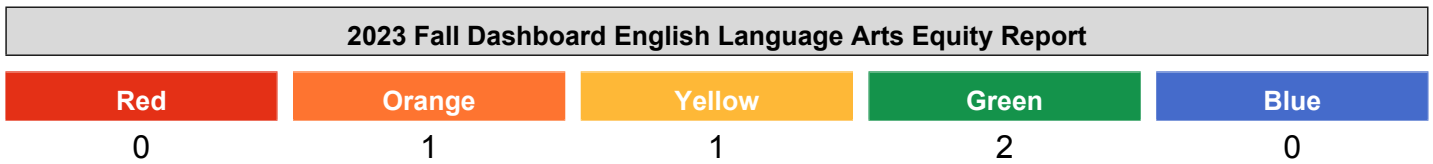
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This section provides number of student groups in each level.



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

| 2023 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|--|---|
| <p>All Students</p>  <p>Green</p> <p>46.5 points above standard</p> <p>Maintained -1.9 points</p> <p>398 Students</p> | <p>English Learners</p> <p>95.4 points below standard</p> <p>Decreased Significantly -16.7 points</p> <p>18 Students</p> | <p>Foster Youth</p> <p>Less than 11 Students</p> <p>4 Students</p> |
| <p>Homeless</p> <p>Less than 11 Students</p> <p>4 Students</p> | <p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>6.9 points above standard</p> <p>Maintained -1.1 points</p> <p>124 Students</p> | <p>Students with Disabilities</p>  <p>Orange</p> <p>55.3 points below standard</p> <p>Increased Significantly +66.9 points</p> <p>40 Students</p> |

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|--|--|
| 63.8 points below standard 11 Students | Less than 11 Students 2 Students | 74.5 points above standard Increased +7.3 points 11 Students | Less than 11 Students 2 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 15.2 points above standard Increased Significantly +18.4 points 99 Students | 72.2 points above standard Decreased -6.7 points 37 Students | Less than 11 Students 2 Students |  Green 58.9 points above standard Maintained -1.3 points 235 Students |

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|-------------------------------------|---|
| 144.9 points below standard Increased +10.5 points 13 Students | Less than 11 Students 6 Students | 54.7 points above standard Maintained 0 points 326 Students |

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All student groups are scoring 46.5 points above standard. Yet when looking at sub-groups, we notice Students with Disabilities are scoring significantly lower at 55.3 points below. Although not statistically significant, our African American students are scoring 63.8 points below standard.

Targeted focus on students who are below for support classes. Increased number of ELD classes, dual enrollment, added BIA. Students with SSTs, 504s, and IEPs have increased. Resources available need to increase as well to best support these students with disabilities.

Professional learning focused on academic vocabulary.
Develop common assessments during collaboration time. Targeted specific intervention support in ELA.
ELA quarterly reflection on student achievement within our identified subgroups.
Consider developing future ELA supports

School and Student Performance Data

Academic Performance Mathematics

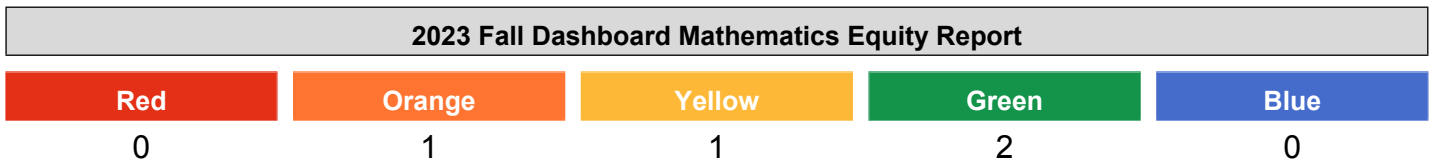
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This section provides number of student groups in each level.



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

| 2023 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|---|---|
| All Students Green 24.6 points below standard Increased +5.1 points 396 Students | English Learners 162.3 points below standard Decreased Significantly -65.3 points 20 Students | Foster Youth Less than 11 Students 4 Students |
| Homeless Less than 11 Students 4 Students | Socioeconomically Disadvantaged Green 56.9 points below standard Increased Significantly +18.8 points 124 Students | Students with Disabilities Orange 131.4 points below standard Increased +14.8 points 40 Students |

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|---|--|
| 136.9 points below standard 11 Students | Less than 11 Students 2 Students | 6.9 points above standard Decreased Significantly - 26.8 points 12 Students | Less than 11 Students 2 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 72.8 points below standard Increased +8.4 points 99 Students | 6.6 points above standard Increased Significantly +63.9 points 37 Students | Less than 11 Students 2 Students |  Green 7.1 points below standard Increased +9.3 points 234 Students |

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|-------------------------------------|---|
| 184.1 points below standard Decreased Significantly -38.1 points 14 Students | Less than 11 Students 6 Students | 17.8 points below standard Increased +7.7 points 324 Students |

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students are still struggling to reach standard in math with 24.6 percent below standard. Although there was an increase of 7.6 percent growth. Our subgroups African American, and ELL are significantly lower than the all student category.

Utilizing co-taught IM 1 for pre-identified students. Continuation of modified IM2 courses for students needing modified instruction and pace. Determination of need for Transition to IM3 course.

Continue co-taught, small sized math classes. Added bridge courses to help students between IM2 and IM 3. Provide math specific after school tutoring. Work to provide student tutors within classes.

School and Student Performance Data

Academic Performance English Learner Progress

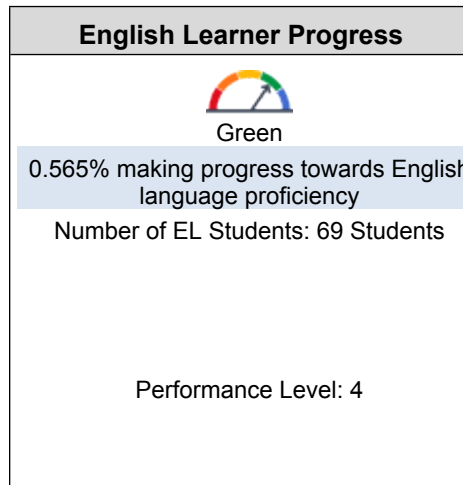
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 9 | 21 | 4 | 35 |

Lowest Performing Group:

Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

35 English learners made progress on ELPAC yet 21 English learners maintained and 9 decreased a level.

Two new staff members were brought into the ELD program. Students were placed based on English proficiency. BV had a continuous influx of new students throughout the year who immigrated to the US.

