



# School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Bella Vista Elementary
<b>Address</b>	65750 Avenida Jalisco Desert Hot Springs, CA 92240- 3654
<b>County-District-School (CDS) Code</b>	33-67173-6032429
<b>Principal</b>	Lisa Arseo
<b>District Name</b>	Palm Springs Unified School District
<b>SPSA Revision Date</b>	7/1/2024 - 6/30/2025
<b>Schoolsite Council (SSC) Approval Date</b>	9/26/24
<b>Local Board Approval Date</b>	11/12/24

X This certifies that updates to my SPSA are completed

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

Bella Vista Elementary School is dedicated to creating a college and career-minded community of successful citizens that embrace academic excellence, individual strengths and differences, personal growth, and respect for self and others in an ever changing global system.

Bella Vista Elementary's core values are:

Be Respectful!

Be Responsible!

Be Safe!

## School Profile

Bella Vista Elementary School is located in Desert Hot Springs, a community twelve miles north of Palm Springs. As one of 28 schools in the Palm Springs Unified School District, Bella Vista Elementary School serves approximately 780 students in grades Transitional Kindergarten through Fifth. The student population of Bella Vista consists of the following demographics:

Hispanic 67%, Caucasian 15%, African American 12%, and two or more races 5%

English Learners 30%

English only 70%

The facility has 32 classrooms and three portables. Each classroom has a SMART board, short-arm throw projector, sound amplification system, and teacher desktop that connects remotely to the projector. Each teacher is provided with a laptop and a document camera to support effective instructional practices and increase student engagement. All students have a 1:1 Chrome book to support technological needs in the classroom.

For the 2024-2025 school year, Bella Vista will be aligned with the Palm Springs Unified School District's Local Control Accountability Plan (LCAP). The LCAP describes how the district intends to meet annual goals for all pupils, with specific activities to address state and locally identified priorities. Areas of focus will include:

Academic Achievement, Safe and Secure Environments, and Parent and Community Partnerships. Bella Vista will address these areas in the following ways:

Academic Achievement -

Best First Instruction

Lesson planning agreements

Designated ELD 30 minutes per day, five days a week

Acceleration of English Learner Achievement via K-12 Summit

Math Instruction that focuses on conceptual understanding, strategies and models, fluency, and routines

Data analysis to develop long and short-term goals with targeted intervention for struggling learners

Enrichment opportunities that support critical thinking ( art class, technology, and group activities)

Additional teacher planning beyond the school day.

Targeted professional development beyond the school day in math, reading, and writing

Part-time math intervention teacher

Safe and Secure Environments

School-wide PBIS Implementation

Second Step Lessons to include bully prevention

Safe egress and ingress

Counselor to support social-emotional learning of all students

Behavior Paraprofessional to support the emotional and behavioral needs of struggling students (Tier II, and Tier III)

Play works coach to support structured recess

5th-grade suicide prevention lessons

4th-grade substance abuse lessons

Saturday School

Parent and Community Partnerships:

Parent workshops that focus on supporting academic progress at home (Math, ELA, Science)

Partnership with the middle school

Increased parent volunteers

Partnership with the McCallum

## Purpose and Description

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

- ✘ Schoolwide Program
- ✘ Additional Targeted Support and Improvement
- Chronic Absenteeism - TOM,

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

Bella Vista Elementary School Site Council (SSC) meets regularly during the school year to review and update the school plan including proposed expenditures of Title I funds. School goals are based upon results from a schoolwide comprehensive needs assessment that includes analysis of verifiable state data, including information displayed on the CA School Dashboard and CDE DataQuest. Other district and school data, including interim and common formative assessment results, are utilized to measure and monitor achievement throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input is solicited from educational partners, including school advisory boards such as ELAC and the School Leadership team. The BVES School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

SSC Election Dates and Results:

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

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

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

\* September 6, 2023 - Introduction of members, Review of Parent Engagement Policy, SSC Bylaws, Attendance Data, Funding updates, and EL programs

\* September 28, 2023 - School Site Council Training

\* October 18, 2023 - Review of budget updates and Uniform Complaint Procedures

\* November 8, 2023 - Attendance data and SBAC data reviewed. Review of budget and site expenditures. ELAC information presented by ELAC member

February 1, 2024 - Discussion of data, (attendance and academic). Opportunity for input regarding budget and next year's expenditures. Updates to ELAC information presented by ELAC member

\* March 13, 2024 - Signatures on SPSA for the upcoming school year. Review of budget expenditures, ELAC information presented by ELAC member, ATSI discussed. Information was collected regarding how to support students identified as TOM.

During the year attendance data and academics were shared regularly. STAR comparison data was discussed. CAASPP data was discussed at the beginning of the year as well. The budget was a regular item on the agenda to ensure all SSC members were aware of the money available and what was being spent. This was a particularly difficult year getting community members to participate. During the March 13 meeting, ATSI was discussed, and how it impacts the student group identified for ATSI. Suggestions were given regarding possible ways to motivate students to attend: The following are ideas generated during this meeting: mentors for students identified as two or more races (TOM), providing support in writing goals for attendance, incentives for parents when attendance increases, sticker machine similar to the book machine, student store for attendance only open in the morning, more home visits with the possibility of a new hire to support home visits.

The SSC budget discussions for the new school year include the following items: continuing with a math intervention teacher part-time (50%), buying additional materials to support reading (SOR) decodables, behavior paraprofessional, playground supervision support, continued professional development for math, reading, and writing, collaborative planning opportunities beyond the school day, technology subscriptions, Saturday school personnel ( addresses chronic absenteeism for all subgroups), support for family events, and best first instruction materials as needed.

ELAC did not join with the SSC this year. They met on the following dates and discussed the following items:

- \* August 31, 2023 - ELAC presentation, ELAC nominations, consideration of more family events
- \* November 30, 2023 - DELAC representative report, parent engagement updates, and attendance data reviewed
- \* April 16, 2024 - DELAC representative report, ELPAC state information, designated and integrated ELD, and parenting classes

The Leadership team discussed academic data at each Leadership meeting. Attendance data was also discussed regularly. Grade-level data is analyzed regularly during grade-level PLC. Documentation of the data analyzed is included in the agenda and minutes weekly for each grade level. ATSI information was shared with the certificated staff at a staff meeting in February. A discussion was held regarding the subgroup that made Bella Vista eligible for ATSI - Chronic Absenteeism TOM. CAASPP data was also discussed regarding "red" student groups. Chronic absenteeism is red for every subgroup except African Americans. The other subgroups that are currently "red" are ELPI, Homeless math and ELA. Strategies and activities throughout the plan have been designated as support specific to these groups.

Suggestions from the staff meeting include the following: home visits, consistent phone calls to families, recognition of parents when attendance improves, student store for attendance only to be open in the mornings to encourage attendance and incentives.

PTA meetings were scheduled throughout the year. Each meeting consisted of a review of the past meeting minutes, budget updates including money deposited and money paid out, financial requests, and upcoming events. PTA agreed to support classroom teachers with reimbursement of up to \$100 per teacher, purchase of team t-shirts, and scheduling of events ( movie nights, Harvest Festival, Jog A Thon, etc...).

Based on the evaluation of the implementation and effectiveness of the SPSA actions, data analysis including star assessments and CAASPP, Panorama Survey, and attendance data, limited revisions are being made to the SPSA. The inclusion of new items is based on ATSI needs as well as any group currently in the "red" on CAASPP.

2024-2025

SSC Election Dates and Results:

ParentSquare was also used to secure nominations for both parents and teachers for the School Site Council ballot. A ParentSquare notification was sent on August 6th to be completed no later than August 9th. Parents were also allowed to sign up to be on the SSC ballot at Back-to-School night on August 6, 2024.

The ballots for parents to vote on 4 representatives were sent out via Parent Square on August 11, 2024, to be completed by August 15, 2024. The following parents were voted onto the School Site Council: Armando Avalos, April Butcher, Alicia Morales, and Esther Gonzalez

A call for teachers interested in participating in the School Site Council ballot was sent out via email on August 7, 2024. A Google form for voting was sent on August 11th to be completed by August 15, 2024. The following staff members were elected onto the School Site Council: Byron Williams.

The following meetings are scheduled for the 2024-2025 school year:

- \* September 18, 2024 - School Site Council training
- \* September 26, 2024 - Introduction of members, Review of Parent Engagement Policy, SSC Bylaws, Universal Complaint Procedures, Attendance Data, Parent Teacher Compact, and Funding updates. All policies were reviewed

and voted to accept as written. The SSC discussed the current budget and the updated amounts to be allocated. The additional Title I parent funding will be combined with the Parent materials for evening events. The funds will be used to provide materials for parents to use in the home to support academic achievement(reading books from Scholastic, and math manipulatives). The School Site Council reviewed the previous School Compact. Each member reviewed the previous compact and selected the sections they felt should remain in the new compact. homework was removed as we are not a homework school. The terms Responsible, Respectful and Safe were added to ensure our core values were evident in the compact.

\*October 24, 2024- Data review and budget updates ELAC and DELAC updates

\* November 21, 2024 - Review of budget updates, ELAC and DELAC updates

\* January 23, 2025 - Attendance data and official SBAC data reviewed. Review of budget and site expenditures. ELAC information presented by ELAC member

\* February 27, 2024 - Discussion of data,(attendance and academic). Opportunity for input regarding budget and next year's expenditures. Updates to ELAC information presented by ELAC member

\*March 27, 2025 - Signatures on SPSA for the upcoming school year. Review of budget expenditures, and ELAC information presented by an ELAC member.

## Resource Inequities

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

Through our needs assessment and data analysis, we have discovered the following inequities: Students With Disabilities (SWD) are significantly further from standard than All Students. Although growth was made in both ELA (+20 pts) and Math(+3.8), SWD is nearly twice the distance from met compared to All in ELA. SWD is more than 50 points further from met than All students In Math. Chronic Absenteeism is a huge factor for all subgroups identified in the red except African American which is identified in the orange. We will continue to provide incentives, weekly and monthly recognition, and added Saturday School to support students with improved attendance. The other inequity discovered is EL students have not shown sufficient growth. Currently, ELPI is at 36.4% which is a decline of -12.5 percent. EL support is an area that we will focus on next year. The district-provided curriculum Summit K-12 will be used in all 3rd-5th grade classes during designated ELD.

