School Year: **2026-27**

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 19, 2026	June 23, 2026

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
X	Targeted Support and Improvement
	The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI). Bella Vista High met the criteria for TSI for the following indicators and/or student groups: Student w/disabilities - ELA & Math. This plan contains specific actions in response to this identification.

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

There were several groups that contributed to the development of the SPSA.
1. School Site Council - Met monthly. We looked at Satellite data such as the California Dashboard, grade, attendance, behavior and school survey data to help guide our comprehensive needs assessment.
2. Site Leadership Team - Met bi-monthly. We used the data to drive decision about what Professional development would support our teachers in supporting our most vulnerable students. The SLT also looked at our SPSA budget and gave feedback about potential changes for 2026-27.
3. Faculty - Monthly faculty meetings. We used faculty meeting time to analyze data and gathered input from faculty about which student groups are needing more support using a format as "Here's what, so what, now what" to brainstorm ideas for developing action steps to address our needs and improve outcomes.
4. ELAC Meetings. Gathering input and feedback from parents of our MLL at ELAC meetings and sharing that with Site Council and SLT.
5. Student Voice Forums- Monthly meetings where students work on school wide issues.
6. School Experience Survey - We use the School experience survey results to help guild our action items in our SPSA to best align with the feedback we get from all stakeholders.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.31%	0.26%	0.16%	6	5	3
African American	2.60%	2.53%	2.36%	50	49	45
Asian	4.05%	4.59%	4.35%	78	89	83
Filipino	1.14%	1.19%	1.52%	22	23	29
Hispanic/Latino	22.85%	23.21%	23.68%	440	450	452
Pacific Islander	0.62%	0.46%	0.58%	12	9	11
White	60.33%	59.36%	58.77%	1162	1151	1122
Multiple/No Response	8.10%	8.35%	8.49%	156	162	162
			Total Enrollment	1926	1939	1909

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	519		512
Grade 10	501		475
Grade 11	495		472
Grade 12	411		450
Total Enrollment	1,926		1,909

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	95	134	118	5.4%	4.9%	6.2%
Fluent English Proficient (FEP)	245	247	238	13.0%	12.7%	12.5%
Reclassified Fluent English Proficient (RFEP)	9				7.44%	

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1939	**36.4%**	**6.9%**	**0.1%**
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.

2024-25 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	134	6.9%
Foster Youth	2	0.1%
Homeless	33	1.7%
Socioeconomically Disadvantaged	706	36.4%
Students with Disabilities	171	8.8%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	49	2.5%
American Indian	5	0.3%
Asian	89	4.6%
Filipino	23	1.2%
Hispanic	450	23.2%
Two or More Races	162	8.4%
Pacific Islander	9	0.5%
White	1151	59.4%

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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Graduation Rate** Yellow	**Suspension Rate** Green
Mathematics Green		
English Learner Progress Blue		
College/Career Orange		

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
1	1	0	4	0

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Orange	No Performance Color
25.3 points above standard	98.2 points below standard	Fewer than 11 students - No Data for Privacy
Increased 10.8 points	Increased 18.8 points	10 Students
438 Students	32 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	4.2 points above standard
1 Student	8 Students	Increased 18.2 points
		151 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
136.2 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 24.6 points	8 Students	1 Student
38 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
80.4 points above standard	Fewer than 11 students - No Data for Privacy	4.2 points above standard
Increased 28.7 points	7 Students	Increased 31.2 points
23 Students		100 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Green
33.3 points above standard	Fewer than 11 students - No Data for Privacy	29.6 points above standard
Maintained 1.6 points	4 Students	Increased 8.9 points
33 Students		262 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Bella Vista has been identified for Targeted Support and Improvement for the performance of students with Special Education supports for the areas of English Language Arts and mathematics.

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

Our current model of instruction and academic support is not meeting the needs of students with disabilities in a meaningful way.
1. There is an overreliance on modified instruction vs. grade level access.
2. Inconsistent co-teaching or push-in support.

Our SWD are performing significantly lower in ELA and Math on the CAASPP. We've identified that many of these students need more academic support. Each of them have a case manager, but not all of them can include a Study Skills class into their schedule. So many students with an IEP do not regularly meet with their case manager.

