

School Year: **2025-26**



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bella Vista High School	34-67447-3430493	May 20, 2025	June 24, 2025

## Purpose and Plan Summary

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

Schoolwide Program

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

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

- Goal 1: Student Achievement and Implementation of State Standards
- Goal 2: Student Engagement and Course Access
- Goal 3: School Conditions, Climate, and Family Engagement

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

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

Site goals include actions, services, and expenditures that meet the state and federal requirements. Resources are directed toward improving academic and social-emotional outcomes for students through intervention, professional development, and supplemental materials, with directed focus on addressing low performance with the following student groups: English Learners, Low Income, Foster Youth, African American, Homeless, and Students with Disabilities. Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Bella Vista High School met the criteria for the following student groups: Homeless

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# Comprehensive Needs Assessment Components

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

## Data Analysis

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

## Root Cause Analysis

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

## Resource Inequities

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

## Input from Educational Partners

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

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

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

**Site Leadership Team** - Our Site Leadership Team (SLT) is made up of 7 teachers and 2 administrators. The teaching positions on the SLT are elected positions and carry a two-year term. The SLT takes on many site responsibilities including testing schedule suggestions and arrangements, state/local/district/site survey opportunities, responsibilities for the collection of data and analysis of this data, and organization of the school's WASC plan and goal setting. The SLT is also responsible for the professional development planning and arrangement for the faculty. The SLT conducts staff surveys to determine the needs of the staff and then aligns those needs with our SPSA, site goals, and WASC recommendations/goals. SLT meetings in March, April, May, and September include discussion on the SPSA plan and LCAP expenditures.

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

**Department Chairs** - Our department chairs are elected positions that carry a two-year term. SPSA data is communicated via the department chairs intermittently throughout the school year. This body is mostly a dissemination of information with the SPSA, LCAP spending and considerations, testing results, and the alignment of site and WASC goals.

Department Chair meetings in November, February, March, and April included discussions on the school year related to identifying best instructional practices and intervention supports for student

success. The PD opportunities for building positive relationships with students and staff, addressing Grading for Equity, and designing engaging lessons were filtered through the Department Chairs and are embedded in our LCAP goals.

School Site Council – Members include staff, parents, and students, and hold two-year terms. Members participate in discussion and data analysis from the previous school year, and review and discuss the proposed SPSA for the coming year and discuss possible resources, funding, and possible resource inequalities if any. The Council provides feedback and suggestions to the SPSA, and possibly make modifications to identified actions associated with budget allocations. Specifically, Site Council oversees the approval of proposals for Cell Tower funds. The Council reviews teacher/site proposals and make decisions on how to allocate funds for the proposals. The SPSA plan could be adjusted accordingly throughout the school year and approved by all site council members. Site Council will continue to receive update on progress toward plan implementation throughout the year and will make modifications as needed.

Parent Teacher Student Advisory (PTSA) - Members do not participate in the planning of the SPSA but they are included in the annual review and updates throughout the year. These updates typically occur in October/November as the SPSA is completed, and in January after the SPSA has been approved.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

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

## Student Enrollment Enrollment By Grade Level

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

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	83	103	95	2.90%	4.2%	4.9%
Fluent English Proficient (FEP)	256	251	245	13.40%	13.0%	12.7%
Reclassified Fluent English Proficient (RFEP)			9	5.3%		7.44%

# School and Student Performance Data

## Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

### 2023-24 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>1,926</b>	<b>33%</b>	<b>4.9%</b>	<b>0.3%</b>

Total Number of Students enrolled in Bella Vista High School.

Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

Students whose well being is the responsibility of a court.

### 2023-24 Enrollment for All Students/Student Group

Student Group	Total	Percentage
<b>English Learners</b>	95	4.9%
<b>Foster Youth</b>	6	0.3%
<b>Homeless</b>	24	1.2%
<b>Socioeconomically Disadvantaged</b>	635	33%
<b>Students with Disabilities</b>	180	9.3%

### Enrollment by Race/Ethnicity

Student Group	Total	Percentage
<b>African American</b>	50	2.6%
<b>American Indian</b>	6	0.3%
<b>Asian</b>	78	4%
<b>Filipino</b>	22	1.1%
<b>Hispanic</b>	440	22.8%
<b>Two or More Races</b>	156	8.1%
<b>Pacific Islander</b>	12	0.6%
<b>White</b>	1,162	60.3%

# School and Student Performance Data

## Overall Performance

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2024 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Yellow

