

School Year: **2019-20**

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.

School Name

Bella Vista Elementary

Address

65750 Avenida Jalisco
Desert Hot Springs, CA 92240- 3654

County-District-School (CDS) Code

33-67173-6032429

Principal

Lisa Arseo

District Name

Palm Springs Unified School District

SPSA Revision Date

7/1/2019-6/30/2020

Schoolsite Council (SSC) Approval Date

9/12/2019

Local Board Approval Date

11/26/19

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 core values are:

Be Respectful

Be Responsible

Be Safe

It's the Bulldog Way.

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 short arm throw projector, smart board, sound amplification system, and teacher desktop that connects remotely to the projector. Each teacher is also provided a laptop, an iPad and an iPad stand and a document camera to support effective instructional practices and increase student engagement.

Bella Vista is a technology-rich school. We have a computer lab that houses 36 apple computers. There is 1:1 chrome books for students in grades one through five. Kindergarten classrooms have a 1:2 ratio for Ipads.

For the 2019-2020 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 -

1. Systems alignment and standards focus on ELA and Math
2. Common Core instruction and Unit Development (Content classes, Tier 2 and core support)
3. Participation in Orenda for ELA and Math to develop a comprehensive system of standards focus, backward mapping, assessment, and data analysis.
4. Schoolwide scheduled time for Designated ELD
5. Acceleration of English Learner achievement using best first best instruction to address ELL standards
6. Math Instruction that focuses on conceptual understanding and fluency
7. Data analysis to develop long and short-term goals and appropriately provide targeted intervention to support struggling learners.
8. Enrichment opportunities that require critical thinking (art class, technology, and group activities)
9. Opportunities for teacher planning beyond the school day
10. Academic coach
11. Participation in math professional development to support conceptual understanding
12. Full-time intervention teacher

Safe and Secure Environments

1. School-wide PBS Implementation
2. Explicitly taught lessons that address skills for success
3. Lessons to address Bullying Prevention
4. Safe egress and ingress
5. Counselor to address student needs
6. Dovetail Learning tools to develop and support social-emotional learning

7. Prevention Specialist
8. Playworks coach
9. Additional counseling support for the purpose of small group intervention
11. Lessons to address suicide prevention in 5th grade
12. Lessons to address substance abuse in 4th grade

Parent and Community Partnerships:

1. Parent newsletters to be mailed out monthly that supports science, ELA, and math home activities
2. Ongoing parent workshops to address a variety of skills developed by teachers to encourage parental involvement for student success
3. Partnership with the middle school
4. Increased parent volunteers
5. Book Pals to read with kindergarten
6. Early Act sponsored by Rotary to support community involvement and character development
7. Partnership with Desert Health District to develop a community garden

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

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 comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including interim assessments, is utilized to further measure and monitor achievement throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input and advice are solicited from school advisory committees including 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.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

SSC Election Dates and Results:

Nominations for SSC ballots for the 2018-2019 school year were made available during the Back to School night event on August 6, 2018. Ballots were sent home on September 4, 2018, and to be returned by September 7, 2018, with directions to nominate 4 members to SSC. Nominated to school site council: Elizabeth Harvey, Stephen Morgan, Jennifer Pitts, and Alex Santana. Jason Moore was nominated by the staff during the staff meeting on August 15, 2018, to be the teacher representative. An electronic ballot was created and published for voting on August 17, 2019. Jason was elected to the SSC as a teacher representative.

SSC Meetings and Topics

- * September 17, 2018 - SSC training, voting of officers, and review and allocations of Title I budget
 - * October 15, 2018 - Review of SPSA, core standards survey, and evaluation of SPSA based on CAASPP results
 - * February 4, 2019 - LCAP Presentation, review of safe school plan goals, and review of Panorama survey
 - * April 1, 2019 - Discussion of the budget for 2019-2020, discussion of expenditures for Title I and LCFF
- ELAC Meeting - September During this meeting it was decided to join SSC.

Based on the evaluation of the implementation and effectiveness of the SPSA actions, and the review of the California School dashboard, Orenda assessments, and Panorama Survey and Zoo You data, limited revisions were made to the SPSA due to the growth that Bella Vista has made. The SSC decided to hire a full-time intervention teacher who will focus on students who are reading below grade level primarily in 3rd and 4th grade.

Resource Inequities

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

Through our needs assessment, we identified a resource inequity within our students with disabilities group. Our SWD group are performing 68 points below our All Students group in ELA and 54 points below our All Students group in math. We have addressed this inequity through the following actions:

- The Special Education department will participate in all academic professional development provided to the school. They will work collaboratively with general education teachers to support grade level standard mastery as well as incorporate goal support during the day.
- The Special Education department will be revised to incorporate a Learning Center to more effectively meet the needs of students performing far below grade level.
- Students receiving special education support will be grouped to better able to provide services during the general education setting.

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, homeless youth, and foster youth have led to improved performance for these students.

Dashboard ELA progress Indicator

All students had an Increase of 4.8 points (Yellow)
English learner maintained progress with an increase of 0.8 points (Orange)
Socioeconomically Disadvantaged students had an increase of 3.6 points (Orange)
Hispanic students had an increase of 3.7 points (Orange)
White students increased significantly with an increase of 24.5 points (Yellow)
Academic progress

Dashboard Math Progress Indicator

All students had an increase of 4.5 points (Yellow)
English learners had an increase of 6.1 points (Yellow)
Socioeconomically Disadvantaged students had an increase of 5.5 points (Yellow)
White students had an increase of 11.6 points (Yellow)

Dashboard Suspension Rate

All students declined significantly by 3% (Yellow)
English Learners declined significantly by 1.5% (Yellow)
Homeless declined significantly by 8.8%
Students with Disabilities declined significantly by 8.8% (Yellow)
Socioeconomically disadvantaged declined significantly by 3.9% (Yellow)
African Americans declined significantly by 4% (Yellow)
Hispanic declined significantly by 2.3% (Yellow)
White declined significantly by 4.2% (Yellow)

A focus on best first instruction has been a tremendous asset in academic improvement. Our suspension rate declined significantly because of the focus on PBIS. The PBIS team meets regularly (two times per month) to discuss implementation practices as well as consistent use of the discipline matrix by all teachers. The additional support provided by the Prevention Specialist will continue to support lowered suspension rate and increased attendance. If students are removed from a class for any period of the day,

Greatest Progress

the Prevention Specialist works one on one with students to complete written reflections as well as grade level classroom work. Progress in ELA can be attributed to the current system of determining 5 focus standards per Unit of Study (5 weeks long). Assessments that are aligned to SBAC rigor. Data analysis on a regular basis with a focus on instructional strategies will be made available through the funding of additional grade level collaboration time throughout the year.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Chronic Absenteeism is overall Orange. All student groups are also in Orange with the exception of English Learners who are in red based on a 4.8% increase from the 2017 school year.

In an effort to improve school-wide chronic absenteeism, efforts are being made to create a more positive and engaging school climate. PBIS rewards will be implemented school-wide to provide additional opportunities for students to participate in multiple activities such as movie and popcorn events, purchasing from a student store, and The parent application will be made available to increase parent to school communication. Parents will also receive training on how to use the app. The district funded community liaison will meet regularly with the administration to identify and plan the next steps for students meeting or not meeting attendance expectations.