Professional learning for our English Language Development teachers around language acquisition.

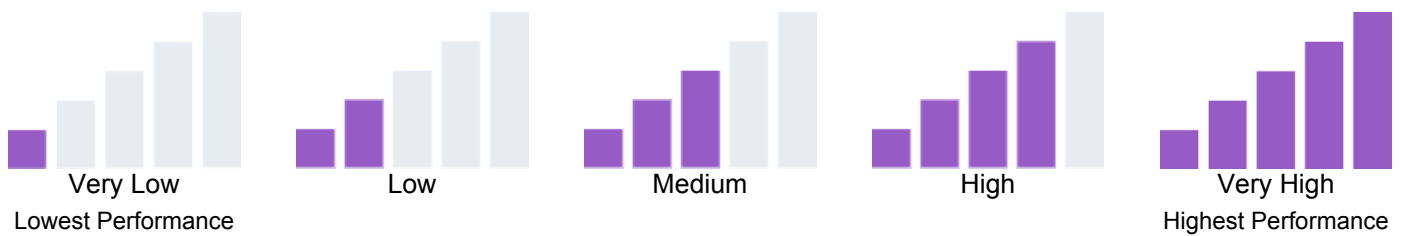
School and Student Performance Data

Academic Performance College/Career Report

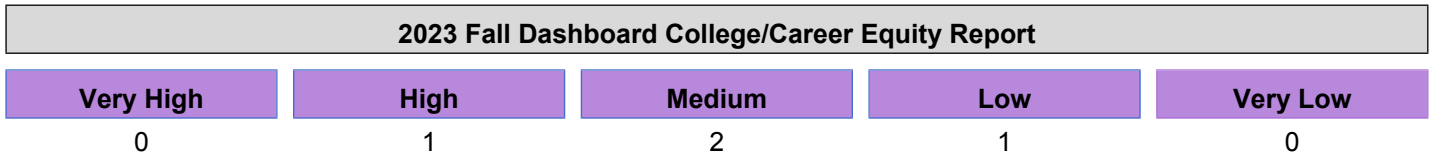
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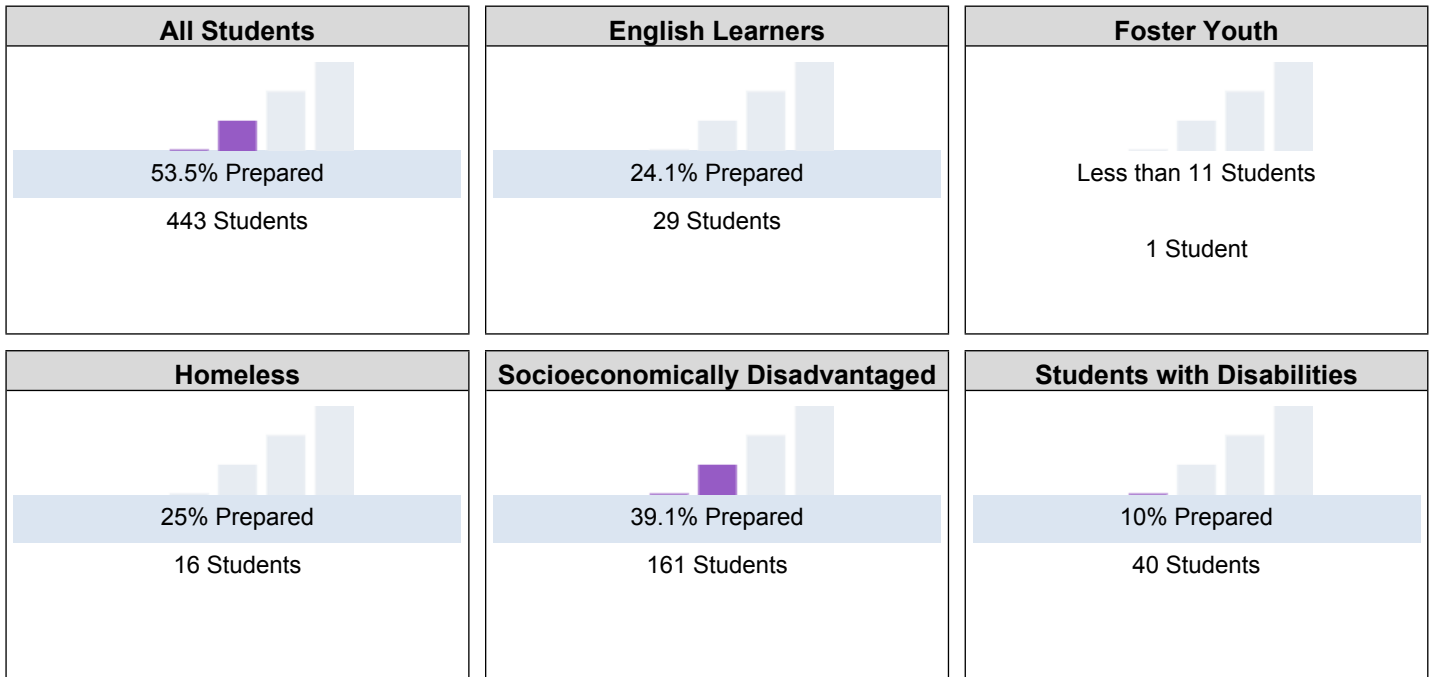


This section provides number of student groups in each level.