Attendance is still a huge area of concern and a focus for the 2024-2025 school year. The attendance rate for August 2024 shows improvement from August 2023 in 8 out of 13 categories. Data from the Panorama survey indicates that to date (September 23, 2024) our average daily attendance rate is at 92.4% which is a huge improvement. Our current proficiency rate (district benchmark) is 40.4% which is higher than the rate in the Spring of 23-24 which was 39.7%. Our read proficiency rate (state benchmark) is 30.7% which is lower than the rate in the Spring of 23-24. Math proficiency rates (district benchmark) from the fall are down by 2% compared to the spring. However, our math proficiency rate (state benchmark) is up 5% from the spring.

## Needs Assessment – Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, and foster youth have led to improved performance for these students.

### Reflections: Success

Academic Performance based on current CAASP assessments (2023)

ELA for ALL increased in points by 3.8 for a total of 52.9 points below standard (orange). 5th grade is showing improvement in ELA as they went from 24% proficient to 32% proficient.

SED increased 1.2 pts (orange)

EL increased 8.4 pts.(yellow)

AA increased 5.9 pts. (orange)

Hispanic increased 8.6 pts.(yellow)

Math increased for ALL in points by 7.4 for a total of 73 points below standard (orange).

SED increased 5.5 pts.(yellow)

SWD Increased 3.8 pts.(orange)



EL increased 0.7 pts.(orange)  
AA increased 5.6 pts. (yellow)  
Hispanic increased 7.1 pts. ((yellow)  
White increased 21.4 pts.( yellow)  
TOM increased 6.7 pts. (yellow)

Grade level data indicates that students in 3rd and 5th grade are showing improvement in math. 3rd grade students went from 18% proficient to 26 % proficient. 5th grade students went from 4% proficient to 8% proficient.

STAR results indicate the following:

STAR Math proficiency rate (State Benchmark) is 21% which is double from last year (12%)

STAR Reading proficiency rate (State Benchmark) is 31.2% which is higher than last year's score of 23.2% proficiency.

1st-grade STAR Math proficiency indicates that 64.1% of first-grade students are at or above the minimum benchmark proficiency level.

Of the 2nd-grade students taking the STAR reading, 76.7% are scoring at or above the minimum district benchmark proficiency level.

Based on the 3rd grade STAR reading proficiency rate (state benchmark) 29.6% of 3rd grade students are estimated to score at or above the proficiency benchmark. This would be a 5.6% increase.

Based on the 4th grade STAR reading proficiency rate (state benchmark) 25.4% of 4th graders are estimated to score at or above the proficiency benchmark. This would be a 1.4% increase.

Based on the 4th grade Star math proficiency rate (state benchmark) 17.5% of 4th grade students are estimated to score at or above the proficiency benchmark. This would be an increase of 1.5%.

Based on the 5th-grade STAR math proficiency rate ( state benchmark) 8.4% of 5th-grade students are estimated to score at or above the proficiency benchmark. This would be an increase of .4%.

Overall, the Math Star proficiency rate is higher for the winter assessment window in 2023-2024 than it was during the spring 2022-2023.

During the 2023-2024 school year, a large focus has been on foundational skills to support improved reading ability. We will continue to provide differentiated instruction for reading. Several teachers are participating in Science of Reading training (LETRS). This will continue to be a focus during the 2024-2025 school year. We have also focused on math strategies and models along with consistent routines and procedures to support improved math understanding beyond the use of algorithms.

Attendance is still a huge area of concern and a focus for the 2024-2025 school year. The attendance rate for August 2024 shows improvement from August 2023 in 8 out of 13 categories. Data from the Panorama survey indicates that to date (September 23, 2024) our average daily attendance rate is at 92.4% which is a huge improvement. Our current proficiency rate (district benchmark) is 40.4%, which is higher than the Spring of 23-24 rate of 39.7%. Our math proficiency rate ( state benchmark) is up 5% from the spring.

Preliminary ELPAC data indicates that 79 out of 134 students made growth which is 59% of the total number of students that took ELPAC. Thirty-four students maintained which is 25% of the tested students.

EL STAR Math proficiency rate (state benchmark) shows an increase from 23% in Springs 23-24 to 28.6% in fall of 24-25.

Referring to the California School Dashboard, identify: (a) any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators AND (b) identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these areas of low performance and performance gaps?

The 2023 CA dashboard Chronic Absenteeism indicated 8 groups in the "Very High" chronically absent category. The groups for chronic absenteeism are All Students, SED, SWD, EL, Homeless, Hispanic, white, and TOM. Also in the red are ELPI, homeless math and ELA. Specific actions have been identified to address this need. Chronic absenteeism will be addressed in actions in Goal 2. The actions will include regular and ongoing recognition of students with improved attendance, Saturday school, and student mentors will be assigned to support the subgroup of TOM. ELPI, ELA, and Math for homeless students will be addressed in Goal 1.

The following results indicate a decline in percentage points:  
Homeless students declined 9.1 points in math (red) and 18.9 points in ELA (red).  
White students declined 3.9 points in ELA (orange).  
TOM declined 24.9 points in ELA (orange).  
ELPI had a decline of 12.5 percent (red).

Students With Disabilities are in the "Very Low" category. There is a significant gap between "all" students and SWD. This will be addressed in Goal 1 with collaborative opportunities for general education teachers and special education teachers.

SWD is far below all students in both ELA and Math. Actions to support increased academic improvement for our students with disabilities include IEP and SST substitute coverage to conduct meetings and opportunities for the special education teachers to meet 3 times per year to collaborate regarding successes, needs, and accommodations for students who receive special education services.

BVES has been designated as an ATSI school based on the following student groups:  
Two or More - Chronic absenteeism - Activities in Goal 2 will address chronic absenteeism with mentoring for each student identified as TOM.

All subgroups except African Americans are considered chronically absent. This will be addressed in Goal 2 with activities such as Saturday School, home visits, phone contacts, recognitions and incentives.

STAR Math Results  
5th-grade math proficiency based on the winter STAR assessment is still very low. This will be addressed by Goal 1 professional support.

English language learners are an area that needs support. This year the ELP! is in the red with a decrease of -12.5%. Actions in Goal 1 will address support for ELL students.

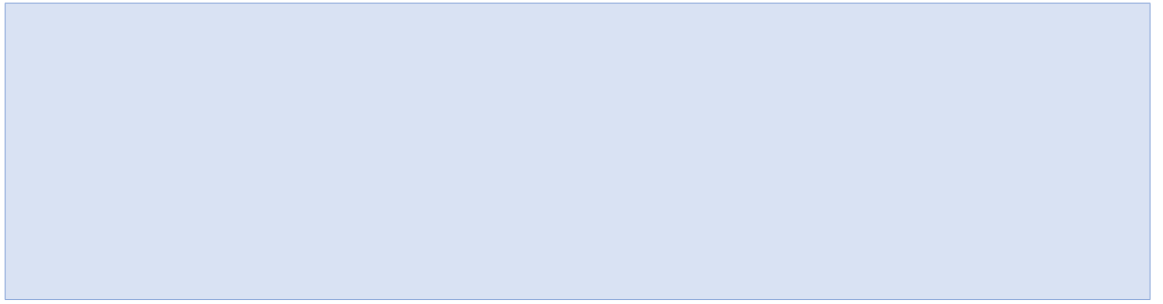
2024-2025  
Our reading proficiency rate (state benchmark) is 30.7% which is lower than the rate in the Spring of 23-24. Math proficiency rates (district benchmark) from the fall are down by 2% compared to the spring.

Preliminary ELPAC scores indicate that 21 students (15%) declined. Once official scores are released, the school will identify each student who declined a level to determine needed support. Students not progressing in reading will be assessed monthly using the BPST to determine gaps in their reading skills. Students will be grouped so identified skills can be addressed in small group instruction.

Preliminary data indicates that English Language Learners are not scoring as proficient as the overall student population. There was an increase in ELL proficient scores in ELA from 9% in 2023 to 11% in 2024. ELL proficient scores in math increased from 8% proficient in 2023 to 11% proficient in 2024. Although there was growth in both ELA and Math there is still a gap between English language learners and English-only students.

EL STAR reading proficiency rate (State Benchmark) shows a decrease for EL students from Spring 23-24 (31.9% proficient) to 30.7% proficient in Fall 2024. However, comparing Fall 23 to Fall 24, there is a higher percentage of proficient students (24.6% compared to 30.7%).

## Reflections: Identified Need



# 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	0.14%	0.13%	0.26%	1	1	2
African American	8.07%	7.42%	7.28%	59	56	55
Asian	0.41%	0.4%	0.40%	3	3	3
Filipino	0.68%	0.53%	0.53%	5	4	4
Hispanic/Latino	71.55%	71.92%	71.30%	523	543	539
Pacific Islander	0.27%	0.4%	0.40%	2	3	3
White	13.27%	12.72%	14.95%	97	96	113
Multiple/No Response	5.61%	6.49%	4.89%	41	49	37
<b>Total Enrollment</b>				731	755	756

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	135	137	107
Grade 1	123	123	119
Grade 2	123	126	127
Grade3	121	125	128
Grade 4	110	122	131
Grade 5	119	122	120
<b>Total Enrollment</b>	731	755	756

# 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	184	200	168	26.50%	25.2%	22.2%
Fluent English Proficient (FEP)	36	36	39	5.40%	4.9%	5.2%
Reclassified Fluent English Proficient (RFEP)				10.9%		

# 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
755	94.4	26.5	1.9
Total Number of Students enrolled in Bella Vista Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	200	26.5
Foster Youth	14	1.9
Homeless	93	12.3
Socioeconomically Disadvantaged	713	94.4
Students with Disabilities	96	12.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	56	7.4
American Indian	1	0.1
Asian	3	0.4
Filipino	4	0.5
Hispanic	543	71.9
Two or More Races	49	6.5
Pacific Islander	3	0.4
White	96	12.7

### Conclusions based on this data:

1. Nearly 95% of our students are considered socioeconomically disadvantaged.

2. The students with disabilities group continues to increase in number.
3. There are only 49 students in the TOM category. This will allow BVES to focus on each individual student by assigning a mentor to support improved attendance.