#### Academic Engagement

##### Graduation Rate



Green

#### Conditions & Climate

##### Suspension Rate



Orange

##### Mathematics



Yellow

##### English Learner Progress



Red

##### College/Career



Yellow

# School and Student Performance Data

## Academic Performance English Language Arts

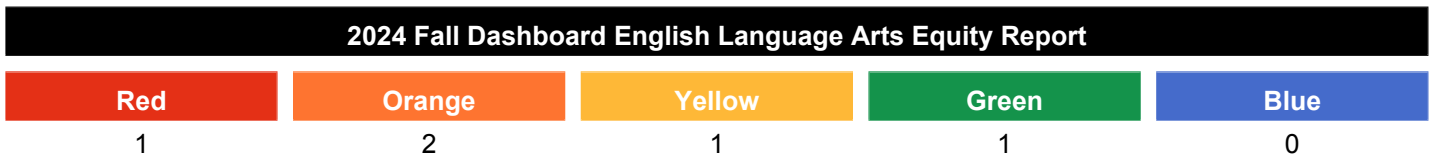
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>14.5 points above standard</p> <p>Declined 32.1 points</p> <p>427 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>117.0 points below standard</p> <p>Declined 21.6 points</p> <p>36 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>183.2 points below standard</p> <p>Declined 52.6 points</p> <p>12 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>14.0 points below standard</p> <p>Declined 20.9 points</p> <p>158 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>111.6 points below standard</p> <p>Declined 56.3 points</p> <p>45 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>51.7 points above standard</p> <p>Declined 22.7 points</p> <p>17 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>27.1 points below standard</p> <p>Declined 42.2 points</p> <p>91 Students</p>
<p><b>Two or More Races</b></p>  <p>Green</p> <p>31.7 points above standard</p> <p>Declined 40.5 points</p> <p>38 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Yellow</p> <p>20.7 points above standard</p> <p>Declined 38.2 points</p> <p>270 Students</p>

**Lowest Performing Student Groups:**

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

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

English Learners: 117 points below standard (Red category).  
 Students with Disabilities: 111.6 points below standard (Red category).  
 Socioeconomically Disadvantaged: 14 points below standard (Orange category).  
 Hispanic Students: 27.1 points below standard (Orange category).

Overall, the school is 14.5 points above the standard, but performance declined by 32.1 points.  
 Students with Disabilities (-111.6 points) and English Learners (-117 points) are the lowest-performing groups.  
 Hispanic students (-27.1 points) and Socioeconomically Disadvantaged students (-14 points) also need targeted support.

**Potential causes:**

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Our EL student population has grown by over 200% in the last few years. With our increased EL population, we are not providing enough academic support for newcomer students to access the curriculum and make progress toward English language proficiency.  
 Our Students with Disabilities are our lowest performing group. As a site, we've identified that we need to be more strategic in building the master schedule to allow students to be with their case manager for Study skills. This will provide students with more support and allow our case managers to be more involved in their students educational needs. We are also expanding our co-teaching to give our students with disabilities more access to rigor in core

classes that include both English and Social Science. We believe this will help students with their reading and writing performance on the CAASPP test.

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

Targeted academic interventions (e.g., tutoring, differentiated instruction, small group instruction).  
Professional development for teachers on effective strategies for English learners and special education students.  
Increased access to intervention programs such as iReady, IXL, and Reflex Math for struggling students.  
Expand co-teaching models to support students with disabilities.  
Develop culturally relevant curriculum to improve engagement for underperforming subgroups.

# School and Student Performance Data

## Academic Performance Mathematics

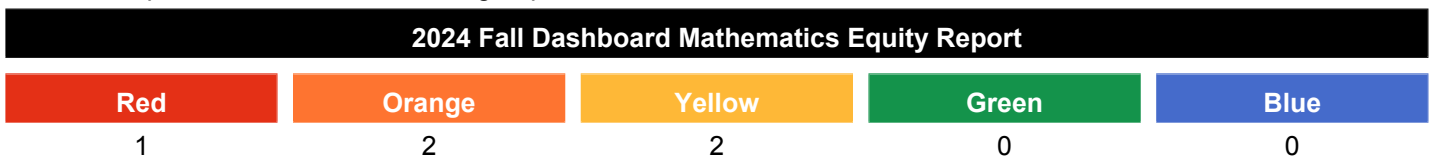
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>43.3 points below standard</p> <p>Declined 18.7 points</p> <p>428 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>163.8 points below standard</p> <p>Maintained 1.5 points</p> <p>39 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>290.1 points below standard</p> <p>Declined 102.2 points</p> <p>12 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>85.3 points below standard</p> <p>Declined 28.3 points</p> <p>159 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>187.6 points below standard</p> <p>Declined 56.2 points</p> <p>45 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>8 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>56.1 points above standard</p> <p>Increased 49.2 points</p> <p>17 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>96.6 points below standard</p> <p>Declined 23.8 points</p> <p>89 Students</p>
<p><b>Two or More Races</b></p>  <p>Yellow</p> <p>29.6 points below standard</p> <p>Declined 36.3 points</p> <p>38 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Yellow</p> <p>34.8 points below standard</p> <p>Declined 27.7 points</p> <p>272 Students</p>

**Lowest Performing Student Groups:**

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

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

Mathematics: Rated Yellow, with a decline of 18.7 points from the standard.

Students with Disabilities: 187.6 points below standard (Red category).

Socioeconomically Disadvantaged: 85.3 points below standard (Orange category).

Hispanic Students: 96.6 points below standard (Orange category).

English Learners: 163.8 points below standard.

**Potential causes:**

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

We see a need to train teachers on co-teaching strategies and differentiated instruction. We are looking at focusing our PD on supporting English learners in core classes, including math and on UDL to give teachers tools to plan lessons for a variety of different learning needs and modalities.

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

Targeted academic interventions (e.g., tutoring, differentiated instruction, small group instruction).