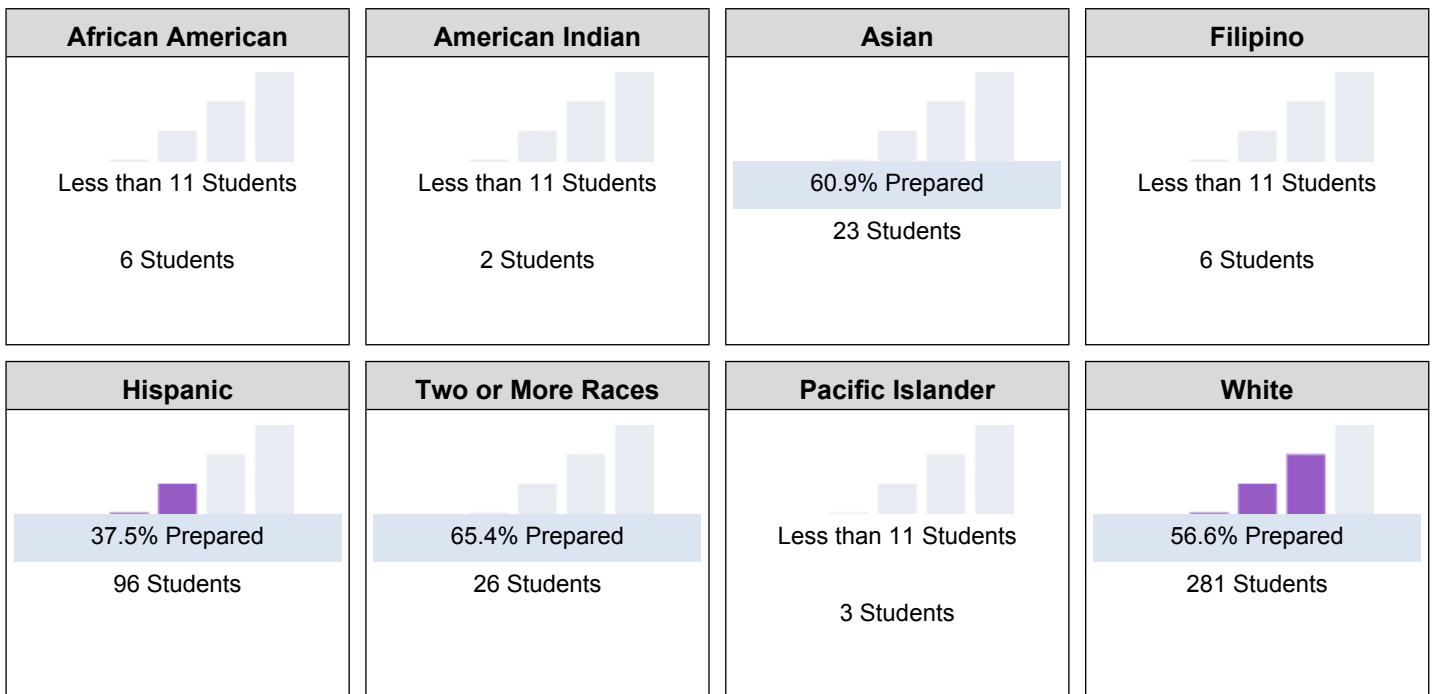


This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Students with disabilities are performing the lowest.

Counselors and teacher librarian meet with all students to complete a 4 year college and career readiness plan in Naviance. Long established College and Career center staffed by parent volunteers daily at lunch. AVID and SPED sponsor college tours. BSU field trip to HBCU night.

Providing a career day in October.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

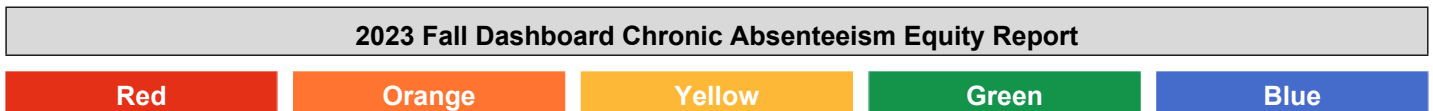
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Foster Youth |
|  No Performance Color 0 Students |  No Performance Color 0 Students |  No Performance Color 0 Students |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|  No Performance Color 0 Students |  No Performance Color 0 Students |  No Performance Color 0 Students |

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|---|
|  No Performance Color 0 Students |  No Performance Color 0 Students |  No Performance Color 0 Students |  No Performance Color 0 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  No Performance Color 0 Students |  No Performance Color 0 Students |  No Performance Color 0 Students |  No Performance Color 0 Students |

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

NA

Increased monitoring and communication with students and their parents on truancy and tardiness. Utilization of recognition and reward for attendance improvement. Use of SCIS to build relationships with students and families.

School and Student Performance Data

Academic Engagement Graduation Rate

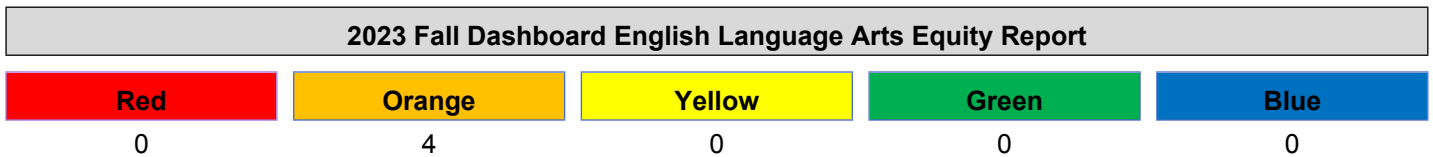
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

| 2023 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|--|---|---|
| All Students Orange 90.1% graduated Decreased -4.5 443 Students | English Learners 79.3% graduated Decreased -4 29 Students | Foster Youth Less than 11 Students 1 Student |
| Homeless 75% graduated 16 Students | Socioeconomically Disadvantaged Orange 83.9% graduated Decreased Significantly -7.8 161 Students | Students with Disabilities Orange 75% graduated Decreased Significantly -7.1 40 Students |

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|---|--|
| Less than 11 Students 6 Students | Less than 11 Students 2 Students | 95.7% graduated Maintained -0.2 23 Students | Less than 11 Students 6 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 86.5% graduated Decreased Significantly -8.9 96 Students | 100% graduated Increased 3.2 26 Students | Less than 11 Students 3 Students |  Orange 90% graduated Decreased -4 281 Students |

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

There was a 4.5 % decrease amongst all students, specifically the hispanic (8.9%), socio-economically disadvantaged(7.8%)and students with disabilities (7.1%)

Continuation of difficulties for students to complete graduation requirements due to a 6-period schedule and learning lose from virtual learning during COVID.

Counselors have realigned their contact groups to Alpha which will lower their caseload by 70+ students.