# School and Student Performance Data

## Overall Performance

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.

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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
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Red	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Yellow		
<b>English Learner Progress</b>  Red		

#### Conclusions based on this data:

1. Chronic Absenteeism is an area of tremendous need in all subgroups. The absenteeism rate of students identified as TOM is what drives the continued need of ATSI.
2. ELL students are not making sufficient progress. English Learner progress is currently red which is the first time Bella Vista has experienced this.



3. Academically , both ELA and math scores continue to show student growth.

# School and Student Performance Data

## Academic Performance English Language Arts

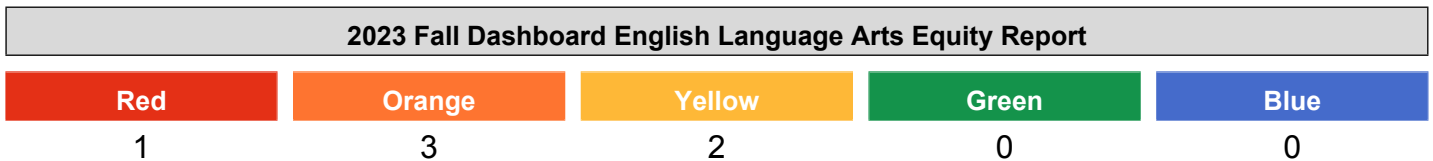
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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.”






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		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow 52.9 points below standard Increased +3.8 points 331 Students	 Yellow 65.8 points below standard Increased +8.4 points 103 Students	Less than 11 Students  4 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
 Red 81.5 points below standard Decreased Significantly -18.9 points 39 Students	 Orange 55.5 points below standard Maintained +1.2 points 323 Students	 Orange 104.1 points below standard Increased Significantly +20 points 46 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 64.2 points below standard Increased +5.9 points 31 Students	Less than 11 Students  0 Students	Less than 11 Students  2 Students	Less than 11 Students  1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 52.9 points below standard Increased +8.6 points 247 Students	55.4 points below standard Decreased Significantly - 24.9 points 17 Students	Less than 11 Students  2 Students	 Orange 41.9 points below standard Decreased -3.9 points 31 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
91.4 points below standard Increased +11.8 points 84 Students	47.3 points above standard Increased +13.7 points 19 Students	48 points below standard Maintained -0.4 points 217 Students

**Conclusions based on this data:**

- Overall, all students showed an increase of 3.8 points in ELA. The only student group not showing growth was homeless students. Homeless students decreased -18.9 points which is a significant decrease.
- Two or more races decreased 24.9 points which is the largest decrease in any subgroup for ELA.
- Although there is a significant gap between current English Learners and English only students, current English learners showed an increase in almost 12 points compared to English Only who maintained with a slight decrease of -0.4.

# School and Student Performance Data

## Academic Performance Mathematics

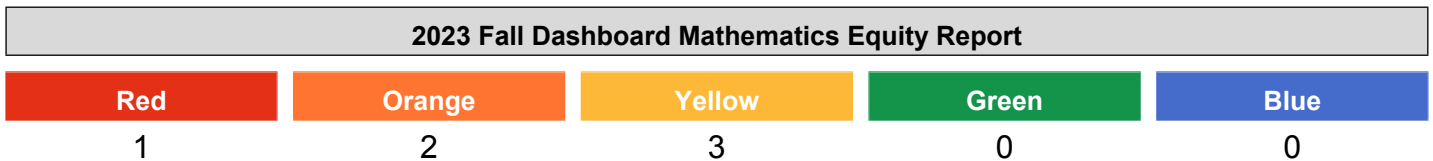
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow 73 points below standard Increased +7.4 points 331 Students	 Orange 86.3 points below standard Maintained +0.7 points 103 Students	Less than 11 Students 4 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
 Red 99 points below standard Decreased -9.1 points 39 Students	 Yellow 75.3 points below standard Increased +5.5 points 323 Students	 Orange 129.3 points below standard Increased +3.8 points 46 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 93.8 points below standard Increased +5.6 points 31 Students	Less than 11 Students  0 Students	Less than 11 Students  2 Students	Less than 11 Students  1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 74.3 points below standard Increased +7.1 points 247 Students	54.4 points below standard Increased +6.7 points 17 Students	Less than 11 Students  2 Students	 Yellow 54.5 points below standard Increased Significantly +21.4 points 31 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
99.9 points below standard Increased +3.2 points 84 Students	26.1 points below standard Maintained +0.9 points 19 Students	67.6 points below standard Increased +9.1 points 217 Students

**Conclusions based on this data:**

1. Students with disabilities showed an increase but is still there is still an achievement gap compared to all students.
2. Homeless students had a decrease of -9.1 points in mathematics.
3. All ethnic subgroups showed growth in mathematics

# School and Student Performance Data

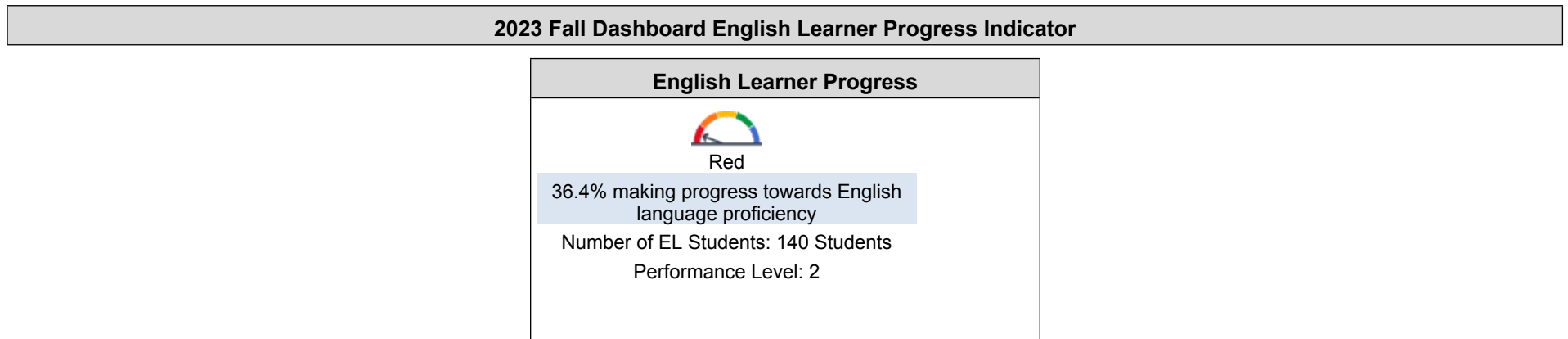
## Academic Performance English Learner Progress

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



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.

<b>2023 Fall Dashboard Student English Language Acquisition Results</b>			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
34	55	0	51

**Conclusions based on this data:**

1. EL progress is an area of needed focus as it is in the red.
2. 24% (34) of EL students decreased one ELPI level.. It is essential that we identify who these students are so we can make a plan for improvement.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

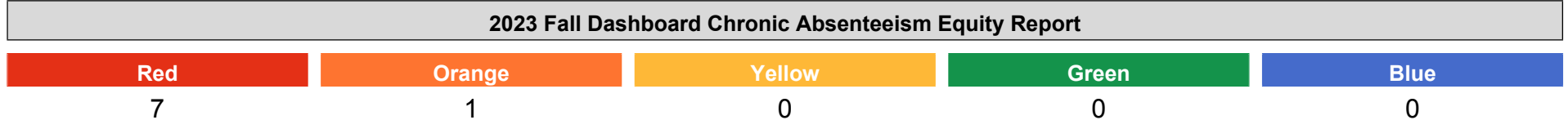
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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**


<b>All Students</b>
 Red
49.5% Chronically Absent Increased Significantly 7.5
833 Students

<b>English Learners</b>
 Red
48.3% Chronically Absent Increased Significantly 9.7
207 Students





<b>Foster Youth</b>
34.6% Chronically Absent Declined -21.6 26 Students

<b>Homeless</b>
 Red
60.8% Chronically Absent Increased 4.9 120 Students

<b>Socioeconomically Disadvantaged</b>
 Red
50.8% Chronically Absent Increased Significantly 8.7 794 Students

<b>Students with Disabilities</b>
 Red
51.1% Chronically Absent Increased 11.1 139 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 Orange 45.5% Chronically Absent Declined -2.3 66 Students	Less than 11 Students 4 Students	Less than 11 Students 3 Students	Less than 11 Students 4 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Red 50.8% Chronically Absent Increased Significantly 6.9 593 Students	 Red 45.3% Chronically Absent Increased 19.8 53 Students	Less than 11 Students 3 Students	 Red 51.4% Chronically Absent Increased 15.1 107 Students

**Conclusions based on this data:**

1. Every student group has very high chronic absenteeism rate.
2. Homeless students had the highest chronically absent rate at 60.8%.
3. AA students is the only subgroup that had a decline in chronic absenteeism.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

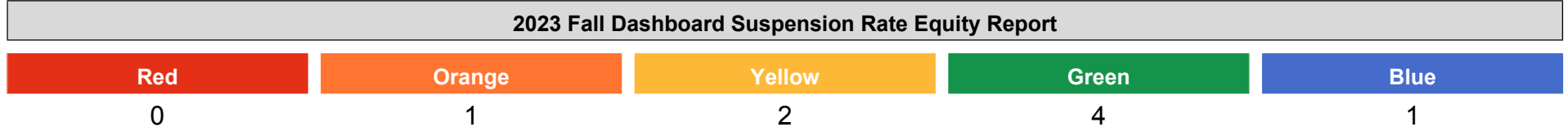
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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**


<b>All Students</b>
 Green
1.2% suspended at least one day
Declined -0.4 859 Students

<b>English Learners</b>
 Green
0.5% suspended at least one day
Increased 0.5 213 Students





<b>Foster Youth</b>
3.7% suspended at least one day
Increased 3.7 27 Students

<b>Homeless</b>
 Green
0.8% suspended at least one day
Maintained -0.1 123 Students

<b>Socioeconomically Disadvantaged</b>
 Yellow
1.2% suspended at least one day
Maintained -0.2 820 Students

<b>Students with Disabilities</b>
 Green
2.1% suspended at least one day
Declined -2 140 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Yellow 1.4% suspended at least one day Maintained 0 69 Students	Less than 11 Students 4 Students	Less than 11 Students 3 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.3% suspended at least one day Declined -0.4 611 Students	 Orange 1.9% suspended at least one day Increased 1.9 54 Students	Less than 11 Students 3 Students	 Blue 0% suspended at least one day Declined -1.8 111 Students

**Conclusions based on this data:**

1. English learners, foster youth and Two or more races all increased in suspension percent.
2. Students with disabilities previously had the highest rate last year but have declined for this year.