Professional development for teachers on effective strategies for English learners and special education students.

Increased access to intervention programs such as iReady, IXL, and Reflex Math for struggling students.

Expand co-teaching models to support students with disabilities.  
Develop culturally relevant curriculum to improve engagement for underperforming subgroups.

# School and Student Performance Data

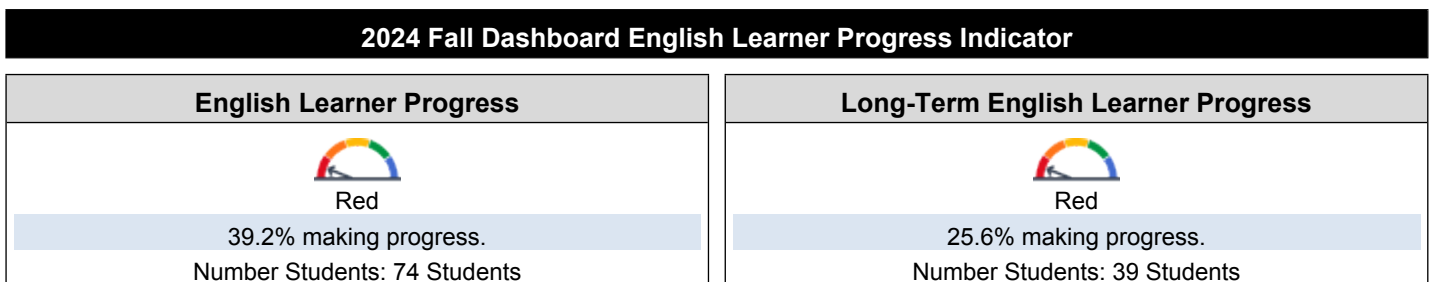
## Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

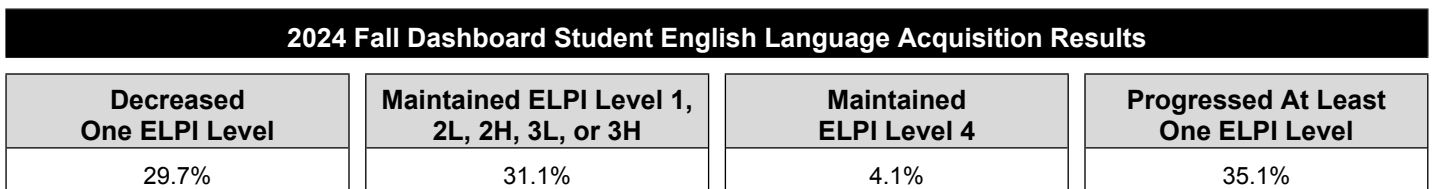
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



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



### Lowest Performing Group:

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

35.1% of EL students at least one ELPI level.  
 Overall, 39.2% are making progress toward English language development. This is still 6% below the state average. The area of most concern is our long-term EL progress. Only 25.6% are making progress toward English language development and 28/7% of our students decreased one ELPI level last year.

### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

There has been an influx of EL students in recent years at Bella Vista.  
 Our staff needs EL-focused PD.  
 We really need to increase our supports for our EL students.

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

Targeted academic interventions (e.g., tutoring, differentiated instruction, small group instruction).  
Professional development for teachers on effective strategies for English learners and special education students.  
Increased access to intervention programs such as iReady, IXL, and Reflex Math for struggling students.  
Expand co-teaching models to support students with disabilities.  
Develop culturally relevant curriculum to improve engagement for underperforming subgroups.

Explore partnerships such as International Rescue Committee and Sacramento Youth Organization that can come and provide mentoring and academic support for our EL students.

# School and Student Performance Data

## Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

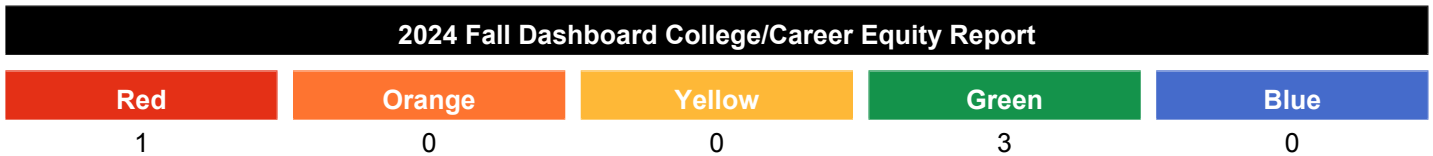
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>53.6 Prepared</p> <p>Maintained 0.1</p> <p>414 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>8 Prepared</p> <p>Declined 16.1</p> <p>25 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>9 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>3 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>40 Prepared</p> <p>Increased 15</p> <p>15 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>42.6 Prepared</p> <p>Increased 3.5</p> <p>183 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>2.9 Prepared</p> <p>Declined 7.1</p> <p>34 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>23.1 Prepared</p> <p>0</p> <p>13 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>2 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>46.7 Prepared</p> <p>Declined 14.2</p> <p>15 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>3 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>42.6 Prepared</p> <p>Increased 5.1</p> <p>94 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>58.8 Prepared</p> <p>Declined 6.6</p> <p>34 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>2 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>59.8 Prepared</p> <p>Increased 3.2</p> <p>251 Students</p>

**Lowest Performing Student Groups:**

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

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

Students with Disabilities (2.9%) and English Learners (8%) are significantly behind the 53.6% of students considered "prepared."