School and Student Performance Data

Conditions & Climate Suspension Rate

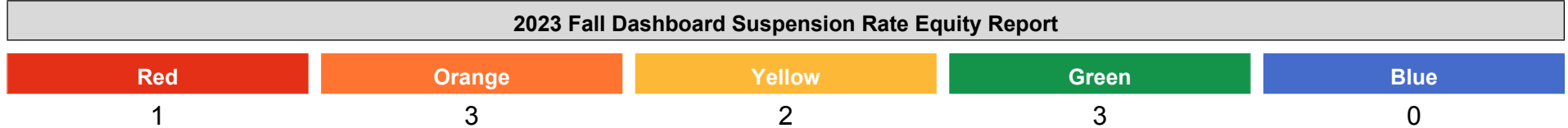
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”




This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group


All Students


 Green

5.3% suspended at least one day

Declined -1.1
2050 Students

English Learners


 Green


1.5% suspended at least one day

Declined -5.3
132 Students

Foster Youth

Less than 11 Students
9 Students


Homeless


 Red

12.8% suspended at least one day

Maintained -0.1
39 Students


Socioeconomically Disadvantaged


 Yellow

7.3% suspended at least one day

Declined Significantly -2
698 Students






Students with Disabilities


 Orange

11.3% suspended at least one day

Declined -1.5
203 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|---|
|  Orange 12.2% suspended at least one day Declined -3.7 49 Students | Less than 11 Students 6 Students |  Yellow 3.8% suspended at least one day Maintained 0.1 80 Students | 0% suspended at least one day Declined -5.9 21 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 6.2% suspended at least one day Maintained 0.2 466 Students |  Green 5.7% suspended at least one day Declined Significantly -2.5 158 Students | 16.7% suspended at least one day Increased 8.3 12 Students |  Green 4.8% suspended at least one day Declined -1.6 1258 Students |

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Homeless student populations had the most concern with suspension rates.

Students facing difficulties at home were also having behavioral difficulties at school.

Increased SEL, counseling, and mentoring supports are needed for these students. The BV Intervention team will monitor and assign students to interventions and supports.

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

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2023-24

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?

CAASPP - once a year
Grades - every semester
AP tests - once a year
ELPAC - once a year
Dual enrollment- every semester
Department Benchmark tests

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

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

Master Schedule- placement
 Collaboration around grades through Grading Through Equity
 Developing common assessments and standardized benchmarks
 Increase funding to college access and fieltrips

2023-24

Identified Need

Utilizing supports for English learners, students with disabilities, and African American ethnicity throughout all subjects. Create grading rubrics, common assessments, grade level collaboration time, and professional development on supporting target group students.

Annual Measurable Outcomes

| Metric/Indicator | Baseline 2022-23 | Expected Outcome 2023-24 |
|--|---------------------------------|--------------------------|
| ELA State Assessment: Change in scale score | All Students | +3 scale score points |
| | 46.5 points above standard | |
| | English Learners | |
| | 95.4 points below standard | |
| | Foster Youth | |
| | Homeless | |
| | Socioeconomically Disadvantaged | |
| | 6.9 points above standard | |
| | Students with Disabilities | |
| | 55.3 points below standard | |
| | African American | |
| | 63.8 points below standard | |
| American Indian | | |
| Asian | | |
| 74.5 points above standard | | |
| Filipino | | |
| Hispanic | | |
| 15.2 points above standard | | |
| Two or More Races | | |
| 72.2 points above standard | | |

| Metric/Indicator | Baseline 2022-23 | | Expected Outcome 2023-24 |
|--|---------------------------------|-----------------------------|--------------------------|
| | Pacific Islander | | |
| | White | 58.9 points above standard | |
| Math State Assessment: Change in scale score | All Students | 24.6 points below standard | +3 scale score points |
| | English Learners | 162.3 points below standard | |
| | Foster Youth | | |
| | Homeless | | |
| | Socioeconomically Disadvantaged | 56.9 points below standard | |
| | Students with Disabilities | 131.4 points below standard | |
| | African American | 136.9 points below standard | |
| | American Indian | | |
| | Asian | 6.9 points above standard | |
| | Filipino | | |
| | Hispanic | 72.8 points below standard | |
| | Two or More Races | 6.6 points above standard | |
| | Pacific Islander | | |
| | White | 7.1 points below standard | |
| English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC | 0.565% | | +2% |
| English Learner Reclassification: | 14.39% | | +2% |

| Metric/Indicator | Baseline 2022-23 | Expected Outcome 2023-24 | | | | | | | | | | | | | | | | | | |
|--|---|--------------------------|----------------|------------------|----------------|----------|--------------|---------------------------------|----------------|----------------------------|--------------|-------|----------------|----------|----------------|-------------------|----------------|-------|----------------|-----|
| Percentage of English language learners who are reclassified to Fluent English Proficient | | | | | | | | | | | | | | | | | | | | |
| College and Career Indicator: Percentage of students placed in the "Prepared" level by the state's college and career indicator | <table border="1"> <tbody> <tr> <td>All Students</td> <td>53.5% Prepared</td> </tr> <tr> <td>English Learners</td> <td>24.1% Prepared</td> </tr> <tr> <td>Homeless</td> <td>25% Prepared</td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>39.1% Prepared</td> </tr> <tr> <td>Students with Disabilities</td> <td>10% Prepared</td> </tr> <tr> <td>Asian</td> <td>60.9% Prepared</td> </tr> <tr> <td>Hispanic</td> <td>37.5% Prepared</td> </tr> <tr> <td>Two or More Races</td> <td>65.4% Prepared</td> </tr> <tr> <td>White</td> <td>56.6% Prepared</td> </tr> </tbody> </table> | All Students | 53.5% Prepared | English Learners | 24.1% Prepared | Homeless | 25% Prepared | Socioeconomically Disadvantaged | 39.1% Prepared | Students with Disabilities | 10% Prepared | Asian | 60.9% Prepared | Hispanic | 37.5% Prepared | Two or More Races | 65.4% Prepared | White | 56.6% Prepared | +2% |
| All Students | 53.5% Prepared | | | | | | | | | | | | | | | | | | | |
| English Learners | 24.1% Prepared | | | | | | | | | | | | | | | | | | | |
| Homeless | 25% Prepared | | | | | | | | | | | | | | | | | | | |
| Socioeconomically Disadvantaged | 39.1% Prepared | | | | | | | | | | | | | | | | | | | |
| Students with Disabilities | 10% Prepared | | | | | | | | | | | | | | | | | | | |
| Asian | 60.9% Prepared | | | | | | | | | | | | | | | | | | | |
| Hispanic | 37.5% Prepared | | | | | | | | | | | | | | | | | | | |
| Two or More Races | 65.4% Prepared | | | | | | | | | | | | | | | | | | | |
| White | 56.6% Prepared | | | | | | | | | | | | | | | | | | | |