At the start of the 2019-2020 school year a thorough review of the preliminary 2018-19 CAASPP results was conducted. 3rd grade had a significant decline in ELA and math in comparison to the previous year. BV is significantly below the district average in math with 3rd and 5th grade having a decline in distance from met. Additional funding will be allocated for opportunities to collaborate and plan math lessons around Orenda identified standards. Math professional development will be made available to new teachers to support a deeper understanding of Bridges and Number Corner. Additional math manipulatives will be purchased on the recommendation of High Impact Math training.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

"Performance gaps are noted in the following areas:

Dashboard ELA progress Indicator

Students with Disabilities declined significantly by 22 points (Red)

African American students declined significantly by 20.2 points (Red)

Dashboard Math Progress Indicator

Students with Disabilities declined by 9.6 points (Red)

African American students declined by 11 points (Red)

Performance Gaps

Students who receive special education services need additional support in math and ELA in order to try and close the academic achievement gap. Bella Vista will work with the Special education department to revise the current push in and pull out system to a Learning Center system.

African American students are also struggling in both Math and ELA and also need additional support to help close the achievement gap. Additional professional development will be provided by High Impact Math. This will be the first year that Bella Vista is working with High Impact Math. An intervention teacher will provide support for students reading below grade level in 3rd and 4th grade. Priority status will be placed with students with disabilities as well as African American students.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.1%	0.40%	0.13%	1	3	1
African American	10.7%	12.15%	10.59%	84	90	81
Asian	0.6%	0.40%	0.52%	5	3	4
Filipino	0.5%	0.27%	0.26%	4	2	2
Hispanic/Latino	66.9%	66.67%	67.71%	523	494	518
Pacific Islander	%	%	0.13%			1
White	16.2%	15.65%	15.29%	127	116	117
Multiple/No Response	%	%	%			
Total Enrollment				782	741	765

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	132	109	128
Grade 1	119	123	105
Grade 2	126	113	124
Grade3	134	135	127
Grade 4	131	138	146
Grade 5	140	123	135
Total Enrollment	782	741	765

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	222	209	200	28.4%	28.2%	26.1%
Fluent English Proficient (FEP)	21	25	41	2.7%	3.4%	5.4%
Reclassified Fluent English Proficient (RFEP)	17	15	32	7.5%	6.8%	15.3%

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	133	147	121	130	145	117	130	145	117	97.7	98.6	96.7
Grade 4	131	142	141	127	141	140	127	141	140	96.9	99.3	99.3
Grade 5	148	127	133	144	127	132	144	127	132	97.3	100	99.2
All Grades	412	416	395	401	413	389	401	413	389	97.3	99.3	98.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2361.	2411.	2384.	6.92	19.31	9.40	10.77	24.83	21.37	29.23	22.07	21.37	53.08	33.79	47.86
Grade 4	2404.	2419.	2453.	6.30	12.06	17.14	20.47	17.02	29.29	21.26	19.86	15.71	51.97	51.06	37.86
Grade 5	2431.	2447.	2470.	8.33	7.87	11.36	20.14	23.62	24.24	15.97	22.05	28.03	55.56	46.46	36.36
All Grades	N/A	N/A	N/A	7.23	13.32	12.85	17.21	21.79	25.19	21.95	21.31	21.59	53.62	43.58	40.36

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.69	27.59	15.38	34.62	38.62	42.74	57.69	33.79	41.88
Grade 4	7.09	13.48	17.86	48.03	48.23	54.29	44.88	38.30	27.86
Grade 5	11.81	14.17	13.64	38.19	38.58	49.24	50.00	47.24	37.12
All Grades	8.98	18.64	15.68	40.15	41.89	49.10	50.87	39.47	35.22

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.69	14.48	6.84	32.31	40.69	42.74	60.00	44.83	50.43
Grade 4	4.72	8.51	10.00	37.01	35.46	56.43	58.27	56.03	33.57
Grade 5	13.19	9.45	12.88	31.94	40.94	45.45	54.86	49.61	41.67
All Grades	8.73	10.90	10.03	33.67	38.98	48.59	57.61	50.12	41.39

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.62	19.31	13.68	67.69	68.28	60.68	27.69	12.41	25.64
Grade 4	6.30	9.22	19.29	59.84	68.79	62.14	33.86	21.99	18.57
Grade 5	6.25	4.72	11.36	54.86	59.84	64.39	38.89	35.43	24.24
All Grades	5.74	11.38	14.91	60.60	65.86	62.47	33.67	22.76	22.62

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.92	25.52	10.26	41.54	50.34	48.72	51.54	24.14	41.03
Grade 4	9.45	13.48	20.71	49.61	50.35	52.86	40.94	36.17	26.43
Grade 5	13.19	14.17	18.94	40.97	48.03	50.76	45.83	37.80	30.30
All Grades	9.98	17.92	16.97	43.89	49.64	50.90	46.13	32.45	32.13

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	133	147	122	130	145	120	130	145	120	97.7	98.6	98.4
Grade 4	131	142	141	127	140	139	127	140	139	96.9	98.6	98.6
Grade 5	149	127	133	145	126	133	145	126	133	97.3	99.2	100
All Grades	413	416	396	402	411	392	402	411	392	97.3	98.8	99

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2378.	2409.	2367.	3.85	11.72	4.17	15.38	29.66	15.83	37.69	24.14	22.50	43.08	34.48	57.50
Grade 4	2402.	2406.	2426.	1.57	2.14	5.04	9.45	13.57	17.27	38.58	31.43	37.41	50.39	52.86	40.29
Grade 5	2418.	2439.	2432.	6.90	2.38	6.02	3.45	7.94	6.02	15.17	35.71	24.81	74.48	53.97	63.16
All Grades	N/A	N/A	N/A	4.23	5.60	5.10	9.20	17.52	13.01	29.85	30.17	28.57	56.72	46.72	53.32

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.23	25.52	10.00	34.62	33.79	27.50	56.15	40.69	62.50
Grade 4	3.94	9.29	7.19	25.98	20.00	29.50	70.08	70.71	63.31
Grade 5	6.21	5.56	6.02	11.72	23.81	21.05	82.07	70.63	72.93
All Grades	6.47	13.87	7.65	23.63	26.03	26.02	69.90	60.10	66.33

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.54	17.24	7.50	53.85	46.21	40.00	44.62	36.55	52.50
Grade 4	3.94	7.14	8.63	39.37	37.14	46.04	56.69	55.71	45.32
Grade 5	5.52	2.38	5.26	25.52	40.48	34.59	68.97	57.14	60.15
All Grades	3.73	9.25	7.14	39.05	41.36	40.31	57.21	49.39	52.55

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.69	20.69	7.50	53.85	44.83	42.50	38.46	34.48	50.00
Grade 4	5.51	5.71	11.51	30.71	42.14	46.04	63.78	52.14	42.45
Grade 5	6.90	4.76	6.02	26.90	41.27	39.85	66.21	53.97	54.14
All Grades	6.72	10.71	8.42	36.82	42.82	42.86	56.47	46.47	48.72