Socioeconomically disadvantaged students (42.6%) and Hispanic students (42.6%) have lower readiness levels.

**Potential causes:**

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Our Students with Disabilities are not meeting the indicators for graduating college and career ready. We need to provide more support in classrooms and implement strategies such as Targeted academic interventions (e.g., tutoring, differentiated instruction, small group instruction), Professional development for teachers on effective strategies for special education students, Increased access to intervention programs such as iReady, IXL, and Reflex Math for struggling students., Expand co-teaching models to support students with disabilities and Develop culturally relevant curriculum to improve engagement for underperforming subgroups.

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

Increase dual enrollment and AP for underrepresented students.

Strengthen college and career guidance through workshops, field trips, and expanded Naviance usage.

Implement mentorship programs connecting students with professionals in various career fields.



Utilize real-time data monitoring to identify and support students at risk of chronic absenteeism.

# School and Student Performance Data

## Academic Engagement Graduation Rate

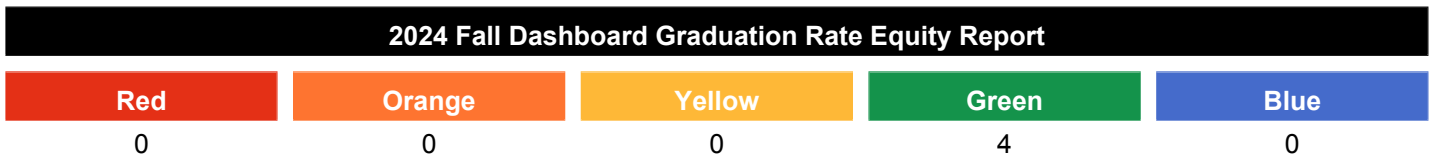
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>92.5% graduated</p> <p>Increased 2.5%</p> <p>415 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>84.6% graduated</p> <p>Increased 5.3%</p> <p>26 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>81.3% graduated</p> <p>Increased 6.3%</p> <p>16 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>89.7% graduated</p> <p>Increased 5.8%</p> <p>184 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Green</p> <p>88.2% graduated</p> <p>Increased 13.2%</p> <p>34 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>76.9% graduated</p> <p>13 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>93.3% graduated</p> <p>Declined 2.3%</p> <p>15 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>91.5% graduated</p> <p>Increased 5%</p> <p>94 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>97.1% graduated</p> <p>Declined 2.9%</p> <p>34 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>92.9% graduated</p> <p>Increased 2.8%</p> <p>252 Students</p>

#### Lowest Performing Student Groups:

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

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

Overall Graduation Rate: 92.5% (Green Category, Increased by 2.5%)  
 Students with Disabilities saw the biggest improvement (88.2%, increased by 13.2%).  
 African American students have the lowest graduation rate (76.9%).

#### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Our African American student graduation rate is very concerning. More analysis needs to be done to drill down on what barriers are causing this outcome.

#### What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Expand credit recovery options (e.g., APEX program) for students falling behind.  
 Increase mentorship programs targeting African American students to improve graduation outcomes.  
 Strengthen transition support programs for freshmen to prevent dropouts.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

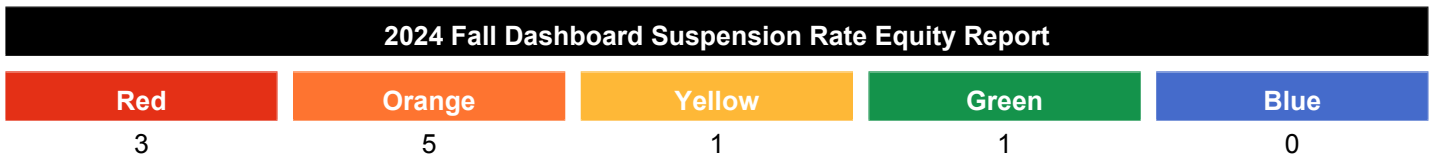
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>6.4% suspended at least one day</p> <p>Increased 1.1%</p> <p>2038 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>5% suspended at least one day</p> <p>Increased 3.5%</p> <p>120 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Red</p> <p>11.1% suspended at least one day</p> <p>Increased 11.1%</p> <p>45 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p><b>Homeless</b></p> <p>Yellow</p> <p>7.5% suspended at least one day</p> <p>Declined 5.3%</p> <p>40 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>9.1% suspended at least one day</p> <p>Increased 1.8%</p> <p>782 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>12.3% suspended at least one day</p> <p>Increased 1%</p> <p>203 Students</p>	<p><b>African American</b></p>  <p>Red</p> <p>14.3% suspended at least one day</p> <p>Increased 2%</p> <p>63 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>
<p><b>Asian</b></p>  <p>Green</p> <p>3.5% suspended at least one day</p> <p>Declined 0.3%</p> <p>86 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>23 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>7.1% suspended at least one day</p> <p>Increased 0.9%</p> <p>466 Students</p>
<p><b>Two or More Races</b></p>  <p>Orange</p> <p>7.8% suspended at least one day</p> <p>Increased 2.1%</p> <p>166 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 16.7%</p> <p>12 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>5.9% suspended at least one day</p> <p>Increased 1.2%</p> <p>1216 Students</p>

### Lowest Performing Student Groups:

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

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

Overall suspension rate: 6.4% (Increased by 1.1%) – Orange category.