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

As a faculty, we've identified that we need to build in academic support into our school day. As a result, the staff voted to approve a FLEX period in the school day that allows students to get academic support and also enrichment opportunities. The 2025-26 school year will be a planning year and the FLEX period will get rolled out in the 2027-28 school year.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	1	2	2	0

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Orange	No Performance Color
30.2 points below standard	130.2 points below standard	Fewer than 11 students - No Data for Privacy
Increased 13.1 points	Increased 33.6 points	10 Students
437 Students	33 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	58 points below standard
1 Student	9 Students	Increased 27.2 points
		149 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
192 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 4.4 points	8 Students	1 Student
38 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
70.7 points above standard	Fewer than 11 students - No Data for Privacy	76.3 points below standard
Increased 14.6 points	7 Students	Increased 20.3 points
23 Students		98 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Green
29.9 points below standard	Fewer than 11 students - No Data for Privacy	20.3 points below standard
Maintained -0.2 points	4 Students	Increased 14.5 points
33 Students		263 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Bella Vista has been identified for Targeted Support and Improvement for the performance of students with Special Education supports for the areas of English Language Arts and mathematics.

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

Our current model of instruction and academic support is not meeting the needs of students with disabilities in a meaningful way.
1. There is an overreliance on modified instruction vs. grade level access.
2. Inconsistent co-teaching or push-in support.

Our SWD are performing significantly lower in ELA and Math on the CAASPP. We've identified that many of these students need more academic support. Each of them have a case manager, but not all of them can include a Study Skills class into their schedule. So many students with an IEP do not regularly meet with their case manager.

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

As a faculty, we've identified that we need to build in academic support into our school day. As a result, the staff voted to approve a FLEX period in the school day that allows students to get academic support and also enrichment opportunities. The 2025-26 school year will be a planning year and the FLEX period will get rolled out in the 2027-28 school year.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	1	2	2

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Yellow	No Performance Color
58.5 science points	39.7 science points	Fewer than 11 students - No Data for Privacy
Increased 6.6 points	Increased 4.1 points	10 Students
447 Students	35 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	53.1 science points
1 Student	10 Students	Increased 5 points
		157 Students

Students with Disabilities	African American	American Indian
Red 33.9 science points Declined 6.8 points 37 Students	No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian	**Filipino**	**Hispanic**
No Performance Color 72.1 science points Increased 13.2 points 25 Students	No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Green 53 science points Increased 6.9 points 103 Students
Two or More Races	**Pacific Islander**	**White**
Blue 60.8 science points Increased 5.6 points 33 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Blue 59.4 science points Increased 6.2 points 266 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Students with disabilities performed in the red and were the lowest performing group. All other groups increased in 2024-25, students with disabilities declined by 6.8 points.

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

Our current model of instruction and academic support is not meeting the needs of students with disabilities in a meaningful way.
1. There is an overreliance on modified instruction vs. grade level access.
2. Inconsistent co-teaching or push-in support.

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

Bella Vista is reevaluating our current model of learning for our students with disabilities. Bella Vista staff is exploring a Flex/Intervention period built into the school day to provide targeted academic support.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
 Blue	 Yellow
55.8 making progress.	36.7 making progress.
Number Students: 104 Students	Number Students: 30 Students

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.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.5%	32.7%	2.9%	52.9%

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

Overall, 55.8% made progress toward English language proficiency. This is tremendous growth and above state average. Long-term English Learner progress was not as strong as the overall El student group, with 36.7% of LTELs made progress. 52.9% of our EL students progressed at least one ELPI level was the greatest growth. The data point that is an area of improvement is 11.5% of EL students decreased by one ELPI level.

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

The ELD teachers have worked collaboratively on establishing learning objectives for each level of ELD that align with the ELPAC test. They have supported core content teachers in helping them implement strategies to make the curriculum more accessible.

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

We purchased a supplemental curriculum called LIFT for ELD. The ELD teachers have used the following instructional practices on a regular basis to support the growth of our EL students on making progress toward English proficiency.