# Annual Review and Update




SPSA Year Reviewed: 2023-24

## Goal 1 – Increased Academic Achievement

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

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			
	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	Yellow	-53.7 Low	+3	All	 Yellow	52.9 points below standard	Increased +3.8 points
	EL	Yellow	-71.2 Very Low	+3	EL	 Yellow	65.8 points below standard	Increased +8.4 points
	Hisp	Yellow	-58.5 Low	+3	Hisp	 Yellow	52.9 points below standard	Increased +8.6 points
	AA	Yellow	-67.2 Very Low	+3	AA	 Orange	64.2 points below standard	Increased +5.9 points
	SED	Yellow	-56.7 Low	+3	SED	 Orange	55.5 points below standard	Maintained +1.2 points
	SWD	Orange	-121.1 Very Low	+3	SWD	 Orange	104.1 points below standard	Increased Significantly +20 points
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	Yellow	-65.0 Low	+15	All	 Yellow	73 points below standard	Increased +7.4 points
	EL	Yellow	-72.0 Low	+15	EL	 Orange	86.3 points below standard	Maintained +0.7 points
	Hisp	Yellow	-66.0 Low	+15	Hisp	 Yellow	74.3 points below standard	Increased +7.1 points
	AA	Orange	84.5 Very Low	+15	AA	 Orange	93.8 points below standard	Increased +5.6 points
	SED	Orange	-65.8 Low	+15				

Metric/Indicator	Expected Outcomes				Actual Outcomes			
	SWD	Orange	-118 Very Low	+15		Yellow		
					SED	 Yellow	75.3 points below standard	Increased +5.5 points
					SWD	 Orange	129.3 points below standard	Increased +3.8 points
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5	California Science Test - Percent of Students Who Meet or Exceed Standard ( Increase by Grade 5 -29.4% met or exceeded				California Science Test - Test results increased from 9.4 % proficient to 18.4 % proficient .			
California School Dashboard – English Learner Progress Indicator (ELPI)		Color	DFS/Percentage	Change		Color	DFS/Percentage	Change
Initial - 5.5% proficient 5.58% Well developed 25.38% Moderately developed 38.07% Somewhat developed 30.96% Minimally developed	English Learner Progress Indicator				English Learner Progress Indicator	 Red	36.4%	
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - IFEP -3.0 % RFEP - 5.0%				RFEP 6.0%			
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - 35%%				24.06% met or exceeded			
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%				100% compliance			

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Collaborative planning opportunities beyond the regularly scheduled day</p>	<p>Collaborative planning opportunities beyond the regularly scheduled day</p>	<p>Additional planning time before and during school hours. (Wages and benefits) Professional development offered to all (reading, math writing). PD offered as needed after school (district rate) 1000-1999: Certificated Personnel Salaries LCFF 41907</p>	<p>Before school planning 1000-1999: Certificated Personnel Salaries LCFF 48300</p>
		<p>Substitutes for teachers to meet 3 times a year with special education providers to discuss student outcomes and set goals related to SWD in the general education class 5800: Professional/Consulting Services And Operating Expenditures LCFF 6300</p>	<p>Substitutes for teachers to meet 3 times a year with special education providers to discuss student outcomes and set goals related to SWD in the general education class 5800: Professional/Consulting Services And Operating Expenditures LCFF 0</p>
		<p>Substitutes to cover classes to conduct IEPs and SSTs during the school day. Tier II and Tier III meetings may also be part of the SST process 5800: Professional/Consulting Services And Operating Expenditures LCFF 10080</p>	<p>Substitutes to cover classes to conduct IEPs and SSTs during the school day. Tier II and Tier III meetings may also be part of the SST process 5800: Professional/Consulting Services And Operating Expenditures LCFF 3584</p>



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Professional development opportunities to support an increase in research-based strategies to include math and ELA. Science of Reading will be a focus for ELA. 5000-5999: Services And Other Operating Expenditures Title I 15000	Professional development opportunities to support an increase in research-based strategies to include math and ELA. Science of Reading will be a focus for ELA. 5000-5999: Services And Other Operating Expenditures Title I 6153
Additional personnel to support and increase student learning and achievement including extra duty as needed.	Additional personnel to support and increase student learning and achievement including extra duty as needed.	Bilingual paraprofessionals ( 2 @ 5.0 hrs/day) 2000-2999: Classified Personnel Salaries LCFF 53921	Bilingual paraprofessionals ( 2 @ 5.0 hrs/day) 2000-2999: Classified Personnel Salaries LCFF 53000
		Full time math intervention teacher wages and benefits (78%) Small group instruction 1000-1999: Certificated Personnel Salaries Title I 139633	Full time math intervention teacher wages and benefits (78%) Small group instruction 1000-1999: Certificated Personnel Salaries Title I 144722
		Full time Math Intervention Teacher wages and benefits (22%) Teacher professional development 1000-1999: Certificated Personnel Salaries LCFF 39384	Full time Math Intervention Teacher wages and benefits (22%) Teacher professional development 1000-1999: Certificated Personnel Salaries LCFF 41015
		Additional hours for classified staff to support parent engagement activities in reading, math, and science	Additional hours for classified staff to support parent engagement activities in reading, math, and science

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		2000-2999: Classified Personnel Salaries Title I 1000	2000-2999: Classified Personnel Salaries Title I 500
All students will be grouped based on ELPAC levels and need for ELD 30 minutes per day 5 days a week.	All students will be grouped based on ELPAC levels and need for ELD 30 minutes per day 5 days a week.	Students will be grouped for ELD based on current levels. The groups will meet 5 times per week for 30 minutes. A specific schedule of activities/lessons will be outlined to support student understanding of the ELL standards to include speaking reading and writing. None Specified None Specified 0	Students will be grouped for ELD based on current levels. The groups will meet 5 times per week for 30 minutes. A specific schedule of activities/lessons will be outlined to support student understanding of the ELL standards to include speaking reading and writing. None Specified None Specified 0
		Non EL students will be grouped to work on critical thinking and writing. Use of PBL materials is an option. None Specified None Specified 0	Non EL students will be grouped to work on critical thinking and writing. Use of PBL materials is an option. None Specified None Specified 0
Educational technology subscriptions to enable an improved learning environment which will boost student outcomes	Educational technology subscriptions to enable an improved learning environment which will boost student outcomes	Technology subscriptions to enhance academic engagement ( AR, Mystery Science, Pebble Go, SMART Notebook, ) 5000-5999: Services And Other Operating Expenditures LCFF 5000	Technology subscriptions to enhance academic engagement ( AR, Mystery Science, Pebble Go, SMART Notebook, ) 5000-5999: Services And Other Operating Expenditures LCFF 6361
Best First Instruction materials	Best First Instruction materials	Additional classroom supplies and materials for students and teachers to support best first instruction for ELA and math (	Additional classroom supplies and materials for students and teachers to support best first instruction for ELA and math (

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>chart paper, leveled readers, manipulatives, teacher resources, etc...) This may also include technological supplies such as ink cartridges, document cameras, etc... 4000-4999: Books And Supplies LCFF 4372</p>	<p>chart paper, leveled readers, manipulatives, teacher resources, etc...) This may also include technological supplies such as ink cartridges, document cameras, etc... 4000-4999: Books And Supplies LCFF 11500</p>
		<p>Professional consulting services for math ( Pam Harris) 5800: Professional/Consulting Services And Operating Expenditures Title I 3695</p>	<p>Professional consulting services for math ( Pam Harris) 5800: Professional/Consulting Services And Operating Expenditures Title I</p>
		<p>Professional consulting services to support Reading (including Heggarty and guided reading) and writing 5800: Professional/Consulting Services And Operating Expenditures LCFF 3695</p>	<p>Professional consulting services to support Reading (including Heggarty and guided reading) and writing. Purchase of additional materials 5800: Professional/Consulting Services And Operating Expenditures  1395</p>
		<p>Increase classroom libraries to support strategic intervention. Book sets will be purchased to enhance opportunities for book studies and literature circles. A variety of culturally diverse books will be included. Math materials will be purchased to support more student-centered strategies. Materials will align with current site professional</p>	<p>Increase classroom libraries to support strategic intervention. Book sets will be purchased to enhance opportunities for book studies and literature circles. A variety of culturally diverse books will be included. Math materials will be purchased to support more student-centered strategies. Materials will align with current site professional</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		development and high-impact math routines, models, and strategies.  4000-4999: Books And Supplies Title I 19610	development and high-impact math routines, models, and strategies.  4000-4999: Books And Supplies Title I 21536

## Analysis

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

The majority of teachers participated in professional development and planning at the beginning of the year. This provided an opportunity to begin the year strong and well-planned. Opportunities were available for teachers to plan with their grade-level colleagues and develop common assessments to support rigorous data analysis throughout the year. With a focus on Foundational skills, materials were purchased to have a continued focus on the use of leveled readers and decodables. Technology licenses are used to enhance instruction and provide differentiated opportunities specific to student needs. Data indicates that students in the upper grades readily access Myon with over 5000 books read this year. Freckle data indicates that over 256,000 minutes have been spent practicing across all subject areas in over 86000 total sessions. Discovery Science data shows lessons are being accessed to support science understanding in various grade levels. that Additional personnel supported academic growth in ELA and Math. As evidenced by STAR assessments, all grade levels are making growth in reading and math based on the benchmarks throughout the year. The math intervention teacher supported students and teachers in all grade levels. Small group instruction was provided to students to support basic reading and math skills. Bilingual paraprofessionals supported students in the general education class during RTI as well as in the intervention room using new curriculum (UFLI). UFLI and added support in the classroom have benefitted students as evidenced by STAR reading assessments and CBM growth.