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 | Source(s) | Proposed Allocation | Implementation Timeline |
|--------|--|---|--|---------------------|-------------------------|
| 1.1 | Faculty PD on PLCs, instructional practices, grading for equity, AVID strategies, and common formative assessments to ensure targeted groups receive differentiated supports | All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Lowest Performing Homeless | LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures | 4000 | School Year 24/25 |

| | | | | | |
|-----|---|--|--|------|-------------------|
| 1.2 | Faculty release time for English Learner focus. | All Students X English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries | 2750 | School Year 24/25 |
| 1.3 | Career Day. Exposing career opportunities. Bi-yearly | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 3000 | School Year 24/25 |
| 1.4 | College and career unit for students using Naviance and College Career Center resources | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures | 1500 | School Year 24/25 |

| | | | | | |
|-----|---|---|---|----------|-------------------|
| 1.5 | AP/IB/DE opportunities. Increase the number of underrepresented student in Advanced Placement and Dual Enrollment courses. | All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Homeless | Other 1000-1999: Certificated Personnel Salaries | 202202 | School Year 24/25 |
| 1.6 | Intervention Programs with tutoring, occurring before, during, and after the school day. Teachers from multiple departments. | All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Homeless | LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries | 16973.50 | School Year 24/25 |
| 1.7 | Books, magazines, and other materials specific to EL students. Increase of reading material with exposure to multi-cultural education | All Students X English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 3,000 | School Year 24/25 |
| 1.8 | Field trip college exposure for students learning English | All Students X English Learners Low-Income Students Foster Youth | LCFF Supplemental Site Allocation | 1500 | School Year 24/25 |

| | | | | | |
|-----|--|--|---|------|-------------------|
| | | Lowest Performing | 5000-5999: Services And Other Operating Expenditures | | |
| 1.9 | Materials and supplies to support ELL classes. EL consumable workbooks to support EL curriculum. | All Students X English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 2000 | School Year 24/25 |

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

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2023-24

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?

APEX passing rates
Attendance monitoring
Community partnership data
Class benchmark exams

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

Continuing to monitor effectiveness of community partnership groups, IYT and GEMs. Looking at participation levels and improvement in student scholastic and behavior.

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

Continuation of use of programs, increased release time for collaboration and building benchmarks

2023-24

Identified Need

Continued use of SCIS to build relationships with students, evaluate data, and mentor to improve student behaviors. Improved classroom climate and environment for building relationships between students and staff.

Annual Measurable Outcomes

| Metric/Indicator | Baseline 2022-23 | Expected Outcome 2023-24 |
|--|--|--------------------------|
| Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8 | All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander | |
| Attendance: Percentage of the school year attended for students in TK-12 | 92.66% | +2% |
| High School Dropout Rate: | 6.50% | -0.5% |

| Metric/Indicator | Baseline 2022-23 | Expected Outcome 2023-24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--------------------------|-----------------|------------------|-----------------|--------------|--|----------|---------------|---------------------------------|-----------------|----------------------------|---------------|------------------|--|-----------------|--|-------|-----------------|----------|--|----------|-----------------|-------------------|----------------|------------------|--|-------|---------------|-----|
| Percentage of high school students who dropout (based on the 4-year cohort outcomes) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Graduation Rate: Percentage of students who graduate high school within 4 or 5 years. | <table border="1"> <tbody> <tr> <td>All Students</td> <td>90.1% graduated</td> </tr> <tr> <td>English Learners</td> <td>79.3% graduated</td> </tr> <tr> <td>Foster Youth</td> <td></td> </tr> <tr> <td>Homeless</td> <td>75% graduated</td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>83.9% graduated</td> </tr> <tr> <td>Students with Disabilities</td> <td>75% graduated</td> </tr> <tr> <td>African American</td> <td></td> </tr> <tr> <td>American Indian</td> <td></td> </tr> <tr> <td>Asian</td> <td>95.7% graduated</td> </tr> <tr> <td>Filipino</td> <td></td> </tr> <tr> <td>Hispanic</td> <td>86.5% graduated</td> </tr> <tr> <td>Two or More Races</td> <td>100% graduated</td> </tr> <tr> <td>Pacific Islander</td> <td></td> </tr> <tr> <td>White</td> <td>90% graduated</td> </tr> </tbody> </table> | All Students | 90.1% graduated | English Learners | 79.3% graduated | Foster Youth | | Homeless | 75% graduated | Socioeconomically Disadvantaged | 83.9% graduated | Students with Disabilities | 75% graduated | African American | | American Indian | | Asian | 95.7% graduated | Filipino | | Hispanic | 86.5% graduated | Two or More Races | 100% graduated | Pacific Islander | | White | 90% graduated | +1% |
| All Students | 90.1% graduated | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English Learners | 79.3% graduated | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Foster Youth | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Homeless | 75% graduated | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Socioeconomically Disadvantaged | 83.9% graduated | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Students with Disabilities | 75% graduated | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| African American | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| American Indian | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Asian | 95.7% graduated | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Filipino | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | 86.5% graduated | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Two or More Races | 100% graduated | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pacific Islander | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| White | 90% graduated | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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 | Source(s) | Proposed Allocation | Implementation Timeline |
|--------|--|---|----------------------|---------------------|-------------------------|
| 2.1 | Attendance Intervention - targeting under- | All Students X English Learners X Low-Income Students | LCFF Supplemental | 1000 | School Year 24/25 |