Regular Instructional Practices:
-Reading out loud with a partner
-Lots of sentence work (deconstructing juicy sentences from the text and combining sentences from the text, GLAD sentence patterning)
-Choral and cloze reading (modeling and practicing reading out loud together)
-Integrated grammar (learning a grammar skill and then looking at in in the text we are reading instead of in isolation)
-Sorting activities (learning a skill and then sorting sentences by category)
-Multiple readings of the same text with different purposes each time
-Intentional listening practice
-Project based learning
-Vertical work with partners

A lot of my regular instruction practices are also intentional ELPAC practice, but here are some that are just ELPAC focused..

ELPAC Practice/Prep:
-Interim (practice) ELPAC tests (listening, speaking, reading and writing)
-Going over previous year's scores and setting goals
-ELPAC mini lessons in class the 2 months before the test

School and Student Performance Data

Academic Performance
College/Career Report

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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.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	0	1

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	No Performance Color	No Performance Color
Prepared 53.4%	Prepared 21.4%	Prepared 7.1%
Declined 4.8%	Increased 13.4%	14 Students
444 Students	42 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Prepared 17.6%	Prepared 41.3%
	Declined 22.4%	Declined 6.3%
	17 Students	235 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
Prepared 22%	Prepared 9.1%	Fewer than 11 students - No Data for Privacy
Increased 19.1%	Declined 14%	1 Student
50 Students	11 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
Prepared 63.6%	Fewer than 11 students - No Data for Privacy	Prepared 40%
Increased 17%	5 Students	Declined 6.8%
22 Students		90 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Yellow
Prepared 74.3%	Fewer than 11 students - No Data for Privacy	Prepared 55.4%
Increased 3.7%	2 Students	Declined 8.7%
35 Students		278 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Our Socioeconomically disadvantaged and our Hispanic are in the orange. Both groups of students declined by over 6% on College and Career Readiness.

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

There is not a clear indicator of what contributed to these results. However, in doing a deeper dive into our data, there are fewer students taking and passing AP exams. We had an increase in dual enrollment courses completed, so that should have increased our College and Career Readiness indicator.
As a school, one of our WASC goals is to increase college and career readiness by 5% over the next 3 years. Ways in which we are looking to achieve that goal is to increase access to Dual Enrollment, AP classes, CTE pathway completers and improve outcomes on the CAASPP. We are working on adding a 3rd CTE Pathway for Culinary with the potential of having a food truck on site.

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

Exploring new CTE pathways. Looking at a CTE pathway for Culinary Arts. Increase enrollment and support for students A-G completion, taking Dual Enrollment, AP classes, CTE pathways, etc. Adding a flex period into the school day to build academic support is one way that we are looking to improve grades and college/career preparedness.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

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.

The Dashboard doesn't any data to report on Chronic absenteeism.

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

N/A

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

The CARE Team (Intervention team - Counselors, Admin, Psychologist, SPED Department Chair, Attendance Liasion for the district) meet weekly and review attendance data. We've held attendance intervention meetings with students to find out if there are barriers that are hindering their attendance. Resources are provided and then there is follow up with the student and family to support improved attendance.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	2	0	1	1

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	No Performance Color	No Performance Color
91.5% graduated	77.3% graduated	73.3% graduated
Declined 1%	Declined 7.3%	15 Students
447 Students	44 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	72.2% graduated	86.1% graduated
	Declined 9%	Declined 3.6%
	18 Students	237 Students

Students with Disabilities

Red

66.7% graduated

Declined 21.6%

51 Students

African American

No Performance Color

83.3% graduated

Increased 6.4%

12 Students

American Indian

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Asian

No Performance Color

95.5% graduated

Increased 2.1%

22 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

5 Students

Hispanic

Orange

86.8% graduated

Declined 4.7%

91 Students

Two or More Races

Blue

97.1% graduated

Maintained 0.1%

35 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

White

Green

92.5% graduated

Maintained -0.4%

279 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Students with Disabilities are the only group in the Red and have the highest decline rate (21.6%). Indicating a need for targeted support. English learners and Long-term English Learners have lower graduation rates (77.3% and 73.3%) and higher decline rates, showing an opportunity to close equity gaps.