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

We were not able to provide time for the special education teachers to meet every trimester with general education teachers that have special needs students in their class.

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

We will plan for next year to provide a single substitute for each RSP teacher to meet and discuss student goals and needs with the general education teacher. A master list with notes will be kept throughout the year documenting the meetings and outcomes. The math intervention teacher will be in a 50% position for the next school year. She will focus on teacher development and follow through with models, routines, and math procedures to strengthen conceptual understanding. Classroom walk-through data will be used to determine necessary professional development and support related to effective math instruction. Additional activities to be added to this goal include consultant services provided by Pam Harris to support and improve academic growth in math. Further opportunities for teacher collaboration will take place during the 3 days before the beginning of the school year. Attendance data will be collected via PD Links. During the professional development days, teachers will work collaboratively to design common assessments, and units of study to include UDL opportunities including identification of barriers related to the core curriculum. Technology subscriptions will continue to support differentiated instruction ( AR), and engaging lesson planning (SMART Notebook, Pebble Go, and Mystery Science). Data usage will be collected monthly. Reports from AR will be used for effectiveness. Data analysis of STAR

benchmarks in ELA and Math will be disaggregated to identify other subgroups that may need more support. Students identified as homeless (red in math and ELA) will be identified and scheduled into small group instruction for both math and ELA. ELPI growth has not been sufficient as we are currently in the red. ELD will be monitored for effectiveness and will include a new curriculum for 3rd-5th grade.

# Annual Review and Update

SPSA Year Reviewed: 2023-24

## Goal 2 – Parent Engagement

Bella Vista will increase parent involvement in school activities with an emphasis on content standards understanding.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - Increase stakeholder input by 10%	Parent participation increased during the year with the following student - parent events: Harvest Festival, Reading Night, Math Night, Science Night, monthly award assemblies, and parent teacher conferences
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 100% Hispanic (Hisp) - 100% African American (AA) - 100%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 144 responses 92% Hispanic (Hisp) - 95% African American (AA) - 71%
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 100% Hispanic (Hisp) - 100% African American (AA) - 100%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 92% Hispanic (Hisp) - 94% African American (AA) - 100% TOM - 92%
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - Increase attendance at parent teacher conferences to 95-100%	Attendance of parents at parent teacher conferences - Trimester 1 84.5% and Trimester 2 91%

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Engage parents on a regular basis with additional activities throughout the school year which will support student achievement and positive family interactions.</p>	<p>Engage parents on a regular basis with additional activities throughout the school year which will support student achievement and positive family interactions</p>	<p>Materials to support engaging family education night (Math and Reading) 4000-4999: Books And Supplies Title I Part A: Parent Involvement 684</p>	<p>Materials for activities 4000-4999: Books And Supplies Title I Part A: Parent Involvement 0</p>
		<p>School-to-home reading materials to support at-home reading in place of assigned homework. Books to be purchased for each student. Parents will receive bookmarks and video information on how to help students reading at home. 4000-4999: Books And Supplies Title I Part A: Parent Involvement 2500</p>	<p>Scholastic Reading books 4000-4999: Books And Supplies Title I Part A: Parent Involvement 720</p>
		<p>Student recognition assemblies will be conducted on a regular basis to recognize academic and behavioral achievement. Parents will be invited to participate. PBIS incentives and rewards (Brag tags, certificates) 4000-4999: Books And Supplies Title I Part A: Parent Involvement 620</p>	<p>Monthly assemblies for academics and attendance 4000-4999: Books And Supplies Title I Part A: Parent Involvement 0</p>
		<p>Reprographics for colored copies for family engagement activities 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Parent Involvement</p>	<p>Reprographics 5800: Professional/Consulting Services And Operating Expenditures Title I Part A: Parent Involvement 1200</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		200	
Community partnerships	Community partnerships	Continued partnership building: Early Act (Rotary), DHS swim , Palm Springs Art museum,Cabot Yerxa Museum, Mccallum Theater, and Indian Canyons None Specified None Specified 0	Partnership with Cabot Yerxa Museum, The McCallum Theater, and The Indian Canyons None Specified None Specified 0
Parent Information to address attendance definitions and reasonable absences	Parent Information to address attendance definitions and reasonable absences	Wages and benefits for classified paraprofessionals to translate and participate during parent events ( parent teacher conferences, evening events and assemblies) 2000-2999: Classified Personnel Salaries LCFF 1146	Salaries and benefits for classified employees to support translations and various activities during parent nights. 2000-2999: Classified Personnel Salaries LCFF 755
Printed information will be available for parents to address short term Independent Study requests.	Printed information will be available for parents to address short term Independent Study requests.	A written attendance policy will be distributed regularly throughout the year to reinforce what and when absences are appropriate.  None Specified 0	Distributed policy information via ParentSquare None Specified None Specified 0
		Printed material will be available for parents that outlines the procedures to request short term independent study. None Specified None Specified 0	Printed materials for STIS None Specified None Specified 0



## Analysis

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

BVES engaged with parents and families in a variety of ways. Math, Reading and Science nights were conducted throughout the year. More than 1000 families attended math and reading events. Science was not as well attended as the focus was on science fair projects which is mostly a 5th grade activity. We used a system of signing up for the events to determine the number of people that would attend. We did not turn away anyone at the door that did not sign up in advance. Printed information was sent home and reiterated via ParentSquare regarding the process for Short Term Independent Study. Attendance information was regularly shared via ParentSquare and School Site Council meetings. Although the attendance information and data was readily available for parents we did not see success regarding attendance rates in all subgroups.. Partnerships with various organizations (Cabot Museum, McCallum Theater, Indian Canyons) will continue as this is an opportunity for learning that not all of Bella Vista students are able to access beyond the school day.

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

We were able to use materials from the previous year for awards and recognition. We also had additional scholastic books so we did not need to order more to ensure each family received a book at the completion of reading night. We also paid for our Family Engagement specialist to attend the CAFE conference this year.

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

We will add an opportunity for our Family Engagement Specialist to attend CAFE during the 2024-2025 school year. We will include opportunities for students to rate their field trips to community organizations to determine the effectiveness of the trip.

























# Annual Review and Update













SPSA Year Reviewed: 2023-24

## Goal 3 – Safe and Healthy Learning Environment

Decrease suspensions for education code violations. Bella Vista will also increase attendance rates of all students as measured by attendance rate reports.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes																																																								
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) 94% Chronic Absenteeism Under 25%	88.52%																																																								
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td></td> <td>44.8% Very High</td> <td>Decline -3</td> </tr> <tr> <td>EL</td> <td></td> <td>35.6% Very High</td> <td>Decline -3</td> </tr> <tr> <td>Hisp</td> <td></td> <td>40.8% Very High</td> <td>Decline -3</td> </tr> <tr> <td>AA</td> <td></td> <td>44.8% Very High</td> <td>Decline -3</td> </tr> <tr> <td>SED</td> <td></td> <td>39.1% Very High</td> <td>Decline -3</td> </tr> <tr> <td>SWD</td> <td></td> <td>37% Very High</td> <td>Decline -3</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All		44.8% Very High	Decline -3	EL		35.6% Very High	Decline -3	Hisp		40.8% Very High	Decline -3	AA		44.8% Very High	Decline -3	SED		39.1% Very High	Decline -3	SWD		37% Very High	Decline -3	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td> Red</td> <td>49.5% Chronically Absent</td> <td>Increased Significantly 7.5</td> </tr> <tr> <td>EL</td> <td> Red</td> <td>48.3% Chronically Absent</td> <td>Increased Significantly 9.7</td> </tr> <tr> <td>Hisp</td> <td> Red</td> <td>50.8% Chronically Absent</td> <td>Increased Significantly 6.9</td> </tr> <tr> <td>AA</td> <td> Orange</td> <td>45.5% Chronically Absent</td> <td>Declined -2.3</td> </tr> <tr> <td>SED</td> <td> Red</td> <td>50.8% Chronically Absent</td> <td>Increased Significantly 8.7</td> </tr> <tr> <td>SWD</td> <td> Red</td> <td>51.1% Chronically Absent</td> <td>Increased 11.1</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	 Red	49.5% Chronically Absent	Increased Significantly 7.5	EL	 Red	48.3% Chronically Absent	Increased Significantly 9.7	Hisp	 Red	50.8% Chronically Absent	Increased Significantly 6.9	AA	 Orange	45.5% Chronically Absent	Declined -2.3	SED	 Red	50.8% Chronically Absent	Increased Significantly 8.7	SWD	 Red	51.1% Chronically Absent	Increased 11.1
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Metric/Indicator	Expected Outcomes	Actual Outcomes																																				
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Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness All Students (ALL) -80% English Learner (EL) 80% African American (AA) - 80% Socioeconomically disadvantaged - 80%	Panorama Survey - School Connectedness All Students (ALL) -70% English Learner (EL) 74% African American (AA) - 63% Socioeconomically disadvantaged - 70%																																				
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) - 65% English Learner (EL) - 65% Hispanic (Hisp) - 68% African American (AA) - 65% Socioeconomically disadvantaged - 65%	Panorama Survey – School Safety All Students (ALL) - 58% English Learner (EL) - 75% Hispanic (Hisp) - 61% African American (AA) - 49% Socioeconomically disadvantaged - 60%																																				
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%	Williams Facilities Inspection Results - 100%																																				