Students with Disabilities (12.3%), African American students (14.3%), and Long-Term English Learners (11.1%) have disproportionately high suspension rates.

Hispanic students (7.1%) and socioeconomically disadvantaged students (9.1%) also have high suspension rates.

### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Most of our suspensions are a result of fighting and drug possession or use on campus. In the 2024-25 school year, we've developed a student support center and adopted curriculum known as Navigation 360 to be used as an intervention for these behaviors. We anticipate that these supports will lead to lower suspension rates for students with disabilities, African American students, long-term EL, and Socioeconomically disadvantaged students.

### What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Expand the use of Navigation 360 curriculum as an intervention and alternative to suspension.

Utilize more proactive intervention strategies to embed support for our student groups that are being suspended at a higher rate than the school average. For example, developing a behavior plan prior to discipline issues with incoming 9th grade students that have exhibited behaviors that lead to suspension.

Train staff on culturally responsive discipline strategies to address disproportionality.

Enhance mental health and social-emotional learning (SEL) supports for high-risk students.  
Increase family and community engagement efforts to improve student behavior and relationships.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Student Achievement and Implementation of State Standards

## LEA/LCAP Goal

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

## SPSA/Goal 1

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

# Annual Review

## SPSA Year Reviewed: 2024-25

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

## ANALYSIS

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

CAASPP - once a year  
Grades - every grading period  
Attendance data - weekly  
Behavior data/Suspension rate  
District Climate Survey - once a year  
Listening sessions - every 9 weeks  
AP tests - once a year  
ELPAC - once a year  
Dual enrollment- every semester

## Department Benchmark tests

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

School culture has improved based on the feedback from parents, students, and staff on the District Climate survey.

I anticipate our suspension rate will decrease as a result of our implementation of the student support center and use of the Navigation 360 curriculum.

I anticipate our suspension rate increasing for SWD. We've had a lot of fighting and challenging behavior from our SWD.

Grade data indicates more students are struggling. Our EL population has increased by about 60 students in 24-25 from 23-24. We need to provide more academic support for our EL students.

Our SWD and EL students are not graduating College and Career ready. More work needs to be done to support students completing indicators of college and career readiness.

39% of our EL students are making progress toward language proficiency. The state average is 45%, so we need to make sure we are preparing students to improve their ELPAC scores and make sure students are doing their best on the exam.

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

Master Schedule- placement

Collaboration around grades through Grading Through Equity

Developing common assessments and standardized benchmarks

Increase funding to college access and field trips

Increase funding for PD on ELD strategies for teachers in core classes to support our EL students

Increase funding for supplemental resources to support EL Students.

## 2025-26

### Identified Need

Targeted academic interventions (e.g., tutoring, differentiated instruction, small group instruction).

Professional development for teachers on effective strategies for English learners and special education students.

Increased access to intervention programs such as iReady, IXL, and Reflex Math for struggling students.

Expand co-teaching models to support students with disabilities.

Develop culturally relevant curriculum to improve engagement for underperforming subgroups.

Explore partnerships such as International Rescue Committee and Sacramento Youth Organization that can come and provide mentoring and academic support for our EL students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
<b>ELA State Assessment: Change in scale score</b>	All Students  English Learners  Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian  Filipino Hispanic  Two or More Races  Pacific Islander White	14.5 points above standard  117.0 points below standard   14.0 points below standard 111.6 points below standard   51.7 points above standard   27.1 points below standard  31.7 points above standard   20.7 points above standard	+3 scale score points
<b>Math State Assessment: Change in scale score</b>	All Students  English Learners  Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American	43.3 points below standard  163.8 points below standard   85.3 points below standard 187.6 points below standard  	+3 scale score points

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	American Indian Asian                    56.1 points above standard Filipino Hispanic                96.6 points below standard Two or More Races    29.6 points below standard Pacific Islander White                    34.8 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	39.2%	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	7.44%	+2%
College and Career Indicator: Percentage of students placed in the "Prepared" level by the state's college and career indicator	All Students            53.6 Prepared English Learners      8 Prepared Homeless                40 Prepared Socioeconomically Disadvantaged    42.6 Prepared Students with Disabilities            2.9 Prepared African American      23.1 Prepared Asian                    46.7 Prepared Hispanic                42.6 Prepared Two or More Races    58.8 Prepared White                    59.8 Prepared	+2%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Professional Development/Teacher trainings	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities and English learners	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	7000	School Year 25/26
1.2	Faculty release time for Curriculum Development.	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Students with Disabilities	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	3500	School Year 25/26
1.3	Career Day/TEC Expo. Exposing career opportunities.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	1500	School Year 25/26