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1427.0		1435.7		1406.5		37	
Grade 1	1470.9		1473.2		1468.1		34	
Grade 2	1482.0		1494.5		1468.8		35	
Grade 3	1510.9		1513.1		1508.2		31	
Grade 4	1498.9		1502.3		1495.0		34	
Grade 5	1513.0		1505.5		1519.9		25	
All Grades							196	

Overall Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18 18-19
K	37.84		*		*		*		37
1	47.06		32.35		*		*		34
2	*		45.71		*		*		35
3	*		38.71		*		*		31
4	*		58.82		*		*		34
All Grades	31.12		39.29		19.90		9.69		196

Oral Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18 18-19
K	43.24		32.43		*		*		37
1	58.82		*		*		*		34
2	68.57		*		*		*		35
3	48.39		35.48		*		*		31
4	35.29		52.94		*		*		34
5	56.00		*		*		*		25
All Grades	51.53		31.63		10.20		6.63		196

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	35.14		*		35.14		*		37	
1	32.35		38.24		*		*		34	
2	*		*		31.43		*		35	
3	*		38.71		35.48		*		31	
4			38.24		*		32.35		34	
5	*		48.00		*		*		25	
All Grades	19.39		32.14		27.55		20.92		196	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	70.27		*		*		37	
1	73.53		*		*		34	
2	48.57		48.57		*		35	
3	35.48		61.29		*		31	
4	38.24		55.88		*		34	
5	*		52.00		*		25	
All Grades	51.53		42.86		5.61		196	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	29.73		51.35		*		37	
1	58.82		38.24		*		34	
2	82.86		*		*		35	
3	61.29		35.48		*		31	
4	55.88		38.24		*		34	
5	68.00		*		*		25	
All Grades	58.67		33.16		8.16		196	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*		81.08		*		37	
1	52.94		*		*		34	
2	*		*		42.86		35	
3	*		77.42		*		31	
4			58.82		41.18		34	
5	*		60.00		*		25	
All Grades	19.39		55.61		25.00		196	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	54.05		29.73		*		37	
1	*		73.53		*		34	
2	*		62.86		*		35	
3	*		61.29		*		31	
4	*		70.59		*		34	
All Grades	25.51		56.63		17.86		196	

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
741	92.2%	28.2%	1.2%
<p>This is the total number of students enrolled.</p> <p>This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.</p> <p>This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.</p> <p>This is the percent of students whose well-being is the responsibility of a court.</p>			

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	209	28.2%
Foster Youth	9	1.2%
Homeless	110	14.8%
Socioeconomically Disadvantaged	683	92.2%
Students with Disabilities	81	10.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	90	12.1%
American Indian	3	0.4%
Asian	3	0.4%
Filipino	2	0.3%
Hispanic	494	66.7%
Two or More Races	33	4.5%
White	116	15.7%

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results

Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
196	31.1%	39.3%	19.9%	9.7%

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report					
Red	Orange	Yellow	Green	Blue	

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group					
All Students	English Learners	Foster Youth			
Homeless	Socioeconomically Disadvantaged	Students with Disabilities			

2018 Fall Dashboard Graduation Rate by Race/Ethnicity					
African American	American Indian	Asian	Filipino		
Hispanic	Two or More Races	Pacific Islander	White		

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year	
2017	2018

Annual Review and Update

SPSA Year Reviewed: 2017-18

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
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)	<p>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Orange" student groups: Meet targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group.</p> <p>"Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for ELA will be an increase of 20 or more points for each group.</p>	California School Dashboard - Academic Indicator for English Language Arts (Color(DFM) - Status - Level - Change) All Students (ALL) Yellow(-40.6) - Low - Incr. Sig. - 26 English Learners (EL) Yellow(-42.3) - Low - Incr. Sig. - 25.6 Hispanic (Hisp) Yellow(-41.2) - Low - Incr. Sig. - 29.1 African American (AA) Orange(-82.4) - Very Low - Incr. Sig. - 25.6 Socioeconomically Disadvantaged (SED) Yellow (-45)- Low - Incr. Sig. - 27.3 Students with Disabilities (SWD) Orange(-108.3) - Very Low - Incr. Sig. - 55.2
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)	<p>"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results.</p> <p>"Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group.</p> <p>"Orange" student groups: Meet targets for the "Increased" change column for each student group from</p>	California School Dashboard - Academic Indicator for Mathematics (Color(DFM) - Status - Level - Change) All Students (ALL) Yellow (-62.1)- Low - Incr. Sig. - 19.2 English Learners (EL) Yellow (-62.9) - Low - Incr. Sig. - 15.8 Hispanic (Hisp) Yellow(-63) - Low - Incr. Sig. - 18.5 African American (AA) Yellow(-90.2) - Low - Incr. Sig. - 35.5 Socioeconomically Disadvantaged (SED) Yellow (-65.7) - Low - Incr. Sig. - 20.7 Students with Disabilities (SWD) Orange (-116.1)- Very Low - Incr. Sig. - 40.4