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Behavior Paraprofessional	Behavior Paraprofessional	<p>A behavior paraprofessional will continue to work with students identified with needing behavioral supports. The BP will be part of the PBIS implementation team. She will also be a member of the Tier 2/3 support team. The BP will also work with the community to support school attendance.            2000-2999: Classified Personnel Salaries            LCFF            61191</p>	<p>A behavior paraprofessional will continue to work with students identified with needing behavioral supports. The BP will be part of the PBIS implementation team. She will also be a member of the Tier 2/3 support team. The BP will also work with the community to support school attendance.            2000-2999: Classified Personnel Salaries            LCFF            64519</p>
Continued Implementation of PBIS	Continued Implementation of PBIS	<p>Monthly PBIS meetings to analyze data and build capacity, review pbis expectaions, MTSS Tiers of support. Calendared for the year            None Specified            None Specified            0</p>	<p>Monthly PBIS meetings did not occur. Attendance data was discusses in SSC, ELAC and staff meetings. Behavioral data was discussed during grade level meetings and leadership meetings.            None Specified            None Specified            0</p>
		<p>Materials to support PBIS assemblies and recognition (Brag tags, certificates)            4000-4999: Books And Supplies            LCFF            2000</p>	<p>Materials to support PBIS assemblies and recognition (Brag tags, certificates)            4000-4999: Books And Supplies            LCFF            0</p>
		<p>Materials to support recognition of academic improvement in ELA,</p>	<p>Materials to support recognition of academic improvement in ELA,</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Math, Science and Social Studies. 4000-4999: Books And Supplies Title I 1000	Math, Science and Social Studies. 4000-4999: Books And Supplies Title I 0
		Tier II monthly meetings to address students needing additional behavioral support. Calendared for the year None Specified None Specified 0	Tier II meetings were not scheduled regularly. Administration, counselor and behavior paraprofessional meet regularly to discuss student behavioral needs. None Specified None Specified 0
Playground Supervision Aides	Playground Supervision Aides	Wages and benefits for playground supervision 1@ 3.25 hrs and 3@ 3.5 hrs 2000-2999: Classified Personnel Salaries LCFF 52851	Wages and benefits for playground supervision 1@ 3.25 hrs and 3@ 3.5 hrs 2000-2999: Classified Personnel Salaries LCFF 41859
		Substitutes for playground supervision 2000-2999: Classified Personnel Salaries LCFF 3438	Substitutes for playground supervision 2000-2999: Classified Personnel Salaries LCFF 2700
Social Emotional Learning	Dovetail tools was not used consistently as planned. We will be looking at other SEL programs at K-2 and 3-5.	Continued use of identified Dovetail Tools to support students in self-regulation. All staff members will use 5 of the specified Dovetail Tools to support students. None Specified None Specified 0	Dovetail tools were used minimally this school year. None Specified None Specified 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Second Step materials will be calendared and used by each grade level. None Specified None Specified 0	Second Step materials calendared at each grade level. None Specified None Specified 0
Reporting of monthly attendance rates to students, staff and parents.	Reporting of monthly attendance rates to students, staff and parents.		
Classroom recognition of attendance rates on a weekly basis. During morning announcements, the classroom with the best attendance rates from the previous week will be recognized at each grade level.	Classroom recognition of attendance rates on a weekly basis. During morning announcements, the classroom with the best attendance rates from the previous week will be recognized at each grade level.		

## Analysis

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

Playground supervisors were in place and utilized daily on the playground. One spot was vacant and continues to house a substitute. The behavior paraprofessional is vital to the support of students in crisis or dealing with trauma. She meets regularly with students that struggle with behavior management. She meets regularly with students that have emotional needs. She supports students in and out of the classroom. This has had a positive impact on classrooms and students and the overall climate of the school. Suspension rates have continued to decrease with the exception of EL which increased .5% but it is still green on the dashboard. Attendance activities have not provided the positive outcome that was expected. Currently the following groups are in the red - All Students, SED, SWD EL, Homeless, Hispanic white and TOM. The only subgroup that showed improvement in attendance is AA.

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

We did not buy added materials for PBIS as we had an overstock from previous years.

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

Bella Vista will be looking at other SEL programs to support students' emotional needs. To support improved attendance Bella Vista will be conducting Saturday School monthly. This includes funding for adult support - playground supervisors, teachers, office clerks and paraprofessionals. Attendance data will be collected during Saturday School to determine the effectiveness of the program. An additional program called Along will be used to support positive interactions between

the teacher and the students and build community in the classroom for the upper grades. Dovetail tools will not continue to be used. It was not effective this year due to the inconsistent use by all teachers.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

Increase Academic Achievement

### Goal Statement

All students at Bella Vista will meet grade level proficiency standards in all core academic subjects: English Language Arts, Math, Science, and Social Studies as measured by STAR benchmarks and CAASP scores.




### LCAP Goal

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

### Identified Need

1. English Learners are not making significant growth as evidenced by ELPI. ELPI is currently red with a 12.5% decrease on the 22-23 CAASPP
2. Homeless students are in the red in math and ELA. ELA declined by 18.9 points and math declined by 9.1 points.
3. White students declined by 3.9 points (yellow)

### Measuring and Reporting Results

Metric/Indicator	Baseline				Expected Outcome			
	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	All	 Yellow	52.9 points below standard	Increased +3.8 points	All	Yellow	46 points below	Increase +7 points
	EL	 Yellow	65.8 points below standard	Increased +8.4 points	EL	Yellow	55 points below	increase +10 points
	Hisp	 Yellow	52.9 points below standard	Increased +8.6 points	Hisp	Yellow	46 points below	Increase +10 points
					AA	Yellow	54 points below	Increase +10






**Metric/Indicator**

**Baseline**







**Expected Outcome**

--

AA	 Orange	64.2 points below standard	Increased +5.9 points
SED	 Orange	55.5 points below standard	Maintained +1.2 points
SWD	 Orange	104.1 points below standard	Increased Significantly +20 points

SED	Yellow	50 points below	Increase +5
SWD	Orange	94 points below	Increase +20

California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	 Yellow	73 points below standard	Increased +7.4 points
EL	 Orange	86.3 points below standard	Maintained +0.7 points
Hisp	 Yellow	74.3 points below standard	Increased +7.1 points
AA	 Yellow	93.8 points below standard	Increased +5.6 points
SED	 Yellow	75.3 points below standard	Increased +5.5 points
SWD	 Orange	129.3 points below standard	Increased +3.8 points


St. Group	Color	DFS/Percentage	Change
All	Yellow	63 points below	Increase +10
EL	Yellow	81 points below	Increase +5
Hisp	Yellow	64 points below	Increase +10
AA	Yellow	83 points below	Increase +10
SED	Yellow	65 points below	Increase +10
SWD	Orange	124 points below	Increase +5

California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5

California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - 9.4% meet or exceeded

California Science Test - Percent of Students Who Meet or Exceed Standard ( Increase by Grade 5 -29.4% met or exceeded

California School Dashboard – English Learner Progress Indicator (ELPI)  
  
Initial - 5.5% proficient  
5.58% Well developed  
25.38% Moderately developed  
38.07% Somewhat developed  
30.96% Minimally developed

	Color	DFS/Percentage	Change
English Learner Progress Indicator	 Red	36.4%	

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Yellow	40 %	Increase 4%

Metric/Indicator	Baseline	Expected Outcome
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate IFEP - 2.6% RFEP - 2.1%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - IFEP -3.0 % RFEP - 5.0%
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) 26.77% English Learners (EL) 8% Hispanic (Hisp) 21.84% African American (AA) Students with Disabilities (SWD) 5.88% (3rd grade only)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - 35%%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance 100%	Williams Textbook/Materials Compliance - 100%

## Planned Strategies/Activities

### Strategy/Activity 1

Provide professional development and collaborative planning opportunities beyond the regularly scheduled day to support student centered, engaging lessons as measured by formal and informal walkthrough data collection

#### Students to be Served by this Strategy/Activity

- Students with Disabilities
- All

#### Timeline

7/1/2024-6/30/2025

#### Person(s) Responsible

Teachers, administration

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	35457
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Additional planning time for general education teachers before and during school hours. (Wages and benefits) Professional development offered to all (reading, math writing). PD offered as needed after school (district rate)
<b>Amount</b>	14584
<b>Source</b>	LCFF
<b>Budget Reference</b>	5700-5799: Transfers Of Direct Costs
<b>Description</b>	Substitutes for RSP teachers to meet 3 times a year with general education providers to discuss student outcomes and set goals related to SWD in the general education class and IEP and SST days monthly.
<b>Amount</b>	7954
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Additional planning time for special education teachers and academic coach before and during school hours. (Wages and benefits) Professional development offered to all (reading, math writing). PD offered as needed after school (district rate)
<b>Amount</b>	5000
<b>Source</b>	LCFF
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Professional development opportunities to improve research based strategies in tier one instruction

**Strategy/Activity 2**

Increase reading and math skills with the support of additional personnel to work with Tier 2 and 3 students as measured by STAR benchmark assessments.

**Students to be Served by this Strategy/Activity**

Students with Disabilities

Specific Student Groups:  
 Students working below grade level. Homeless student will be a priority. Homeless are currently red in ELA and math based on the 2022-2023 CAASPP.

### Timeline

7/1/2024-6/30/2025

### Person(s) Responsible

Administration

### Proposed Expenditures for this Strategy/Activity

Amount	64686
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual paraprofessionals ( 2 @ 5.0 hrs/day)
Amount	103746
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Part time math intervention teacher wages and benefits

### Strategy/Activity 3

All English Learners and students performing below grade level will be grouped based on ELPAC levels to meet their specific needs as measured by ELPAC and ELPI growth data. STAR data will be used to determine effectiveness of the program for non-EL students.

### Students to be Served by this Strategy/Activity

English Learner

### Timeline

7/1/2024-6/30/2025

### Person(s) Responsible

Academic coach, administration, and classroom teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Description</b>	Students will be grouped for ELD based on current levels. The groups will meet 5 times per week for 30 minutes. A specific schedule of activities/lessons will be outlined to support student understanding of the ELL standards to include speaking reading and writing. Use of a new district provided curriculum will be use to supplement ELD instruction (Summit k-12) . Lower performing students will be grouped with ELD students to provide additional support in language development.
<b>Amount</b>	500.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Headphones are needed to participate in Summit K12 and ELPAC Interim assessments as well as ELPAC practice tests which will be used to analyze preogress during the school year.
<b>Amount</b>	200.00
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	ELL Ceremony to recognize students that have remained steady or improved on the ELPAC. RFEP'ed students will be recognized in a separate ceremony.