| | | | | | |
|-----|--|---|--|-----------------|-------------------|
| | represented groups. Celebrating and recognizing positive attendance and improvements | X Foster Youth X Lowest Performing Homeless | Site Allocation 4000-4999: Books And Supplies | | |
| 2.2 | Increase attendance monitoring staff to improve attendance patterns of targeted students PC 30834 | All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Homeless | LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits | 11,799 8,984 | School Year 24/25 |
| 2.3 | Low-ratio support classes for identified Integrated Math students, in conjunctions with MTSS. 0.4 FTE math teacher | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | Other 1000-1999: Certificated Personnel Salaries | 30523 | School Year 24/25 |
| 2.4 | IYT and GEMS community | All Students X English Learners | LCFF Supplemental | 10000 | School Year 24/25 |

| | | | | | |
|-----|--|---|--|------|-------------------|
| | partnership programs | X Low-Income Students X Foster Youth X Lowest Performing Homeless, African American | Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures | | |
| 2.5 | Student Community Intervention Specialist. 0.8 FTE to support student engagement and behavior | All Students English Learners X Low-Income Students X Foster Youth X Lowest Performing Homeless | Other 2000-2999: Classified Personnel Salaries | | School Year 24/25 |
| 2.6 | Co-teaching release time to address achievement gaps and instructional strategies to supports student with disabilities. | All Students English Learners Low-Income Students Foster Youth X Lowest Performing SWD | LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries | 3000 | School Year 24/25 |
| 2.7 | Math software for intervention of targeted students. Ed Puzzle, | All Students X English Learners X Low-Income Students X Foster Youth | LCFF Supplemental Site Allocation | 7000 | School Year 24/25 |

| | | | | | |
|-----|--|--|---|-------|-------------------|
| | iReady, IXL, Reflex Math | X Lowest Performing Homeless | 5800: Professional/ Consulting Services And Operating Expenditures | | |
| 2.8 | Field trip college exposure for students with disabilities | All Students English Learners Low-Income Students Foster Youth X Lowest Performing SWD | LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures | 1000 | School Year 24/25 |
| 2.9 | Supplemental support for student not meeting graduation credit requirements. Credit Recovery - APEX. 0.4 FTE | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | Other 1000-1999: Certificated Personnel Salaries | 50860 | School Year 24/25 |

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

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Student participation in school activities
Family participation in Open House, Back to School, and parent info nights
Staff and student surveys
Student behavior and consequences
Equity Team surveys

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

Linkcrew building relationships and student connectedness to the school.
Support groups were planned but not used

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

Increased funding to Equity Team, continued monitoring of SCIS effectiveness, increased funding to Linkcrew

2023-24

Identified Need

Increased supports for SEL, mentoring, and behavior.

Annual Measurable Outcomes

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.

| | |
|---------------------------------|----------------------------------|
| All Students | 5.3% suspended at least one day |
| English Learners | 1.5% suspended at least one day |
| Foster Youth | |
| Homeless | 12.8% suspended at least one day |
| Socioeconomically Disadvantaged | 7.3% suspended at least one day |
| Students with Disabilities | 11.3% suspended at least one day |
| African American | 12.2% suspended at least one day |
| American Indian | |
| Asian | 3.8% suspended at least one day |
| Filipino | 0% suspended at least one day |
| Hispanic | 6.2% suspended at least one day |
| Two or More Races | 5.7% suspended at least one day |

- 0.3%

| Metric/Indicator | Baseline 2022-23 | | Expected Outcome 2023-24 |
|---|------------------|----------------------------------|--------------------------|
| | Pacific Islander | 16.7% suspended at least one day | |
| | White | 4.8% suspended at least one day | |
| Expulsion Rate: Percentage of students expelled from school. | 0.05% | | 0.0% |
| Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey. | 47.5% | | +2% |
| Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey. | 40.3% | | +2% |
| Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO). | 0% | | +2% |

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 | Source(s) | Proposed Allocation | Implementation Timeline |
|--------|--|--|---|---------------------|-------------------------|
| 3.1 | Community meetings with school admin on school culture and climate | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 500 | School Year 24/25 |

| | | | | | |
|-----|---|--|---|------|-------------------|
| | | | | | |
| 3.2 | Staff PD on equity, social justice, and microaggressions | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries | 1000 | School Year 24/25 |
| 3.3 | BV Social Emotional Intervention / Mental Wellness - designed to impact all students while targeting underperforming students | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 500 | School Year 24/25 |
| 3.4 | BV Equity Team - create opportunities for staff, student, and parent forums to identify restorative justice practices | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 500 | School Year 24/25 |

| | | | | | |
|-----|---|---|--|-------|-------------------|
| 3.5 | BV Equity Team Leadership - create opportunities for staff, student, and parent forums to identify restorative justice practices. Provide PD to staff and students | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries | 1000 | School Year 24/25 |
| 3.6 | Student Advocacy supplies, focusing on foster youth, low-income, and low performing students | All Students English Learners X Low-Income Students X Foster Youth X Lowest Performing Homeless | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 500 | School Year 24/25 |
| 3.7 | Additional school counseling services. Addressing the areas of education and career planning, student performance, personal and social relationships, and parent supports | All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Homeless | Other 1000-1999: Certificated Personnel Salaries | 97488 | School Year 24/25 |

| | | | | | |
|------|---|---|--|------|-------------------|
| 3.8 | Bella Vista Intervention Team to develop, monitor, evaluate, and support school interventions | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries | 5000 | School Year 24/25 |
| 3.9 | PALs lunchtime mentoring events and supplies | All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Homeless | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 800 | School Year 24/25 |
| 3.10 | PALs mentoring coordinator | All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Homeless | LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries | 600 | School Year 24/25 |
| 3.11 | Student Voice Forums - monthly | X All Students English Learners | LCFF Supplemental | 1500 | School Year 24/25 |

| | | | | | |
|------|---|--|--|------|-------------------|
| | opportunities for students and staff to increase voice on school processes, school culture and climate, and equity | Low-Income Students Foster Youth Lowest Performing | Site Allocation 4000-4999: Books And Supplies | | |
| 3.12 | Link Crew to address specific needs of 9th grade subgroups. Teacher planning time, PD, release time, before school-year rally, and providing resources to positively impact student culture | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries | 6000 | School Year 24/25 |
| 3.13 | Link Crew training. PD and conference attendance for staff to address specific needs of 9th grade subgroups | All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing | LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures | 3000 | School Year 24/25 |
| 3.14 | Link Crew beginning of year | X All Students English Learners | LCFF Supplemental | 1000 | School Year 24/25 |