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<p>2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group.</p> <p>"Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 15 or more points for each group.</p>	
<p>California School Dashboard - English Learner Progress Indicator (ELPI) English Learners (EL)</p>	<p>Upon release of ELPI in the Fall Dashboard: "Blue" or "Green" 2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the ELPI from 2017 results.</p> <p>"Yellow" 2017 result: Meet or exceed targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>"Orange" 2017 result: Meet targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%.</p> <p>"Red" 2017 result: Meet targets for the "Increased Significantly" change column from 2017 results. Target growth for the ELPI will be an increase of 10% or more.</p>	<p>California School Dashboard - English Learner Progress Indicator English Learners (EL) Baseline Results: Well Developed - 31.1% Moderately Developed - 39.3% Somewhat Developed - 19.9% Beginning - 9.7%</p>
<p>English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate</p>	<p>The English Learner RFEP Reclassification Rate will meet or exceed the Riverside County in 2017-2018.</p>	<p>English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate RFEP - 6.8%</p>
<p>3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<p>Increase overall and subgroup 3rd grade ELA SBAC proficiency by 4% from 2017 level. Increase EL, Hispanic, and African American student groups ELA SBAC proficiency by 6% from 2017 level.</p>	<p>3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL) Standards Met - 44.14% English Learners (EL) Standards met 35.48% Hispanic (Hisp) Standards met 42.17% African American (AA) Standards met 35.29% Socioeconomically Disadvantaged (SED) Standards met 42.86% Students with Disabilities (SWD) Standards met 12.5 %</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL)	Percentage of students meeting benchmark on the 3rd grade DIBELS composite score from Benchmark 3 will increase 4% for all groups from 2016-2017 data.	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting the target Composite Score on Benchmark 3 test All Students (ALL) DCS 35.7% proficient
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance 100%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Best First Instruction	All teachers were paid to attend an additional week of training in July to plan for ELA and Math. Various short professional development opportunities were embedded during the day to support best first instruction. Grade levels have stayed beyond the day to plan for ELA instruction which includes data analysis, common assessments, and lesson planning.	Beyond the school day opportunities for grade level discussions to include unit planning, data analysis, professional development and goal setting. Teachers to receive the district stipend for additional work. 1000-1999: Certificated Personnel Salaries Title I 63999	Teacher stipend for grade level planning 1000-1999: Certificated Personnel Salaries Title I 41520
	Dot and Dash robots have been purchased and professional development has been provided for all grade levels to support critical thinking skills.	Instructional materials to support development of critical thinking skills such as Dot and Dash, Lego Lessons etc... 4000-4999: Books And Supplies Title I 30000	Docu-cameras purchased for each classroom. Dot and Dash purchased for grades 1-5. Lego Lessons purchased for Kindergarten. Various classroom materials purchased to support guided reading 5000-5999: Services And Other Operating Expenditures Title I 29300
	Guided reading has been scheduled for grades 1-5. During this time, instruction is supported by 4 bilingual aides, the intervention teacher and librarian.	All grade levels will have designated guided	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	All grade levels were able to order materials to support activities in guided reading. Leveled readers, guided reading center activities and AR leveled books were purchased. Each grade could order up to \$2000 of needed materials.	reading times on the master schedule. None Specified None Specified 0	0
	Subscriptions to Discovery Learning, Pebble Go, Accelerated Reading and Moby Max (5th grade only) were purchased.	Supplementary book sets for classroom use at all grade levels to support AR 4000-4999: Books And Supplies Title I 6000	Each grade level was given an additional @\$2000 to purchase instructional materials to support guided reading. 4000-4999: Books And Supplies Title I 12000
	SIBME was purchased for the professional growth of teachers. All grade level leads were trained on how to video and provide feedback. Teachers have the opportunity to video on a volunteer basis. The Academic Coach uses SIBME for her coaching cycles as outlined by the administration or as teachers are securing coaching.	Technology subscriptions to support classroom instruction (Accelerated Reader, Discovery Education, Pebble Go etc...) 5800: Professional/Consulting Services And Operating Expenditures Title I 14000	Technology Subscriptions 5000-5999: Services And Other Operating Expenditures Title I 11000
	Ink cartridges and document cameras have been purchased as needed to support classroom instruction.	Coaching platform to support professional development of teachers to self analyze and address best first instruction 5000-5999: Services And Other Operating Expenditures Title I 5000	SIBME subscription for all teachers, administration and coaches 5000-5999: Services And Other Operating Expenditures Title I 2400
	Designated ELD occurred 5 days a week for 30 minutes in grades K-5.	Teacher instructional materials including resource materials to support and supplement classroom instruction 4000-4999: Books And Supplies Title I 16000	Materials to support science and ELA instruction and guided reading center activities 4000-4999: Books And Supplies Title I 40800
		Teacher instructional materials to support and supplement classroom instruction (Science	Ink cartridges, classroom materials 4000-4999: Books And Supplies

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		materials, Elmo's, notebooks, ink cartridges, etc...) 4000-4999: Books And Supplies LCFF 29507	LCFF 18000
		Designated ELD - School-wide master schedule to support a block of time for ELD 5 days a week for 30 minutes. None Specified None Specified 0	0
Support Staff	Two new aides were hired during the year as needed to fulfill the 4 bilingual aide positions. Bilingual aides were used specifically to support guided reading at each grade level. Aides worked in tandem with the classroom teacher to give struggling readers an additional opportunity to work with an adult.	Bilingual Aides (4 @ 0.3210 FTE) 2000-2999: Classified Personnel Salaries LCFF 50000	4 hour bilingual aide salaries and benefits 2000-2999: Classified Personnel Salaries LCFF 42404
Enrichment Opportunities	Various enrichment activities funded by the district funds included 5th grade McCallum theater instruction which included classroom support by a visual arts specialist as well as participation in a performance. All 3rd grade students participated in Art Within Reach. Students in grades 3-5 could participate in an after school ball room dancing class.	McCallum Theater Program - All 5th grade classes will participate in the McCallum theater program as part of enrichment and fine arts instruction. None Specified None Specified 0 Art Within Reach - All 3rd-grade classes will participate in the Art Within Reach program as part of enrichment and fine arts instruction. None Specified None Specified 0 Ballroom dancing None Specified	0 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		None Specified 0	0
		None Specified None Specified 0	
Standardized classrooms	All teachers were held accountable for creating an environment with standardized expectations as noted in the plan column.	Sentence frames will be posted to support language for all students None Specified None Specified 0	0
		Anchor charts will be used to support instruction and student learning. None Specified None Specified	0
		Word walls None Specified None Specified	0
		Student work display walls None Specified None Specified	0
		Focus standards posted None Specified None Specified	0
		Learning targets posted None Specified None Specified	0
Intervention	We did not Fund before or after school intervention as this was supported by district funds through SES.	Certificated extra duty for Intervention before and after school to address academic needs in ELA and Math for all subgroups. 1000-1999: Certificated Personnel Salaries Title I 8893	Intervention was provided by Supplemental Education Services. No funding was used to support this action. 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Contract for an intervention teacher to support small group instruction including Tier II and various testing opportunities. This is a 4 hour position filled by a retired teacher. 2000-2999: Classified Personnel Salaries LCFF 27713	Intervention teacher was hired and supported various grades during guided reading. The teacher was out sick from January through June 1000-1999: Certificated Personnel Salaries LCFF 29617

Analysis

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

Personnel was hired for the following positions: Four Bilingual paraprofessionals and a part-time intervention teacher. The additional personnel supported the guided reading hour at all grade levels. This allowed for students in the intensive band to receive additional reading support. Short cycle assessments indicate positive student growth. Additional instructional materials were purchased to enhance the independent center time during guided reading. All of these materials supported the agreed upon tenets (swappable, standards-based, self-checking and social). Critical thinking materials (Dash and Dot and Lego) are available in the classrooms. Dash and Dot are used more frequently by the upper-grade teachers. Kindergarten has not been successful in implementing Lego materials. In the future, they will be used to support an after-school program. Intervention before and after school was funded by the district. An intervention was available for grades 2-5 from October to May. Technological subscriptions were purchased and are used to enhance classroom instruction and student engagement. Teachers received stipends to plan collaboratively prior to the start of school as well as throughout the year. This added time allowed for consistent grade level planning, assessment review and data analysis.

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

Additional funds spent on instructional materials came from unspent budget allocated for teacher collaboration as well as extended day intervention. Extended day intervention was not utilized due to district support through SES. Collaboration time was limited due to availability of substitutes.

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.