### Strategy/Activity 4

Educational technology subscriptions will be used to improve the learning environment which will boost student outcomes as evidenced in short cycle assessments, AR comprehension tests and star benchmarks

### Students to be Served by this Strategy/Activity

- English Learner
- Students with Disabilities
- Specific Student Groups:  
Struggling readers

**Timeline**

7/1/2024-6/30/2025

**Person(s) Responsible**

Administration and classroom teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	10000
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Technology subscriptions to enhance academic engagement and support differentiated lessons for students as needed. ( AR, Mystery Science, Pebble Go, SMART Notebook, )
<b>Amount</b>	6679
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Provide independent work specific to foundational skills for grades K-2 (Lallo)

**Strategy/Activity 5**

Materials to support best first instruction as evidenced by administration walkthrough data (chart paper for anchor charts, ink cartridges, basic school materials, specific instructional materials such as decodables, math manipulatives).

**Students to be Served by this Strategy/Activity**

English Learner

**Timeline**

7/1/2024-6/30/2025

**Person(s) Responsible**

Classroom teachers and administration

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	9506
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Additional classroom supplies and materials for students and teachers to support best first instruction for ELA and math ( chart paper, leveled readers, manipulatives, teacher resources, etc...) This may also include technological supplies such as ink cartridges, document cameras, etc... Additional decodables to support struggling readers in the upper grades.
<b>Amount</b>	6000
<b>Source</b>	LCFF
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Professional consulting services for math ( Pam Harris) Journey membership and online professional development
<b>Amount</b>	1500
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Number String books by Pam Harris
<b>Amount</b>	12638
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials to support best first instruction (chart paper, tech supplies SOR materials

# Goals, Strategies, & Proposed Expenditures

## Goal 2

Increase Parent and Community Partnerships

### Goal Statement

Bella Vista will increase parent involvement in school activities throughout the year by including opportunities for parents to participate in learning activities with their students after school ( Math, reading, science)

### LCAP Goal

Palm Springs Unified School District will collaborate with families and our local communities to develop and maintain positive parent, student, and community involvement and engagement to promote and support student success.

### Identified Need

Only 144 parents responded to the Panorama survey. There is a huge need to engage more parents in providing input. Panorama scores decreased in each category except safety. Although the scores decreased they are all above 87% favorable responses.

### Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes 107	Parent Participation in Stakeholder Input Processes - Increase stakeholder input by 10%
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Favorable 94% Hispanic (Hisp) Favorable African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 100% Hispanic (Hisp) -100% African American (AA) - 100%
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) -94%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) -100% Hispanic (Hisp) - 100%



Metric/Indicator	Baseline	Expected Outcome
Hispanic (Hisp) African American (AA)	Hispanic (Hisp) - African American (AA) -	African American (AA) - 100%
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - 85% of parents attend parent teacher conferences	Number of Parent Attendees attending 1 or more site/parent center sponsored events - Increase attendance at parent teacher conferences to 95-100%

## Planned Strategies/Activities

### Strategy/Activity 1

Engage parents on a regular basis with additional activities throughout the school year which will support student achievement and positive family interactions as evidenced by sign up sheets, survey results and attendance data.

### Students to be Served by this Strategy/Activity

All

### Timeline

7/1/2024-6/30/2025

### Person(s) Responsible

Administration

### Proposed Expenditures for this Strategy/Activity

Amount	951
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Materials to support engaging family education night (Math and Reading). Purchase of books so every student takes one home. Math manipulatives to support home to school connection. Provide opportunities for parents to celebrate their students success at assemblies (monthly, ELL, attendance)

<b>Amount</b>	1500
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	School-to-home reading materials to support at-home reading in place of assigned homework. Books to be purchased for each student. Parents will receive bookmarks of strategies to use with their child at home.
<b>Amount</b>	600
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Student recognition assemblies will be conducted on a regular basis to recognize academic and behavioral achievement. Parents will be invited to participate. PBIS incentives and rewards (Brag tags, certificates)

## Strategy/Activity 2

Foster partnerships with local Community agencies. Participation engagement metrics will be used to determine the success of the activity.

### Students to be Served by this Strategy/Activity

All

### Timeline

7/1/2024-6/30/2025

### Person(s) Responsible

Administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Description</b>	Continued partnership building: Palm Springs Art Museum, Cabot Yerxa Museum, McCallum Theater, and Indian Canyons. Attendance data will be analyzed on filed trip days. Student surveys will be used to determine the effectiveness of the trip.

<b>Amount</b>	2269
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Wages and benefits for classified paraprofessionals to translate and participate during parent events ( parent teacher conferences, evening events and assemblies) to encourage more participation form the ELL students.

### Strategy/Activity 3

Attendance reports provided to parents weekly. Weekly attendance metrics will be tracked throughout the year

### Students to be Served by this Strategy/Activity

- Foster Youth
- Students with Disabilities
- Specific Student Groups:  
Homeless

### Timeline

7/1/2024-6/30/2025

### Person(s) Responsible

Adminsitration and clerical staff

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Description</b>	Attendance reports by class posted on Parent Square to provide information on a regular basis to parents regarding absences. Classroom recognition based on 100% daily attendance. Improved attendance will be recognized during awards assemblies. Attendance data disaggregated via subgroups.

# Goals, Strategies, & Proposed Expenditures

## Goal 3

Maintain Healthy and Safe Learning Environment

### Goal Statement

Bella Vista will increase attendance rates to align with the district rate of 92%. A healthy and safe learning environment will be evidenced by positive attendance, decreased behavior referrals and decreased suspension rates.

### LCAP Goal

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

### Identified Need

1. The following subgroups were identified as chronically absent: All students, SED, SWD, EL, Homeless, Hispanic, White, and TOM based on the 2022-20223 CAASPP data.
2. Bella Vista is currently in ATSI based on the CAASPP data for attendance for Two or More races (TOM).
3. TOM had an increase in suspension rates by 1.9%

### Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome																
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) 85.1% Chronic Absenteeism 67.5%	Student Attendance Rates All Students (ALL) 94% Chronic Absenteeism Under 25%																
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Red</td> <td>49.5% Chronically Absent</td> <td>Increased Significantly 7.5</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Red	49.5% Chronically Absent	Increased Significantly 7.5	<table border="1"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>Yellow</td> <td>40%</td> <td>Decrease 3 points</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	40%	Decrease 3 points
St. Group	Color	DFS/Percentage	Change															
All	Red	49.5% Chronically Absent	Increased Significantly 7.5															
St. Group	Color	DFS/Percentage	Change															
All	Yellow	40%	Decrease 3 points															

**Metric/Indicator**

**Baseline**

**Expected Outcome**

Socioeconomically Disadvantaged (SED)  
Students with Disabilities (SWD)

EL	Red	48.3% Chronically Absent	Increased Significantly 9.7
Hisp	Red	50.8% Chronically Absent	Increased Significantly 6.9
AA	Orange	45.5% Chronically Absent	Declined - 2.3
SED	Red	50.8% Chronically Absent	Increased Significantly 8.7
SWD	Red	51.1% Chronically Absent	Increased 11.1

EL	Yellow	40%	Decrease 3 points
Hisp	Yellow	40%	Decrease 3 points
AA	Yellow	40%	Decrease 3 points
SED	Yellow	40%	Decrease 3 points
SWD	Yellow	40%	Decrease 3 points

Suspension Rates:  
All Students (ALL)  
English Learner (EL)  
Hispanic (Hisp)  
African American (AA)  
Socioeconomically Disadvantaged (SED)  
Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	Green	1.2% suspended at least one day	Declined - 0.4
EL	Green	0.5% suspended at least one day	Increased 0.5
Hisp	Green	1.3% suspended at least one day	Declined - 0.4
AA	Yellow	1.4% suspended at least one day	Maintained 0
SED	Yellow	1.2% suspended at least one day	Maintained - 0.2
SWD	Green	2.1% suspended at least one day	Declined -2

St. Group	Color	DFS/Percentage	Change
All	Green	1%	Decline 0.4
EL	Green	0%	Maintain
Hisp	Green	1%	Decline 0.4
AA	Green	1%	Decline 0.4
SED	Green	1%	Decline 0.4
SWD	Green	1%	Decline 0.4

Panorama Survey Student and Parent Results

Panorama Survey - School Safety  
All students: 58%  
EL 62 %  
AA 58%  
Hisp 60%

Panorama Survey - School Safety  
All students: 65%  
EL 65%  
AA 65%  
Hisp 70%  
SED

Expulsion Rates  
All Students (ALL)  
English Learner (EL)  
Hispanic (Hisp)  
African American (AA)

Expulsion Rates  
All Students (ALL) 0%  
English Learner (EL) 0%  
Hispanic (Hisp) 0%  
African American (AA) 0%

Expulsion Rates  
All Students (ALL) 0%  
English Learner (EL) 0%  
Hispanic (Hisp) 0%  
African American (AA) 0%

Metric/Indicator	Baseline	Expected Outcome
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness All students:73% English Learner (EL):Levels 1-4 is averaged at 63% for Levels 1-3 Hispanic (Hisp): 65% African American (AA ) 49% Socioeconomically disadvantaged 71%	Panorama Survey - School Connectedness All Students (ALL) -80% English Learner (EL) 80% African American (AA) - 80% Socioeconomically disadvantaged - 80%
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety All students: 61% English Learner (EL): Levels 1-4 vary between 52%-64% Hispanic 59% African American (AA) 58% Socioeconomically disadvantaged 57%	Panorama Survey – School Safety All Students (ALL) - 65% English Learner (EL) - 65% Hispanic (Hisp) - 68% African American (AA) - 65% Socioeconomically disadvantaged - 65%
Williams Facilities Inspection Results	Williams Facilities Inspection Results 100%	Williams Facilities Inspection Results - 100%

## Planned Strategies/Activities

### Strategy/Activity 1

Provide additional support to students identified as needing Tier 2 and 3 strategies for success . Student contacts and behavior data will be used to determine position effectiveness.

### Students to be Served by this Strategy/Activity

- Low Income
- Students with Disabilities
- Specific Student Groups:  
TOM

### Timeline

7/1/2024-6/30/2025

### Person(s) Responsible

Administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	62770
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	A behavior paraprofessional will continue to work with students identified with needing behavioral supports. The BP will be part of the PBIS implementation team. She will also be a member of the Tier 2/3 support team. The BP will also work with the community to support school attendance. Attendance will be monitored by student group. Parent contacts will be a priority for students in TOM.