			4000-4999: Books And Supplies		
1.4	College and Career Center resources	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000	School Year 25/26
1.5	AP/DE opportunities. Increase the number of underrepresented student in Advanced Placement and Dual Enrollment courses.	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	Other 1000-1999: Certificated Personnel Salaries	202202	School Year 25/26
1.6	Intervention Programs with tutoring, occurring before, during, and after the school day. Teachers from multiple departments.	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	20,000	School Year 25/26

	BIA's helping EL students with tutoring. Exploring hiring Reclassified students to tutor EL students.				
1.7	Supplemental materials/resources and supplies to support EL students	All Students X English Learners Low-Income Students Foster Youth Lowest Performing English Learners	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5,000	School Year 25/26
1.8	Instructional resources for lab materials in Physiology class-access for SED, SWD, and EL students.	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5500	School Year 25/26
1.9	Furniture, equipment, materials, technology, trainings, field trips, and stipends for	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	17,241	School Year 25/26

	supporting student learning.				
1.10	Supplemental materials & resources for Art classes - access for SED, FY, EL, and SWD	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5,000	School Year 25/26
1.11	Furniture, equipment, materials, technology, trainings, field trips, and stipends for supporting student learning.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Cell Tower (High School ONLY)		School Year 25/26

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Student Engagement and Course Access

## LEA/LCAP Goal

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

## SPSA/Goal 2

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

# Annual Review

## SPSA Year Reviewed: 2024-25

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

## ANALYSIS

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

APEX passing rates  
Attendance monitoring  
Community partnership data  
Class benchmark exams

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

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

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

Continuation of use of programs. Intervention team doing more proactive interventions starting with incoming 9th grade students to address attendance, behavior, and academic challenges.

**2025-26**

**Identified Need**

Continued use of Intervention team that consists of Counselors, Admin, IYT, GEMS, McKinney Vento liaison, SPED, to develop more proactive approaches to attendance and grade interventions. Improved classroom climate and environment for building relationships between students and staff.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	
Attendance: Percentage of the school year attended for students in TK-12	92.8%	+2%
High School Dropout Rate:	6.5%	-0.5%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26																												
Percentage of high school students who dropout (based on the 4-year cohort outcomes)																														
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	NA																												
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	<table border="1"> <tbody> <tr> <td>All Students</td> <td>92.5% graduated</td> </tr> <tr> <td>English Learners</td> <td>84.6% graduated</td> </tr> <tr> <td>Foster Youth</td> <td></td> </tr> <tr> <td>Homeless</td> <td>81.3% graduated</td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>89.7% graduated</td> </tr> <tr> <td>Students with Disabilities</td> <td>88.2% graduated</td> </tr> <tr> <td>African American</td> <td>76.9% graduated</td> </tr> <tr> <td>American Indian</td> <td></td> </tr> <tr> <td>Asian</td> <td>93.3% graduated</td> </tr> <tr> <td>Filipino</td> <td></td> </tr> <tr> <td>Hispanic</td> <td>91.5% graduated</td> </tr> <tr> <td>Two or More Races</td> <td>97.1% graduated</td> </tr> <tr> <td>Pacific Islander</td> <td></td> </tr> <tr> <td>White</td> <td>92.9% graduated</td> </tr> </tbody> </table>	All Students	92.5% graduated	English Learners	84.6% graduated	Foster Youth		Homeless	81.3% graduated	Socioeconomically Disadvantaged	89.7% graduated	Students with Disabilities	88.2% graduated	African American	76.9% graduated	American Indian		Asian	93.3% graduated	Filipino		Hispanic	91.5% graduated	Two or More Races	97.1% graduated	Pacific Islander		White	92.9% graduated	+1%
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Pacific Islander																														
White	92.9% graduated																													

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Attendance Intervention - targeting under-	All Students X English Learners X Low-Income Students	LCFF Supplemental	1000	School Year 25/26

	represented groups. Celebrating and recognizing positive attendance and improvements	X Foster Youth Lowest Performing	Site Allocation 4000-4999: Books And Supplies		
2.2	Increase attendance monitoring staff to improve attendance patterns of targeted students PC 30834	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	13,769 10,190	School Year 25/26
2.3	Low-ratio support classes for identified Integrated Math students, in conjunctions with MTSS. 0.4 FTE math teacher	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other 1000-1999: Certificated Personnel Salaries	30523	School Year 25/26
2.4	IYT and GEMS community	All Students X English Learners	LCFF Supplemental	10000	School Year 25/26

	partnership programs	X Low-Income Students X Foster Youth Lowest Performing Homeless, African American	Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures		
2.5	Math Software for intervention. ED puzzle, iReady, IXL, Reflex Math	All Students English Learners Low-Income Students Foster Youth X Lowest Performing SWD	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	4500	School Year 25/26
2.6	Field Trips - college exposure for EL and SWD	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	5500	School Year 25/26

2.7	Supplemental support for student not meeting graduation credit requirements. Credit Recovery - APEX. 0.4 FTE	All Students English Learners Low-Income Students Foster Youth X Lowest Performing African American	Other 1000-1999: Certificated Personnel Salaries	50860	School Year 24/25

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

School Conditions, Climate, and Family Engagement

## LEA/LCAP Goal

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

## SPSA/Goal 3

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

# Annual Review

## SPSA Year Reviewed: 2024-25

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

## ANALYSIS

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

Student participation in school activities  
Family participation in Open House, Back to School, and parent info night  
Student behavior and consequences  
District Climate Survey  
Navigation 360 Curriculum data for alternatives to suspension

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

Linkcrew building relationships and student connectedness to the school.  
Developed a culture committee to make sure that diverse perspectives are being considered for school activities.