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

Based on the data and our experience with our students, there is a need to prioritize support for English Learners, Long-term English Learners, and Students with Disabilities. This year we've addressed the rise in decline rates, especially for Students with Disabilities and Homeless students. Our Students with Disabilities that failed Integrated Math 1 as a freshman and did not go to summer school to remediate were not successful in making up credits later and completing the coursework necessary to graduate on time with their cohort. There will be heavy emphasis on attending summer school after freshman year to earn credits lost, especially in Integrated Math 1.

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

Our case managers, counselors, and administrators have been monitoring the progress of our Students with Disabilities closely. San Juan Unified School District created a waiver system, where students that are not on track for graduation can have credits for a 3rd year of math, science, or the two years of World Language waived so that they can still graduate. Counselors met with seniors at the beginning of 2025-26 and completed a waiver for those in need.

This allowed them to assign classes that the students needed for graduation and opened up more opportunities for elective classes, including but not limited to CTE concentrator courses in their schedule.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	3	6	0

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	Green	Green
3.8% suspended at least one day	3.4% suspended at least one day	2.6% suspended at least one day
Declined 2.6%	Declined 1.6%	Declined 8.5%
2025 Students	149 Students	39 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	Red	Yellow
Fewer than 11 students - No Data for Privacy	16.7% suspended at least one day	7.3% suspended at least one day
	Increased 9.2%	Declined 1.8%
2 Students	48 Students	846 Students

Students with Disabilities	African American	American Indian
Yellow	Yellow	No Performance Color
8.6% suspended at least one day	8% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 3.8%	Declined 6.3%	
187 Students	50 Students	5 Students

Asian	Filipino	Hispanic
Green	No Performance Color	Green
1.1% suspended at least one day	0% suspended at least one day	4% suspended at least one day
Declined 2.4%	Maintained 0%	Declined 3%
92 Students	25 Students	471 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Green
4.7% suspended at least one day	Fewer than 11 students - No Data for Privacy	3.6% suspended at least one day
Declined 3.2%		Declined 2.3%
171 Students	9 Students	1202 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Our Homeless students are performing the lowest. They were the only group in the Red and the only group that increased in the 2024-25 school year.

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

At Bella Vista, we created a student support center in the 2024-25 school year. The student support center is a place for students struggling with behavior to get support. They are assigned modules through an online program called Navigation 360. They also complete their work from their classes while being in the student support center.

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

Navigation 360 curriculum to help students learn about the impact of their decisions and reflect on their choices. We use a 0.2 FTE to have a credentialed teacher 1 day a week here for the student support center.

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: 2025-26

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?

Grade Data, ELA and Math results from CAASPP, ELPAC results to measure EL students progress toward English language proficiency, and College and Career Readiness Indicator.

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

What worked: Overall students improved results on the ELA and Math CAASPP test by +3 scale points. ELPAC scores improved by 2% and 55.8% of students are making progress toward language proficiency. The CCI increased by 2% in 2025.

What didn't work: English Learners and Students with Disabilities are performing far below standards. EL - 98.2 points below standard on ELA, and Students with Disabilities 136.2 points below standard. EL scored 130.2 points below standard in Math and Students with Disabilities scored 192 points below standard.

Why: In analyzing our iReady data, many of our EL students are at a 4th grade or below reading level. This is a huge barrier for them to be successful in core classes and to perform at grade level on the ELA and Math state tests. We are seeing that many of our SWD are not getting the rigor in core classes that is needed for them to grow academically. We also recognize that more support is needed to address the gaps in learning so that they can access grade level instruction.

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

Professional Development on Universal Design for Learning to help teachers differentiate and make sure students are challenged and have access to grade level instruction with scaffolds and supports built into the lesson.

Creating a Reading Support class for freshman to help students who are academically motivated, but multiple grade levels behind in reading, comprehension, and writing.

Created a co-taught Integrated Math 1 Support class with a cap of 25 students to support students that are coming in multiple grade levels behind in math, but are motivated to learn. The goal is to see these students improve by twp or more grade levels in one school year as a result of being in this class.

Intervention/Flex Committee: Bella Vista has developed a committee that is exploring a FLEX period built into the school day to provide academic, social emotional support along with enrichment. The committee will spend the 2026-27 year planning with the intention of implementing the FLEX period for the 2027-28 school year.