| | | | | | |
|------|--|---|---|-------|-------------------|
| | training and collaboration for onboarding freshmen | Low-Income Students Foster Youth Lowest Performing | Site Allocation 1000-1999: Certificated Personnel Salaries | | |
| 3.15 | Stress Management Group. Students learn to cope with stress and anxiety, self-care, and mindfulness | All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Homeless | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 500 | School Year 24/25 |
| 3.16 | Furniture, equipment, materials, technology, trainings, fieldtrips, and stipends for supporting student learning | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | Cell Tower (High School ONLY) 1000-1999: Certificated Personnel Salaries Cell Tower (High School ONLY) 4000-4999: Books And Supplies | 22650 | School Year 24/25 |

| | | | | | |
|------|--|--|--|----------|-------------------|
| 3.17 | 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 Lowest Performing | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 2800 | School Year 24/25 |
| 3.18 | AVID teacher training at summer institute. Assisting low SE students to be college ready and mentored. | All Students English Learners X Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures | 1000 | School Year 24/25 |
| 3.19 | Alternative interventions to suspensions | All Students English Learners Low-Income Students X Foster Youth Lowest Performing Homeless & African American | LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries | 11973.50 | School Year 24/25 |

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: |
| Student Achievement and Implementation of Standards |

| 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 |

| |
|--------------------------------------|
| SCHOOL GOAL #2: |
| Student Engagement and Course Access |

| 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 |

| |
|---|
| SCHOOL GOAL #3: |
| School Conditions, Climate, and Family Engagement |

| 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 |

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 | \$519,403.00 |

Other Federal, State, and Local Funds

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

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

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

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

| State or Local Programs | Allocation (\$) |
|-----------------------------------|-----------------|
| Cell Tower (High School ONLY) | \$22,650.00 |
| LCFF Supplemental Site Allocation | \$115,680.00 |
| Other | \$381,073.00 |

Subtotal of state or local funds included for this school: \$519,403.00

Total of federal, state, and/or local funds for this school: \$519,403.00

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 | 115680 | 0.00 |
| Cell Tower (High School ONLY) | 22,650 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|-----------------------------------|------------|
| Cell Tower (High School ONLY) | 22,650.00 |
| LCFF Supplemental Site Allocation | 115,680.00 |
| Other | 381,073.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|------------|
| 1000-1999: Certificated Personnel Salaries | 448,020.00 |
| 2000-2999: Classified Personnel Salaries | 16,799.00 |
| 3000-3999: Employee Benefits | 8,984.00 |
| 4000-4999: Books And Supplies | 16,600.00 |
| 5000-5999: Services And Other Operating Expenditures | 4,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 25,000.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|-----------------------------------|-----------|
| 1000-1999: Certificated Personnel Salaries | Cell Tower (High School ONLY) | 22,650.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental Site Allocation | 44,297.00 |
| 2000-2999: Classified Personnel Salaries | LCFF Supplemental Site Allocation | 16,799.00 |

| | | |
|---|-----------------------------------|------------|
| 3000-3999: Employee Benefits | LCFF Supplemental Site Allocation | 8,984.00 |
| 4000-4999: Books And Supplies | LCFF Supplemental Site Allocation | 16,600.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF Supplemental Site Allocation | 4,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF Supplemental Site Allocation | 25,000.00 |
| 1000-1999: Certificated Personnel Salaries | Other | 381,073.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 236,925.50 |
| Goal 2 | 124,166.00 |
| Goal 3 | 158,311.50 |

School Site Council Membership

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

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

| Name of Members | Role |
|-----------------|----------------------------|
| Matt Anselmino | |
| Susan Bassett | Parent or Community Member |
| Laura Drath | Parent or Community Member |
| Susan Sloan | Other School Staff |
| Sofie Massagli | Secondary Student |
| Sandra Delay | Classroom Teacher |
| Laura Munno | Classroom Teacher |
| Melanie Walker | Classroom Teacher |
| Maryn Jones | Secondary Student |
| Ruby Ramey | 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 05/21/24.

Attested:

| | |
|---------|--|
| ON FILE | Principal, Sandi Karagianes on 05/21/24 |
| ON FILE | SSC Chairperson, Laura Munno on 05/21/24 |

Budget By Expenditures

Bella Vista High School

Funding Source: Cell Tower (High School ONLY) \$22,650.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|--|--|-------------|--|--------|
| Furniture, equipment, materials, technology, trainings, fieldtrips, and stipends for supporting student learning | 1000-1999: Certificated Personnel Salaries | \$22,650.00 | Engaging Academic Programs and Graduation and College/Career Readiness | |

Cell Tower (High School ONLY) Total Expenditures: \$22,650.00

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

Funding Source: LCFF Supplemental Site Allocation \$115,680.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|--|---|-------------|--|--------|
| 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 | |
| AVID teacher training at summer institute. Assisting low SE students to be college ready and mentored. | 5800: Professional/Consulting Services And Operating Expenditures | \$1,000.00 | Engaging Academic Programs and Graduation and College/Career Readiness | |
| Alternative interventions to suspensions | 1000-1999: Certificated Personnel Salaries | \$11,973.50 | Engaging Academic Programs and Graduation and College/Career Readiness | |
| 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 | |

Bella Vista High School

| | | | |
|--|---|-------------|--|
| 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 |
| Student Voice Forums - monthly opportunities for students and staff to increase voice on school processes, school culture and climate, and equity | 4000-4999: Books And Supplies | \$1,500.00 | Engaging Academic Programs and Graduation and College/Career Readiness |
| Link Crew to address specific needs of 9th grade subgroups. Teacher planning time, PD, release time, before school-year rally, and providing resources to positively impact student culture | 1000-1999: Certificated Personnel Salaries | \$6,000.00 | Engaging Academic Programs and Graduation and College/Career Readiness |
| Link Crew training. PD and conference attendance for staff to address specific needs of 9th grade subgroups | 5800: Professional/Consulting Services And Operating Expenditures | \$3,000.00 | Engaging Academic Programs and Graduation and College/Career Readiness |
| Link Crew beginning of year training and collaboration for onboarding freshmen | 1000-1999: Certificated Personnel Salaries | \$1,000.00 | Engaging Academic Programs and Graduation and College/Career Readiness |
| Stress Management Group. Students learn to cope with stress and anxiety, self-care, and mindfulness | 4000-4999: Books And Supplies | \$500.00 | Engaging Academic Programs and Graduation and College/Career Readiness |
| IYT and GEMS community partnership programs | 5800: Professional/Consulting Services And Operating Expenditures | \$10,000.00 | Healthy Environments for Socio-Emotional Growth |