More focus on recruiting a diverse group of students in student government to provide access to leadership opportunities and be intentional about having more diversity in Student Government.  
 Certain student groups are being suspended at a much higher rate: SWD, AA. More needs to be done to build in supports for those groups.

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

Removed several SPSA #'s that were no longer needed due to changes in approval process.  
 Continue to invest in our Student Support Center to provide curriculum for students to learn and reflect on behaviors that hinder student learning.

**2025-26  
 Identified Need**

Increased supports for SEL, mentoring, and behavior.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	- 0.3%
	English Learners	
	Foster Youth	
	Homeless	
	Socioeconomically Disadvantaged	
	Students with Disabilities	
	African American	
	American Indian	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Asian 3.5% suspended at least one day Filipino 0% suspended at least one day Hispanic 7.1% suspended at least one day Two or More Races 7.8% suspended at least one day Pacific Islander 0% suspended at least one day White 5.9% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	52.6%	+2%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	46.7%	+2%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	2%	+2%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Student Advocacy supplies for foster youth,	X All Students English Learners Low-Income Students	LCFF Supplemental	500	School Year 25/26

	Socialeconomicaly disadvantaged, and low performing students	Foster Youth Lowest Performing	Site Allocation 4000-4999: Books And Supplies		
3.2	Intervention Counselor	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other 1000-1999: Certificated Personnel Salaries	97488	School Year 25/26
3.3	Link Crew 9th grade mentoring - Teacher planning time, PD, release time, and resources to positively impact school culture for students	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	7000	School Year 25/26
3.4	Link Crew Training. Staff development to address specific needs of 9th grade subgroups.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting	5000	School Year 25/26

			Services And Operating Expenditures		
3.5	AVID Teacher training at summer institute. Assisting low SES students to be college and career ready	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	2000	School Year 25/26
3.6	Student Support Center	All Students English Learners Low-Income Students Foster Youth X Lowest Performing African American, LTEL, SWD	Other 1000-1999: Certificated Personnel Salaries	30,000	School Year 25/26
3.7	Campus Monitor - LCAP 2.5	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other 2000-2999: Classified Personnel Salaries	65,000	School Year 25/26

3.8	Engaging parents through ongoing communication.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			School Year 25/26

# Centralized Services for Planned Improvements in Student Performance

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

## Centralized Services

<b>SCHOOL GOAL #1:</b>
Student Achievement and Implementation of Standards

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
ELD Teacher - Cara Dunham	08/14/2025 - 6/9/2026	ELD Teacher	1000-1999: Certificated Personnel Salaries	Other	

<b>SCHOOL GOAL #2:</b>
Student Engagement and Course Access

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
BIA - Spanish	08/14/2025 - 06/9/2026	Bilingual instructional assistant- Spanish	2000-2999: Classified Personnel Salaries	Other	
BIA - Russian	08/14/2025 - 06/9/2026	Bilingual instructional assistant- Russian	2000-2999: Classified Personnel Salaries	Other	

<b>SCHOOL GOAL #3:</b>
School Conditions, Climate, and Family Engagement

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Counselor - LCFF Central(0.5 FTE)/MTSS(0.5 FTE)	08/14/2025 - 06/9/2026	Intervention Counselor-	1000-1999: Certificated Personnel Salaries	Other	

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$603,273.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Site Allocation	\$127,200.00
Other	\$476,073.00

Subtotal of state or local funds included for this school: \$603,273.00

Total of federal, state, and/or local funds for this school: \$603,273.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	127,200	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	127,200.00
Other	476,073.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	441,573.00
2000-2999: Classified Personnel Salaries	78,769.00
3000-3999: Employee Benefits	10,190.00
4000-4999: Books And Supplies	38,741.00
5000-5999: Services And Other Operating Expenditures	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	24,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	30,500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	13,769.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	10,190.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	38,741.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	10,000.00

5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	24,000.00
1000-1999: Certificated Personnel Salaries	Other	411,073.00
2000-2999: Classified Personnel Salaries	Other	65,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	269,943.00
Goal 2	126,342.00
Goal 3	206,988.00

# 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
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Matt Anselmino	Parent or Community Member
Susan Bassett	Parent or Community Member
Laura Drath	Parent or Community Member
Susan Sloan	Other School Staff
Sandra Delay	Classroom Teacher
David Unter	Classroom Teacher
Melanie Walker	Classroom Teacher
Clete Purinton	Principal
LM	Secondary Student
SB	Secondary Student
AM	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
on file	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 20th, 2025.