2025-26

Identified Need

Bella Vista has outlined through WASC a goal of lowering the D/F/I rate by 5% with a high-focus on EL and SWD by 2029.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	25.3 points above standard	+3 scale score points
	English Learners	98.2 points below standard	

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	4.2 points above standard	
	Students with Disabilities	136.2 points below standard	
	African American		
	American Indian		
	Asian	80.4 points above standard	
	Filipino		
	Hispanic	4.2 points above standard	
	Two or More Races	33.3 points above standard	
	Pacific Islander		
	White	29.6 points above standard	
Math State Assessment: Change in scale score	All Students	30.2 points below standard	+3 scale score points
	English Learners	130.2 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	58 points below standard	
	Students with Disabilities	192 points below standard	
	African American		
	American Indian		
	Asian	70.7 points above standard	
	Filipino		

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Hispanic: 76.3 points below standard Two or More Races: 29.9 points below standard Pacific Islander White: 20.3 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	55.8	+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: Prepared 53.4% English Learners: Prepared 21.4% Homeless: Prepared 17.6% Socioeconomically Disadvantaged: Prepared 41.3% Students with Disabilities: Prepared 22% African American: Prepared 9.1% Asian: Prepared 63.6% Hispanic: Prepared 40% Two or More Races: Prepared 74.3% White: Prepared 55.4%	+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 to support student learning in academic content areas.	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	5000	School Year 2026-2027
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 2026-2027
1.3	Career Day/TEC Expo materials to promote access to career opportunities for all students..	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing SWD	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1500	School Year 2026-2027

1.4	College and Career Center resources to promote education and access for all students to their post-secondary goals and opportunities.	X All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000	School Year 2026-2027
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 2026-2027
1.6	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	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing SWD	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	15,000	School Year 2026-2027

	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 2026-2027
1.8	Supplemental 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 2026-2027
1.9	Furniture, equipment, materials, technology, trainings, field trips, and stipends for supporting student learning.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	14,581	School Year 2026-2027
1.10	Supplemental materials &	All Students X English Learners	LCFF Supplemental	5,000	School Year 2026-2027

	resources for Art classes - access for SED, FY, EL, and SWD	X Low-Income Students X Foster Youth Lowest Performing	Site Allocation 4000-4999: Books And Supplies		

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: 2025-26

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, 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 2025-26	Expected Outcome 2026-27
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 2025-26	Expected Outcome 2026-27
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.	All Students 91.5% graduated English Learners 77.3% graduated Foster Youth Homeless 72.2% graduated Socioeconomically Disadvantaged 86.1% graduated Students with Disabilities 66.7% graduated African American 83.3% graduated American Indian Asian 95.5% graduated Filipino Hispanic 86.8% graduated Two or More Races 97.1% graduated Pacific Islander White 92.5% graduated	+1%

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 2026-2027

	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	15,538 13,535	School Year 2026-2027
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 2026-2027
2.4	Math Software for intervention. ED	All Students English Learners	LCFF Supplemental	4500	School Year 2026-2027

	puzzle, iReady, IXL, Reflex Math	Low-Income Students Foster Youth X Lowest Performing SWD	Site Allocation 5000-5999: Services And Other Operating Expenditures		
2.5	Academic field trips - college exposure for EL and SWD	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Students with Disabilities	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	5500	School Year 2026-2027
2.6	Supplemental support for students not meeting graduation credit requirements. Credit Recovery - APEX. 0.4 FTE	All Students English Learners X Low-Income Students X Foster Youth X Lowest Performing African American	Other 1000-1999: Certificated Personnel Salaries	50860	School Year 2026-2027

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: 2025-26

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
School Experience 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.
Suspension Rate dropped schoolwide. 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.
Sense of belonging increased by 2%, students feeling of safety on campus improved by 2%, and parent and family engagement increased by 2% as a result of the school experience survey comparing results from 24-25 to 25-26.