Bella Vista High School

| | | | |
|--|---|------------|--|
| Co-teaching release time to address achievement gaps and instructional strategies to supports student with disabilities. | 1000-1999: Certificated Personnel Salaries | \$3,000.00 | Healthy Environments for Socio-Emotional Growth |
| Math software for intervention of targeted students. Ed Puzzle, iReady, IXL, Reflex Math | 5800: Professional/Consulting Services And Operating Expenditures | \$7,000.00 | Healthy Environments for Socio-Emotional Growth |
| Field trip college exposure for students with disabilities | 5000-5999: Services And Other Operating Expenditures | \$1,000.00 | Healthy Environments for Socio-Emotional Growth |
| Bella Vista Intervention Team to develop, monitor, evaluate, and support school interventions | 2000-2999: Classified Personnel Salaries | \$5,000.00 | Engaging Academic Programs and Graduation and College/Career Readiness |
| PALs lunchtime mentoring events and supplies | 4000-4999: Books And Supplies | \$800.00 | Engaging Academic Programs and Graduation and College/Career Readiness |
| PALs mentoring coordinator | 1000-1999: Certificated Personnel Salaries | \$600.00 | Engaging Academic Programs and Graduation and College/Career Readiness |
| Faculty PD on PLCs, instructional practices, grading for equity, AVID strategies, and common formative assessments to ensure targeted groups receive differentiated supports | 5800: Professional/Consulting Services And Operating Expenditures | \$4,000.00 | Connected School Communities |
| Faculty release time for English Learner focus. | 1000-1999: Certificated Personnel Salaries | \$2,750.00 | Connected School Communities |
| Career Day. Exposing career opportunities. Bi-yearly | 4000-4999: Books And Supplies | \$3,000.00 | Connected School Communities |
| College and career unit for students using Naviance and College Career Center resources | 5000-5999: Services And Other Operating Expenditures | \$1,500.00 | Connected School Communities |

Bella Vista High School

| | | | |
|---|--|-------------|--|
| Intervention Programs with tutoring, occurring before, during, and after the school day. Teachers from multiple departments. | 1000-1999: Certificated Personnel Salaries | \$16,973.50 | Connected School Communities |
| Books, magazines, and other materials specific to EL students. Increase of reading material with exposure to multi-cultural education | 4000-4999: Books And Supplies | \$3,000.00 | Connected School Communities |
| Field trip college exposure for students learning English | 5000-5999: Services And Other Operating Expenditures | \$1,500.00 | Connected School Communities |
| Materials and supplies to support ELL classes. EL consumable workbooks to support EL curriculum. | 4000-4999: Books And Supplies | \$2,000.00 | Connected School Communities |
| Attendance Intervention - targeting under-represented groups. Celebrating and recognizing positive attendance and improvements | 4000-4999: Books And Supplies | \$1,000.00 | Healthy Environments for Socio-Emotional Growth |
| Increase attendance monitoring staff to improve attendance patterns of targeted students PC 30834 | 2000-2999: Classified Personnel Salaries | \$11,799.00 | Healthy Environments for Socio-Emotional Growth |
| | 3000-3999: Employee Benefits | \$8,984.00 | Healthy Environments for Socio-Emotional Growth |
| Community meetings with school admin on school culture and climate | 4000-4999: Books And Supplies | \$500.00 | Engaging Academic Programs and Graduation and College/Career Readiness |
| Staff PD on equity, social justice, and microaggressions | 1000-1999: Certificated Personnel Salaries | \$1,000.00 | Engaging Academic Programs and Graduation and College/Career Readiness |
| BV Social Emotional Intervention / Mental Wellness - designed to impact all students while targeting underperforming students | 4000-4999: Books And Supplies | \$500.00 | Engaging Academic Programs and Graduation and College/Career Readiness |

Bella Vista High School

| | | | |
|--|--|------------|--|
| BV Equity Team - create opportunities for staff, student, and parent forums to identify restorative justice practices | 4000-4999: Books And Supplies | \$500.00 | Engaging Academic Programs and Graduation and College/Career Readiness |
| BV Equity Team Leadership - create opportunities for staff, student, and parent forums to identify restorative justice practices. Provide PD to staff and students | 1000-1999: Certificated Personnel Salaries | \$1,000.00 | Engaging Academic Programs and Graduation and College/Career Readiness |
| Student Advocacy supplies, focusing on foster youth, low-income, and low performing students | 4000-4999: Books And Supplies | \$500.00 | Engaging Academic Programs and Graduation and College/Career Readiness |

LCFF Supplemental Site Allocation Total Expenditures: \$119,487.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|---|--|--------------|--|--------|
| Additional school counseling services. Addressing the areas of education and career planning, student performance, personal and social relationships, and parent supports | 1000-1999: Certificated Personnel Salaries | \$97,488.00 | Engaging Academic Programs and Graduation and College/Career Readiness | |
| Low-ratio support classes for identified Integrated Math students, in conjunctions with MTSS. 0.4 FTE math teacher | 1000-1999: Certificated Personnel Salaries | \$30,523.00 | Healthy Environments for Socio-Emotional Growth | |
| AP/IB/DE opportunities. Increase the number of underrepresented student in Advanced Placement and Dual Enrollment courses. | 1000-1999: Certificated Personnel Salaries | \$202,202.00 | Connected School Communities | |

Bella Vista High School

| | | | |
|--|--|-------------|---|
| Supplemental support for student not meeting graduation credit requirements. Credit Recovery - APEX. 0.4 FTE | 1000-1999: Certificated Personnel Salaries | \$50,860.00 | Healthy Environments for Socio-Emotional Growth |
|--|--|-------------|---|

Other Total Expenditures: \$381,073.00

Other Allocation Balance: \$0.00

Bella Vista High School Total Expenditures: \$523,210.00