Attested:

ON FILE

Principal, Clete Purinton on 5/20/25

ON FILE

SSC Chairperson, Melanie Walker on 5/20/25

# Budget By Expenditures

## Bella Vista High School

**Funding Source: LCFF Supplemental Site Allocation      \$127,200.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Intervention Programs with tutoring, occurring before, during, and after the school day. Teachers from multiple departments. BIA's helping EL students with tutoring. Exploring hiring Reclassified students to tutor EL students.	1000-1999: Certificated Personnel Salaries	\$20,000.00	Connected School Communities	
Supplemental materials/resources and supplies to support EL students	4000-4999: Books And Supplies	\$5,000.00	Connected School Communities	
Instructional resources for lab materials in Physiology class- access for SED, SWD, and EL students.	4000-4999: Books And Supplies	\$5,500.00	Connected School Communities	
Furniture, equipment, materials, technology, trainings, field trips, and stipends for supporting student learning.	4000-4999: Books And Supplies	\$17,241.00	Connected School Communities	
Supplemental materials & resources for Art classes - access for SED, FY, EL, and SWD	4000-4999: Books And Supplies	\$5,000.00	Connected School Communities	
Attendance Intervention - targeting under-represented groups. Celebrating and recognizing positive attendance and improvements	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments for Socio-Emotional Growth	
Increase attendance monitoring staff to improve attendance patterns of targeted students PC 30834	2000-2999: Classified Personnel Salaries	\$13,769.00	Healthy Environments for Socio-Emotional Growth	
Professional Development/Teacher trainings	5800: Professional/Consulting Services And Operating Expenditures	\$7,000.00	Connected School Communities	
Faculty release time for Curriculum Development.	1000-1999: Certificated Personnel Salaries	\$3,500.00	Connected School Communities	

## Bella Vista High School

Career Day/TEC Expo. Exposing career opportunities.	4000-4999: Books And Supplies	\$1,500.00	Connected School Communities
College and Career Center resources	4000-4999: Books And Supplies	\$3,000.00	Connected School Communities
IYT and GEMS community partnership programs	5800: Professional/Consulting Services And Operating Expenditures	\$10,000.00	Healthy Environments for Socio-Emotional Growth
Math Software for intervention. ED puzzle, iReady, IXL, Reflex Math	5000-5999: Services And Other Operating Expenditures	\$4,500.00	Healthy Environments for Socio-Emotional Growth
Field Trips - college exposure for EL and SWD	5000-5999: Services And Other Operating Expenditures	\$5,500.00	Healthy Environments for Socio-Emotional Growth
Link Crew 9th grade mentoring - Teacher planning time, PD, release time, and resources to positively impact school culture for students	1000-1999: Certificated Personnel Salaries	\$7,000.00	Engaging Academic Programs and Graduation and College/Career Readiness
Link Crew Training. Staff development to address specific needs of 9th grade subgroups.	5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	Engaging Academic Programs and Graduation and College/Career Readiness
AVID Teacher training at summer institute. Assisting low SES students to be college and career ready	5800: Professional/Consulting Services And Operating Expenditures	\$2,000.00	Engaging Academic Programs and Graduation and College/Career Readiness
	3000-3999: Employee Benefits	\$10,190.00	Healthy Environments for Socio-Emotional Growth
Student Advocacy supplies for foster youth, Socioeconomically disadvantaged, and low performing students	4000-4999: Books And Supplies	\$500.00	Engaging Academic Programs and Graduation and College/Career Readiness

## Bella Vista High School

Provide EL students with college exposure through field trips - virtual or in-person	5000-5999: Services And Other Operating Expenditures	\$1,500.00	Clear Pathways for Bright Futures
Purchasing materials and supplies to support our ELL class.EL consumable workbooks to support EL curriculum. Purchase corkboards and whiteboards to create word walls and visual support for EL students	4000-4999: Books And Supplies	\$1,000.00	Clear Pathways for Bright Futures
Increase reading books, magazines, and other materials specific to our EL students. In addition, increasing the volume of reading materials with a focus on cultural sensitivity and exposure to multi-cultural education.	4000-4999: Books And Supplies	\$1,307.00	Clear Pathways for Bright Futures

LCFF Supplemental Site Allocation Total Expenditures: \$131,007.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

### Funding Source: Other

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Intervention Counselor	1000-1999: Certificated Personnel Salaries	\$97,488.00	Engaging Academic Programs and Graduation and College/Career Readiness	
Student Support Center	1000-1999: Certificated Personnel Salaries	\$30,000.00	Engaging Academic Programs and Graduation and College/Career Readiness	
Campus Monitor - LCAP 2.5	2000-2999: Classified Personnel Salaries	\$65,000.00	Engaging Academic Programs and Graduation and College/Career Readiness	

## Bella Vista High School

Supplemental support for student not meeting graduation credit requirements. Credit Recovery - APEX. 0.4 FTE	1000-1999: Certificated Personnel Salaries	\$50,860.00	Healthy Environments for Socio-Emotional Growth
AP/DE opportunities. Increase the number of underrepresented student in Advanced Placement and Dual Enrollment courses.	1000-1999: Certificated Personnel Salaries	\$202,202.00	Connected School Communities
Low-ratio support classes for identified Integrated Math students, in conjunctions with MTSS. 0.4 FTE math teacher	1000-1999: Certificated Personnel Salaries	\$30,523.00	Healthy Environments for Socio-Emotional Growth
Other Total Expenditures:		\$476,073.00	
Other Allocation Balance:		\$0.00	
Bella Vista High School Total Expenditures:		\$607,080.00	