The intervention teacher will increase to a full time position. It will be funded 50% with Title I and the district will provide the additional 50%. The intervention teacher will have a specific focus of Students with Disabilities and African American students. Funding for the stipends for teachers to begin to plan collaboratively will come from Title I and LCFF.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

Decrease chronic absenteeism and improve daily attendance rates to 96%

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rates All Students (ALL)	Improve overall and each student group attendance rates from 2016-2017 rates by 1% or maintain 95% attendance rate. Increase AA and SWD student group attendance rates by 2% from 2016-2017 rates.	Student Attendance Rates All Students (ALL) 93.01 %
Chronic Absenteeism Rates All Students (ALL) Elementary School Students (ES) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Establish baseline California School Dashboard Performance Level for each student group from 2016-2017 data upon CDE release in 2017-2018.	Chronic Absenteeism Rates (Color)(%) - Status - Level - Change) All Students (ALL) Orange (25%) - Very High - Declined - -1.4 English Learner (EL) Red (22.9%) - Very High - Increased Sig. - 4.8 Hispanic (Hisp) Orange(24.6) - Very High - Declined - -.9 African American (AA) Orange(29.2%) - Very High - Declined - -6 Socioeconomically Disadvantaged (SED) Orange(25.7%) - Very High - Declined - -1.7 Students with Disabilities (SWD) Orange(30.6%) - Very High - Declined - -.5
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Baseline for family connectedness will be determined using the Sense of Belonging (School Connectedness) measure of the district's family climate survey via the Panorama Education system.	Family School Connectedness via Panorama Family Climate Survey Baseline Results: All Students - 96% Responded Favorably Hispanic (Hisp) 93% African American (AA) 74%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Purchase parent materials to support at home parent/student engagement	Materials were purchased and sent home monthly to support parent/student engagement in math, ELA, and science.	Home to school connection newsletter to be sent home monthly that will encourage parent involvement that	Preprinted newsletters are sent home on a monthly basis. They address skills in math, reading and science.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		will replace weekly homework. 5000-5999: Services And Other Operating Expenditures Title I Part A: Parent Involvement 800	5900: Communications Title I 1200
Classified extra duty for translations	Translations were provided to parents during conferences, Back to School Night, and SST's.	Extra duty wages and benefits for translations during parent conferences and meetings 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1000	Translation services 2000-2999: Classified Personnel Salaries Title I 770
Parent trainings	Reading, Math and Science nights all included a parent training that addressed how parents can support their students at home.	Parent trainings and informational meetings throughout the year to support student learning 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1056	Math Night, Reading Night and Science Night 4000-4999: Books And Supplies Title I 200
		Light refreshments for parent trainings and informational meetings 4000-4999: Books And Supplies Title I Part A: Parent Involvement 250	Refreshments were purchased 4000-4999: Books And Supplies Title I 200
		Monthly meetings with the principal to discuss concerns and needs. 4000-4999: Books And Supplies Title I Part A: Parent Involvement 178	Monthly meetings with the principal to discuss concerns and needs. 4000-4999: Books And Supplies Title I Part A: Parent Involvement 0

Analysis

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

Bilingual paraprofessionals were available during the fall and spring parent-teacher conferences to communicate with parents who were second language learners. This was successful in providing a service for parents to increase parental involvement. The parent engagement events were successful. This year more parents participated in the math, reading and science events than in previous years. The most recent math event had the highest participation rate with over 100 parents present.

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

Expenses for parent trainings were less expensive than anticipated. Additional funds were used to support the school to home newsletters to engage parents in academic understanding.

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.

PBIS Rewards will be implemented throughout the school site. All adults will be able to provide positive and immediate feedback to students who are present, academically engaged and following school rules. Parents will be able to monitor the rewards their children are receiving throughout the day. Additional opportunities will be made available for parents to actively participate in school activities and student recognition. All of the actions will support building a more positive culture and climate which should result in improved chronic absenteeism rates.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

Decrease suspensions for education code violations.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<p>"Blue" or "Green" 2016-2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Suspension Rate Indicator.</p> <p>"Yellow" 2016-2017 result: Meet or exceed targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Orange" 2016-2017 result: Meet targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%.</p> <p>"Red" 2016-2017 result: Meet targets for the "Declined Significantly" change column. Target growth for Suspension Rate will be a decrease of 2.0% or more.</p>	Suspension Rates: (Color (% - Status - Level - change) All Students (ALL) Green - Medium - Decrease Sig. - -3.4 English Learner (EL) Green - Medium - Decrease Sig. - -1.6 Hispanic (Hisp) Green - Medium - Decrease Sig. - -3.8 African American (AA) Yellow - High - Decrease - -6 Socioeconomically Disadvantaged (SED) Green - Medium - Decrease Sig. - -3.6 Students with Disabilities (SWD) Orange - Very High - Decrease - -1
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Expulsion Rate Targets ALL: maintain under 0.5% EL: maintain under 0.5% Hisp: maintain under 0.5% AA: decline to under 0.5% SED: maintain under 0.5% SWD: decline to under 0.5%	Expulsion Rates 0 All Students (ALL) 0 English Learner (EL) 0 Hispanic (Hisp) 0 African American (AA) 0 Socioeconomically Disadvantaged (SED) 0 Students with Disabilities (SWD) 0
Panorama Survey - School Connectedness All students EL AA Hisp	Baseline data will be collected and reported for school connectedness and growth targets will be set	Panorama Survey - School Connectedness Baseline Data: All students: 74% Positive Response EL: 60-79% Positive response AA: 76% Positive Response Hisp: 73% Positive Response
Panorama Survey - School Safety All students: EL	Baseline data will be collected and reported for school safety and growth targets will be set.	Panorama Survey - School Safety Baseline Data:

Metric/Indicator	Expected Outcomes	Actual Outcomes
AA Hispanic		All students: 62% Responded favorably EL: 31%-71% Responded favorably AA: 64% Responded Favorably Hispanic: 63% Responded Favorably
Williams Facilities Inspection Results	Maintain 100% Williams Facilities Compliance	Williams Facilities Inspection Results Met with 100%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Prevention Specialist	The prevention specialist works individually with students who are struggling behaviorally. He will be responsible for implemented the Check In/Check Out students who are on individual behavior contracts. The prevention specialist will also visit classrooms to support teachers and students as necessary with behaviors.	A classified employee will be hired to work with students as needed to address behavioral and academic issues 2000-2999: Classified Personnel Salaries LCFF 53443	Prevention Specialist salary and benefits 2000-2999: Classified Personnel Salaries LCFF 52460
Continued Implementation of PBIS	Time cards for participants in bi-monthly PBIS meetings are paid for by the district. During meetings PBIS implementation is discussed, data analysis occurs regularly and goals are determined. Incentives were purchased throughout the year to support PBIS rewards formally known as Bulldog Bucks.	Bi-weekly PBIS meetings to discuss implementation Various incentives and rewards will be purchased and distributed to students displaying appropriate behavior, good attendance as well as academic achievement. 4000-4999: Books And Supplies LCFF 2000 Data analysis of behavior data to determine next steps to address classroom and playground support. None Specified	Bi-weekly PBIS meetings to discuss implementation Various incentives and rewards will be purchased and distributed to students displaying appropriate behavior, good attendance as well as academic achievement. 4000-4999: Books And Supplies LCFF 2000 Data analysis of behavior data to determine next steps to address classroom and playground support. None Specified