### Strategy/Activity 2

Provide adult Playground Supervision to support a safe and orderly playground as measured by lunch referrals and behavior data

### Students to be Served by this Strategy/Activity

All

### Timeline

7/1/2024-6/30/2025

### Person(s) Responsible

Administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	53353
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Wages and benefits for playground supervision 1@ 3.25 hrs and 3@ 3.5 hrs
<b>Amount</b>	4198

<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Substitutes for playground supervision

### Strategy/Activity 3

Increase attendance by providing Saturday school options for attendance recovery as measured by monthly attendance reports

#### Students to be Served by this Strategy/Activity

<input checked="" type="checkbox"/>	All
<input checked="" type="checkbox"/>	Specific Student Groups: TOM

#### Timeline

7/1/2024-6/30/2025

#### Person(s) Responsible

Teachers

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1399
<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Wages and benefits for classified playground supervision
<b>Amount</b>	5003
<b>Source</b>	LCFF
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Wages and benefits for classified playground supervision
<b>Amount</b>	1702



<b>Source</b>	LCFF
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Clerical support for Saturday School

### Strategy/Activity 4

Reporting of monthly attendance rates to students, staff and parents as measured by data from Synergy. Ongoing focus on improved attendance by the week and month.

### Students to be Served by this Strategy/Activity

All

### Timeline

7/1/24-6/30/2025

### Person(s) Responsible

Administration, Student services

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Description</b>	Monthly recognition of the class with the highest attendance rate (silver bulldog)
<b>Amount</b>	0
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Description</b>	Weekly recognitions of the class at each grade level with the highest attendance rate ( small bulldogs)
<b>Amount</b>	0
<b>Source</b>	None Specified

<b>Budget Reference</b>	None Specified
<b>Description</b>	Perfect attendance recognition at monthly awards assembly by class. (Brag tag)
<b>Amount</b>	0
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Description</b>	Improved attendance recognition at monthly awards assembly. (Brag tag and certificate)

### Strategy/Activity 5

PBIS recognition to support positive culture and climate as evidenced by a decrease in referrals and suspensions

#### Students to be Served by this Strategy/Activity

All

#### Timeline

7/1/2024-6/30/2025

#### Person(s) Responsible

Administration and teachers

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3000
<b>Source</b>	LCFF
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Brag tags, certificates and miscellaneous for monthly activities

### Strategy/Activity 6

Students identified as two or more races will be assigned a mentor to support a collaborative climate of support between adults and students. Better connections with school staff will help to improve attendance.

#### Students to be Served by this Strategy/Activity

Specific Student Groups:  
TOM - ATSI

**Timeline**

2024-2025

**Person(s) Responsible**

Administration and staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	None Specified
<b>Budget Reference</b>	None Specified
<b>Description</b>	Each student identified as TOM (two or more ) will be connected to a staff member to support positive attendance. The adult will provide positive encouragement and connection to the school.

# Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program’s goals and will be performed as a centralized services. Note: the total amount of each categorical program must be aligned with the Consolidated Application.

<b>School Goal #1: Increase Academic Achievement</b>				
<b>Actions to be Taken to Reach This Goal</b>  Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Math Collaboration and Professional Development	July 1, 2024 - June 30, 2025	Consultants and substitutes to support the implementation of math routines and strategies for the development of conceptual understanding	6,667	Title I
Primary Reading Intervention Program	July 1, 2024 - June 30, 2025	Provide a dedicated Reading Intervention Teacher, an instructional aide, and intervention instructional materials to support student skill development in reading across grades TK-2 funded via the Learning Recovery Emergency Block Grant	205,062	None Specified
Technology Teacher on Assignment (TOSA)	July 1, 2024 - June 30, 2025	Support students and staff with the integration of technology into instruction	6,083	Title I

<b>School Goal #2: Increase Parent and Community Partnerships</b>				
<b>Actions to be Taken to Reach This Goal</b>  Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Family engagement events and classes	July 1, 2024 - June 30, 2025	Parenting Classes on effective strategies and structures. Parent/community engagement events.	1,851	Title I

<b>School Goal #3: Maintain Healthy and Safe Learning Environment</b>				
<b>Actions to be Taken to Reach This Goal</b>	<b>Start Date Completion Date</b>	<b>Proposed Expenditure</b>	<b>Estimated Cost</b>	<b>Funding Source (itemize for each source)</b>
Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development				
Conscious Education Professional Development	July 1, 2024 - June 30, 2025	Training, substitutes and accompanying books and materials	3,703	Title I
Youth Mental Health First Aid Training	July 1, 2024 - June 30, 2025	Training and accompanying books and materials	2,962	Title IV

*Note: Centralized services may include the following direct services:*

- *Evidence-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-school and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

*Centralized Services do not include administrative costs.*

# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$158,439
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$415,195.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	155,388	0.00
Title I Part A: Parent Involvement	3,051	0.00
LCFF	256,756	0.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$155,388.00
Title I Part A: Parent Involvement	\$3,051.00

Subtotal of additional federal funds included for this school: \$158,439.00

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

State or Local Programs	Allocation (\$)
LCFF	\$256,756.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$256,756.00

Total of federal, state, and/or local funds for this school: \$415,195.00

# Expenditures by Funding Source

Funding Source	Amount
LCFF	256,756.00
None Specified	0.00
Title I	155,388.00
Title I Part A: Parent Involvement	3,051.00



## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	152,160.00
2000-2999: Classified Personnel Salaries	190,377.00
4000-4999: Books And Supplies	30,395.00
5000-5999: Services And Other Operating Expenditures	16,679.00
5700-5799: Transfers Of Direct Costs	14,584.00
5800: Professional/Consulting Services And Operating Expenditures	11,000.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	12,957.00
2000-2999: Classified Personnel Salaries	LCFF	190,377.00
4000-4999: Books And Supplies	LCFF	17,838.00
5000-5999: Services And Other Operating Expenditures	LCFF	10,000.00
5700-5799: Transfers Of Direct Costs	LCFF	14,584.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	11,000.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	139,203.00
4000-4999: Books And Supplies	Title I	9,506.00
5000-5999: Services And Other Operating Expenditures	Title I	6,679.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	3,051.00

# School Site Council Membership

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Lisa Arseo	X				
Byron Williams		X			
Jason Moore		X			
Doug Randa		X			
Armando Avalos				X	
April Butcher				X	
Linda Ericson			X		
Esmerelda Vega				X	
Esther Gonzalez				X	
Alicia Morales				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>0</b>

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**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 9/26/24.

Attested:



Principal, Lisa Arseo on 10/01/2024



SSC Chairperson, Jason Moore on 10/01/2024

# Title I and LCFF Funded Program Evaluation

**Goal #1:**  
 All students at Bella Vista will meet grade level proficiency standards in all core academic subjects: English Language Arts, Math, Science, and Social Studies as measured by STAR benchmarks and CAASP scores.

<b>Actions/ Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b>  <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<b>What is not working and why? (Ineffective indicators)</b>  <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<b>Modification(s) based on evaluation results</b>  <i>Continue or discontinue and why?</i>
Provide professional development and collaborative planning opportunities beyond the regularly scheduled day to support student centered, engaging lessons as measured by formal and informal walkthrough data collection			
Increase reading and math skills with the support of additional personnel to work with Tier 2 and 3 students as measured by STAR benchmark assessments.			
All English Learners and students performing below grade level will be grouped based on ELPAC levels to meet their specific needs as measured by ELPAC and ELPI growth data. STAR data will be used to determine effectiveness of the program for non-EL students.			
Educational technology subscriptions will be used to improve the learning environment which will boost student outcomes as evidenced in short cycle assessments, AR comprehension tests and star benchmarks			
Materials to support best first instruction as evidenced by administration walkthrough data (chart paper for anchor charts, ink cartridges, basic school materials, specific instructional materials such as decodables, math manipulatives).			

**Goal #2:**  
 Bella Vista will increase parent involvement in school activities throughout the year by including opportunities for parents to participate in learning activities with their students after school ( Math, reading, science)

<b>Actions/ Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b> <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<b>What is not working and why? (Ineffective indicators)</b> <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<b>Modification(s) based on evaluation results</b>  <i>Continue or discontinue and why?</i>
Engage parents on a regular basis with additional activities throughout the school year which will support student achievement and positive family interactions as evidenced by sign up sheets, survey results and attendance data.			
Foster partnerships with local Community agencies. Participation engagement metrics will be used to determine the success of the activity.			
Attendance reports provided to parents weekly. Weekly attendance metrics will be tracked throughout the year			

**Goal #3:**

Bella Vista will increase attendance rates to align with the district rate of 92%. A healthy and safe learning environment will be evidenced by positive attendance, decreased behavior referrals and decreased suspension rates.

<b>Actions/ Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b> <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<b>What is not working and why? (Ineffective indicators)</b> <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<b>Modification(s) based on evaluation results</b>  <i>Continue or discontinue and why?</i>
Provide additional support to students identified as needing Tier 2 and 3 strategies for success . Student contacts and behavior data will be used to determine position effectiveness.			
Provide adult Playground Supervision to support a safe and orderly playground as measured by lunch referrals and behavior data			
Increase attendance by providing Saturday school options for attendance recovery as measured by monthly attendance reports			
Reporting of monthly attendance rates to students, staff and parents			

as measured by data from Synergy. Ongoing focus on improved attendance by the week and month.			
PBIS recognition to support positive culture and climate as evidenced by a decrease in referrals and suspensions			
Students identified as two or more races will be assigned a mentor to support a collaborative climate of support between adults and students. Better connections with school staff will help to improve attendance.			

# 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 64004 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 65004, 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](mailto: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](mailto: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](mailto: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 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 64004(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, its 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](mailto: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/guidanceuseinvestment.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/guidanceuseinvestment.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 64004[a] as amended by Assembly Bill [AB] 716, effective January 1, 2049).

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, 2049).

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 64004(a), both as amended by AB 716, effective January 1, 2049.



## 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 2049

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