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		None Specified 0	None Specified 0
		Identify and teach social skills throughout the year None Specified None Specified 0	Identify and teach social skills throughout the year None Specified None Specified 0
		Consensus building of universal expectations None Specified None Specified 0	Consensus building of universal expectations None Specified None Specified 0
		Purchase SWS for data collection 5000-5999: Services And Other Operating Expenditures LCFF 1000	This was not purchased. PBIS Rewards purchased in place of SWS 5000-5999: Services And Other Operating Expenditures LCFF 600
Playground Supervision	Additional playground supervisors were funded to support positive and engaging playgrounds.	Wages and benefits for playground supervision 1@ .0802 FTE and 3@ 0.3745 FTE 2000-2999: Classified Personnel Salaries LCFF 32244	Wages and benefits for playground supervision 2000-2999: Classified Personnel Salaries LCFF 28699
Social Emotional Learning	A school wide curriculum, Dovetail Toolbox, was purchased to support students and their abilities to use strategies support self-regulation. All students were provided the tools. A weekly schedule was followed to introduce and practice tool use.	Curriculum to address social emotional learning 4000-4999: Books And Supplies Title I 15000	Dovetail Learning materials were purchased and distributed to all teachers and students. 4000-4999: Books And Supplies Title I 5341
		Professional development on new curriculum 5700-5799: Transfers Of Direct Costs Title I 5000	3 hour professional development was provided via a webinar. All grade level leads attended and participated. 5700-5799: Transfers Of Direct Costs Title I 2500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Coach Wooden Pyramid of success None Specified None Specified 0	Coach Wooden Pyramid of success None Specified None Specified 0
School check in System	Raptor was funded by the district	Implementation of a system for checking volunteers and parents into a common data base when visiting Bella Vista (Purchased by the district) 5000-5999: Services And Other Operating Expenditures LCFF 0	Implementation of a system for checking volunteers and parents into a common data base when visiting Bella Vista (Purchased by the district) 5000-5999: Services And Other Operating Expenditures None Specified 0
Mental Health Counseling services	2 groups of therapy provided by mental health services was purchased. Approximately 60 students receive services.	Secure mental health counseling services for small group support 2 days / week for the school year 5000-5999: Services And Other Operating Expenditures LCFF 14000	Secure mental health counseling services for small group support 2 days / week for the school year 5000-5999: Services And Other Operating Expenditures LCFF 12042

Analysis

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

The prevention specialist is a valued member of the school staff. He works regularly with students who struggle to maintain appropriate behavior. This has been successful as evidenced by a decrease in major referrals by 40 % as compared to the end of the last school year. Playground supervisors have been hired to supervise before school and during lunch recess. Counseling services are provided to students on an individual basis as well as in group setting. Students are selected by the resident counselor and prevention specialist to attend groups as needed (anger management, grief, social skills)

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

The decision was made not to purchase SWIS accounting for the unused funds within the materials budget. Those funds were utilized to support supplemental materials for ELA and Math. Additional funds were also used to support administrative professional development to include a focus on safe schools and building a positive school climate and culture.

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.

PBIS Rewards will be purchased for school wide implementation to support positive behavior which will also include the ability to formalize a check in check out contract management system for students who are in need of Tier 2 support. Students involved in the check in check out will meet daily with a coach to develop goals and discuss the success of the

goals. PBIS Rewards will also support a positive climate by reinforcing positive behavior immediately with a tangible point system.

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

LCAP Goal

All students will graduate high school prepared with the academic and technical skills necessary for college and career readiness.

Identified Need

1. Even though academic gains are evident, our all students population remains 33.6 points below met in ELA and 54.1 below met in Math.
2. In the second year of ELPI we want to focus on incremental growth.
3. Reclassification rate is at 8.8% which is below the district average.
4. Within 3rd grade ELA results, less than 50% of our students are at met or exceeded.
5. Dibels composite scores indicate 64.3% of our students are not proficient.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
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)	California School Dashboard - Academic Indicator for English Language Arts (Color (DFM)- Status - Level - Change) All Students (ALL) Yellow (-40.6) - Low - Incr. Sig. - 26 English Learners (EL) Yellow(-42.3) - Low - Incr. Sig. - 25.6 Hispanic (Hisp) Yellow(-41.2) - Low - Incr. Sig. - 29.1 African American (AA) Orange (- 82.4)- Very Low - Incr. Sig. - 25.6 Socioeconomically Disadvantaged (SED) Yellow(-45) - Low - Incr. Sig. - 27.3 Students with Disabilities (SWD) Orange(-108.3) - Very Low - Incr. Sig. - 55.2	California School Dashboard - Academic Indicator for English Language Arts (Color (DFM)- Status - Level - Change) All Students (ALL) -33.6 Low Increased -7 English Learners (EL) -35.3 Low Increased -7 Hispanic (Hisp) -33 Low Increased -7 African American (AA) -70 Low Increased -12.6 Socioeconomically Disadvantaged (SED) -38 Low Increased -7 Students with Disabilities (SWD)-100 Very Low Increased -8.3
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED)	California School Dashboard - Academic Indicator for Mathematics (Color (DFM) - Status - Level - Change) All Students (ALL) Yellow(-62.1) - Low - Incr. Sig. - 19.2 English Learners (EL) Yellow(-62.9) - Low - Incr. Sig. - 15.8	California School Dashboard - Academic Indicator for Mathematics (Color (DFM) - Status - Level - Change) All Students (ALL) -54.1 Low Increased -7 English Learners (EL) -55.9 Low Increased -7

Metric/Indicator	Baseline	Expected Outcome
Students with Disabilities (SWD)	Hispanic (Hisp) Yellow(-63) - Low - Incr. Sig. - 18.5 African American (AA) Yellow(-90.2) - Low - Incr. Sig. - 35.5 Socioeconomically Disadvantaged (SED) Yellow(-65.7) - Low - Incr. Sig. - 20.7 Students with Disabilities (SWD) Orange(-116.1) - Very Low - Incr. Sig. - 40.4	Hispanic (Hisp)-56 Low Increased -7 African American (AA) -83.2 Low Increased -7 Socioeconomically Disadvantaged (SED) -58.7 Low Increased -7 Students with Disabilities (SWD) - 100.1 Very Low Increased Significantly -16
California School Dashboard - English Learner Progress Indicator (ELPI) English Learners (EL)	California School Dashboard - English Learner Progress Indicator English Learners (EL) Baseline Results: Well Developed - 31.1% Moderately Developed - 39.3% Somewhat Developed - 19.9% Beginning - 9.7%	California School Dashboard - English Learner Progress Indicator English Learners (EL) Baseline Results: Maintain or increase Well Developed - 34% Moderately Developed - 42%
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate FEP - 3.4% RFEP - 6.8%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate RFEP - 8.8%
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Students with Disabilities (SWD)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) 44.1% English Learners (EL) 35.5% Hispanic (Hisp) 42.2% African American (AA) 35.3% Students with Disabilities (SWD) 16.7%	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) 48.1% English Learners (EL) 39.5% Hispanic (Hisp) 46.2% African American (AA) 41.3% Students with Disabilities (SWD) 20.7%
3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL)	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting the target Composite Score on Benchmark 3 test All Students (ALL) 37.9%	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting the target Composite Score on Benchmark 3 test All Students (ALL) 45%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance 100%	Williams Textbook/Materials Compliance 100%

Planned Strategies/Activities

Strategy/Activity 1

Increased educational planning opportunities throughout the school year. Teachers will return to work one week prior to the beginning of the work year to receive several professional development trainings (Accelerated Reading, Moby Max) as well as work collaboratively with their grade levels to develop aligned and consistent lesson plans based on each units focus standard.

Students to be Served by this Strategy/Activity

- ☒ Students with Disabilities
- ☒ Specific Student Groups:
African Americans and Students with Disabilities

Timeline

8/1/2019-6/9/2020

Person(s) Responsible

Teachers, administration

Proposed Expenditures for this Strategy/Activity

Amount	37066
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Beyond the school day opportunities for grade level discussions to include unit planning, data analysis, professional development and goal setting. Teachers to receive the district stipend for additional work.
Amount	30888
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Beyond the school day opportunities for grade level discussions to include unit planning, data analysis, professional development and goal setting. Teachers to receive the district stipend for additional work.

Strategy/Activity 2

Additional personnel to support and increase student learning and achievement

Students to be Served by this Strategy/Activity

- ☒ English Learner
- ☒ Foster Youth
- ☒ Students with Disabilities
- ☒ Specific Student Groups:
Students working below grade level

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	55312
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual Aides (4 @ 0.3210 FTE)
Amount	107889
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Full time intervention teacher to be paid 50% from school funds. Students will be screened using the various assessments (BPST, DIBELS, San Diego Quick Moby Max) to determine the foundational skills necessary for students to increase their reading ability.

Strategy/Activity 3

Coaching Platform

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration and classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	1439
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Coaching platform to support site coach in developing exemplar videos for educational purposes for teachers as well as providing feedback during a lesson to support best first instruction

Strategy/Activity 4

Technology to support engaging classrooms and student growth. This may include hardware or software as determined by SSC.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/19-6/30/20

Person(s) Responsible

Administration and classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	9000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Accelerated Reader subscription renewal
Amount	8000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Subscription renewal for Pebble Go, Flocabulary, Moby Max

Strategy/Activity 5

Best First Instruction and engaging classrooms

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/19-6/30/20

Person(s) Responsible

Classroom teachers and administration

Proposed Expenditures for this Strategy/Activity

Amount	13936
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Additional classroom supplies and materials for students and teachers to support best first instruction for ELA and math.
Amount	0
Source	None Specified
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Word walls will be displayed in each classroom in accordance with specifications determined with Orenda.
Amount	0
Source	None Specified

Budget Reference	None Specified
Description	Sentence frames will be available for student use as needed to support student language development.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Anchor charts will be developed by teachers as well as students to support students understanding of difficult concepts.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Focus standards for ELA and math will be posted in the classroom large enough for all students to be able to see. Teachers will reference the standards throughout instruction.
Amount	6146.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental instructional materials to support math end ELA engagement.

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

Decrease chronic absenteeism and improve daily attendance rates to 96%

LCAP Goal

Palm Springs Unified School District will collaborate with families and our local communities to ensure all students are actively engaged in learning and connected in meaningful ways to their school community.

Identified Need

Chronic absenteeism continues to be a large factor in students' inability to successfully participate in school on a daily basis. During the 2018-2019 chronic absentee rates hover around 25%. If parents and students are more connected to school it is more likely for students to attend regularly.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) 93.01%	Student Attendance Rates All Students (ALL) 96%
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates (Color(%) - Status - Level - Change) All Students (ALL) Orange (25%) - Very High - Declined - -1.4 English Learner (EL) Red (22.9%) - Very High - Increased Sig. - 4.8 Hispanic (Hisp) Orange(24.6) - Very High - Declined - -.9 African American (AA) Orange(29.2%) - Very High - Declined - -6 Socioeconomically Disadvantaged (SED) Orange(25.7%) - Very High - Declined - -1.7 Students with Disabilities (SWD) Orange(30.6%) - Very High - Declined - -.5	Chronic Absenteeism Rates (Color(%) - Status - Level - Change) All Students (ALL) Orange (24.5%) - Very High - Declined - 0.5% English Learner (EL) Orange (22.4%) - Very High - Declined - 0.5% Hispanic (Hisp) Orange(24.1) - Very High - Declined - 0.5% African American (AA) Orange(29.28.7%) - Very High - Declined - 0.5% Socioeconomically Disadvantaged (SED) Orange(25.2%) - Very High - Declined - 0.5% Students with Disabilities (SWD) Orange(30.1%) - Declined - 0.5%
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Elementary School Students (ES) Middle School Students (MS) High School Students (HS) English Learner (EL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) 80% Elementary School Students (ES)73% favorable Middle School Students (MS) High School Students (HS) English Learner (EL) 74% favorable Hispanic (Hisp) 74% African American (AA) 63%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) 85% Elementary School Students (ES) 80% Middle School Students (MS) High School Students (HS) English Learner (EL) 80% Hispanic (Hisp) 80% African American (AA)70%

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Engage parents on a regular basis with additional activities throughout the school year.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/19-6/30/20

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title I Part A: Parent Involvement
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Home to school connection newsletter to be sent home monthly that will encourage parent involvement that replaces weekly homework. Math, Science, and reading in English and Spanish
Amount	1028
Source	Title I Part A: Parent Involvement
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra duty for bilingual aides to support translations during parent teacher conferences twice a year
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Student recognition assemblies will be conducted on a regular basis to recognize academic and behavioral achievement. Parents will be invited to participate.
Amount	0
Source	None Specified

Budget Reference	None Specified
Description	Game On play day will be conducted once during the school year. Parents and students will be invited to participate on a Saturday.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Parent engagement nights will be scheduled during the year for Math, ELA, and science. Social science will be included as time permits.
Amount	301
Source	Title I Part A: Parent Involvement
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Light snacks provided during parent evening events.

Strategy/Activity 2

Community partnerships

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/19-6/30/20

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Continue to meet regularly with Rotary to build the Early Act Program
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Bella Vista will continue to participate in Ballroom dancing to build student engagement and parent support
Amount	0
Source	None Specified

Budget Reference	None Specified
Description	3rd grade swimming lessons supported by Ready Set Swim Desert Recreation District
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Continued development of the school garden with support from Desert Health Agency.

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

Decrease suspensions for education code violations.

LCAP Goal

Palm Springs Unified will provide students with a clean, healthy, physically and emotionally safe learning environments.

Identified Need

1. Closed the suspension rate gap between all students and African American and Students With Disabilities.
2. 20% of our students still do not feel connected to our school.
3. 35% of our students do not feel staff at our school

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Suspension Rates: 2.1% (Color(%) - Status - Level - Change) All Students (ALL) 2.1% Green Medium Decreased Significantly English Learner (EL) 1.6% Green Medium Decreased significantly Hispanic (Hisp) 1.4% Green Medium Decreased significantly African American (AA) 5.3% Yellow High Decreased Socioeconomically Disadvantaged (SED) 2.1 Green Medium Decreased Significantly Students with Disabilities (SWD) 7.1 Orange Very High Decreased	Suspension Rates: (Color(%) - Status - Level - Change) All Students (ALL) 1.1% English Learner (EL).6% Hispanic (Hisp) .4% African American (AA)2.3% Socioeconomically Disadvantaged (SED) 1.1% Students with Disabilities (SWD) 5.1%
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Expulsion Rates All Students (ALL) 0% English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Expulsion Rates All Students (ALL) 0% English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)
Panorama Survey - School Connectedness All students EL AA	Panorama Survey - School Connectedness All students 73% EL 74% AA 63%	Panorama Survey - School Connectedness All students 80% EL 80% AA70%

Metric/Indicator	Baseline	Expected Outcome
Hisp	Hisp 74%	Hisp 80%
Panorama Survey - School Safety All students: EL AA Hisp SED	Panorama Survey - School Safety All students: 58% EL 56% AA 52% Hisp 61% SED	Panorama Survey - School Safety All students: 65% EL 65% AA 65% Hisp 70% SED
Williams Facilities Inspection Results	Williams Facilities Inspection Results 100%	Williams Facilities Inspection Results 100%

Planned Strategies/Activities

Strategy/Activity 1

Prevention Specialist

Students to be Served by this Strategy/Activity

- ☒ Students with Disabilities
- ☒ Specific Student Groups:
African American students

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	58688
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	A Prevention Specialist will continue to work with students identified with needing behavioral supports.

Strategy/Activity 2

Continued Implementation of PBIS

Students to be Served by this Strategy/Activity

- ☒ All

Timeline

7/1/2019-6/30/20

Person(s) Responsible

Administration, classroom teachers, PBIS Leadership team

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Bi-weekly PBIS meetings to discuss implementation
Amount	10000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Various incentives and rewards will be purchased and distributed to students displaying appropriate behavior, good attendance as well as academic achievement.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Data analysis of behavior data to determine next steps to address classroom and playground support.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Identify and teach social skills throughout the year on a preplanned schedule (16 mini lessons from Boys Town Curriculum
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Implementation of PBIS Rewards to support student success in all areas (academic, attendance, behavior)
Amount	0
Amount	0

Strategy/Activity 3

Playground Supervision

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/19-6/30/20

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	33344
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Wages and benefits for playground supervision 1@ .0802 FTE and 3@ o.3745 FTE
Amount	5000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Substitutes for playground supervision

Strategy/Activity 4

Social Emotional Learning

Students to be Served by this Strategy/Activity☒ All**Timeline**

7/1/19-6/30/20

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Continued use of Dovetail Tools to support students in self-regulation. All staff members will use Dovetail Tools to support students.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Parent event to teach how to use the Dovetail Tools at home

Strategy/Activity 5

Small group support to address issues such as grief, loss, anger management etc...

Students to be Served by this Strategy/Activity

☒

Specific Student Groups:

Specifically identified students who struggle with any of the above mentioned needs.

Timeline

7/1/19-6/30/20

Person(s) Responsible

Administration and office staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Mental Health Counseling services.

Students to be Served by this Strategy/Activity

☒

Specific Student Groups:

Specific students will be identified based on need (grief, anger management, self esteem, etc...)

Timeline

7/1/19-6/30-20

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount

14000

Source

LCFF

Budget Reference

5000-5999: Services And Other Operating Expenditures

Description

Secure mental health counseling services for small group support 2 days / week for the school year

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.

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
NGSS TOSA	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction.	6,130	Title I
Technology TOSAs	July 1, 2019 - June 30, 2020	Support the integration of technology into instruction for both staff and students.	11,965	Title II
Supplemental Intervention Services - Extended day tutoring and extended school year academies	July 1, 2019 - June 30, 2020	Tutoring and extended school year opportunities.	35,301	Title I
Primary Reading Intervention Teacher	July 1, 2019 - June 30, 2020	Provide targeted interventions and supports to students below grade level in grades K-3.	75,929	Title I
High Impact Math PD	July 1, 2019 - June 30, 2020	Consultants and substitutes to support the implementation of math routines and strategies to develop conceptual understanding.	50,643	Title I
School House Project ELA PD	July 1, 2019 - June 30, 2020	Consultant and substitutes to support rigorous ELA instruction and the GRR model.	19,545	Title I
Orenda PLC PD	July 1, 2019 - June 30, 2020	Consultants and substitutes to support PLC development in Math and ELA.	69,500	Title I
Kagan PD	July 1, 2019 - June 30, 2020	Consultants to provide PD regarding engagement strategies	5,667	Title I

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching & Learning, Staffing, & Professional development)	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (Itemize for each source)
7 Habits of Effective Families Classes	July 1, 2019 - June 30, 2020	Parenting Classes on effective strategies and structures.	1,667	Title IV

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching & Learning, Staffing, & Professional development)	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (Itemize for each source)

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	\$164,869
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$394,037.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	161,540	0.00
Title I Part A: Parent Involvement	3,329	0.00
LCFF	229,168	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	\$161,540.00
Title I Part A: Parent Involvement	\$3,329.00

Subtotal of additional federal funds included for this school: \$164,869.00

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 (\$)
	\$0.00
LCFF	\$229,168.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$229,168.00

Total of federal, state, and/or local funds for this school: \$394,037.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	229,168.00
None Specified	0.00
Title I	161,540.00
Title I Part A: Parent Involvement	3,329.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	175,843.00
2000-2999: Classified Personnel Salaries	153,372.00
4000-4999: Books And Supplies	30,082.00
5000-5999: Services And Other Operating Expenditures	34,740.00
5700-5799: Transfers Of Direct Costs	0.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF	30,888.00
2000-2999: Classified Personnel Salaries	LCFF	152,344.00
4000-4999: Books And Supplies	LCFF	23,936.00
5000-5999: Services And Other Operating Expenditures	LCFF	22,000.00
5700-5799: Transfers Of Direct Costs	None Specified	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	144,955.00
4000-4999: Books And Supplies	Title I	6,146.00
5000-5999: Services And Other Operating Expenditures	Title I	10,439.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,028.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	2,301.00

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				
Keith Reedy		X			
Jason Moore		X			
Julie Johnson		X			
Jackie Flores				X	
Stephen Morgan				X	
Elizabeth Harvey				X	
Cam Vu			X		
Alex Santana				X	
Norma Herrera Gutierrez				X	
Numbers of members of each category:	1	3	1	5	0

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:

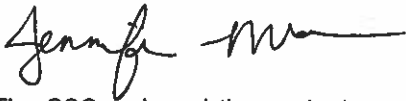
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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



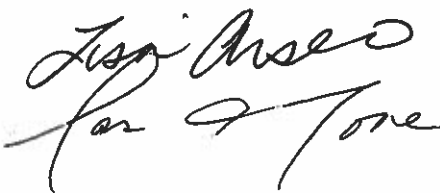

Other: School Leadership Team, PBS Leadership Team, Grade level team leads

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 9/12/2019.

Attested:

Principal, Lisa Arseo on 10/23/2019

SSC Chairperson, Jason Moore on 10/23/2019