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

Removed 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 2025-26		Expected Outcome 2026-27
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	3.8% suspended at least one day	- 0.3%
	English Learners	3.4% suspended at least one day	
	Foster Youth		
	Homeless	16.7% suspended at least one day	
	Socioeconomically Disadvantaged	7.3% suspended at least one day	
	Students with Disabilities	8.6% suspended at least one day	
	African American	8% suspended at least one day	
	American Indian		
	Asian	1.1% suspended at least one day	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Filipino: 0% suspended at least one day Hispanic: 4% suspended at least one day Two or More Races: 4.7% suspended at least one day Pacific Islander White: 3.6% 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, Socioeconomically disadvantaged, and low	X All Students English Learners X Low-Income Students X Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation	500	School Year 2026-2027

	performing students		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 2026-2027
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 X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	6000	School Year 2026-2027
3.4	Link Crew Training. Staff development to address specific needs of 9th grade subgroups.	X All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And	5000	School Year 2026-2027

			Operating Expenditures		
3.5	AVID Teacher training at summer institute. Assisting low SES students to be college and career ready	X All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing SWD	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	2000	School Year 2026-2027
3.6	Student Support Center staffing to provide resources to identified student groups.	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 2026-2027
3.7	Campus Monitor to increase safety and belonging on campus while reducing suspensions. - LCAP 2.5	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other 2000-2999: Classified Personnel Salaries LCFF Supplemental	65,000 2,241 2,065	School Year 2026-2027

			Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits		
3.8	Increase the percentage of parents of EL, LI, FY, and SWD in leadership roles. Targeted outreach in multiple languages and/or provide childcare for meetings	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing SWD	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500 500	

Centralized Services for Planned Improvements in Student Performance

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

Centralized Services

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

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

SCHOOL GOAL #2:
Student Engagement and Course Access

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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	

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

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

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	116,960	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	116,960.00
Other	476,073.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	435,573.00
2000-2999: Classified Personnel Salaries	83,279.00
3000-3999: Employee Benefits	15,600.00
4000-4999: Books And Supplies	36,581.00
5000-5999: Services And Other Operating Expenditures	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	12,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	24,500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	18,279.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	15,600.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	36,581.00
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	12,000.00
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	260,283.00
Goal 2	121,456.00
Goal 3	211,294.00

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

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Colleen Cadwallader	Parent or Community Member
Tiffany Brown	Parent or Community Member
Christina Shirk	Parent or Community Member
Susan Sloan	Other School Staff
Cara Dunham	Classroom Teacher
Genevieve Aymeric	Classroom Teacher
Maria Alvarado	Classroom Teacher
Clete Purinton	Principal
Laura Munno	Classroom Teacher
NJ	Secondary Student
CE	Secondary Student
KT	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 19, 2026.

Attested:

ON FILE	Principal, Clete Purinton on May 19, 2026
ON FILE	SSC Chairperson, Christina Shirk on May 19, 2026

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary
In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
   1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
      a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
      b. use methods and instructional strategies that:
         i. strengthen the academic program in the school,
         ii. increase the amount and quality of learning time, and
         iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
      c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
         i. strategies to improve students' skills outside the academic subject areas;
         ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
         iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
         iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
         v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Budget By Expenditures

Bella Vista High School

Funding Source: LCFF Supplemental Site Allocation **$116,960.00 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	$15,000.00	Connected School Communities	
Supplemental materials/resources and supplies to support EL students.	4000-4999: Books And Supplies	$5,000.00	Connected School Communities	
Supplemental 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	$14,581.00	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	$15,538.00	Healthy Environments for Socio-Emotional Growth	
Professional Development/Teacher trainings to support student learning in academic content areas.	5800: Professional/Consulting Services And Operating Expenditures	$5,000.00	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 materials to promote access to career opportunities for all students..	4000-4999: Books And Supplies	$1,500.00	Connected School Communities
College and Career Center resources to promote education and access for all students to their post-secondary goals and opportunities.	4000-4999: Books And Supplies	$3,000.00	Connected School Communities
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
Academic field trips - college exposure for EL and SWD	5000-5999: Services And Other Operating Expenditures	$5,500.00	Healthy Environments for Socio-Emotional Growth
	3000-3999: Employee Benefits	$13,535.00	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
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	$6,000.00	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

Bella Vista High School

Increase the percentage of parents of EL, LI, FY, and SWD in leadership roles. Targeted outreach in multiple languages and/or provide childcare for meetings	2000-2999: Classified Personnel Salaries	$500.00	Engaging Academic Programs and Graduation and College/Career Readiness
	2000-2999: Classified Personnel Salaries	$2,241.00	Engaging Academic Programs and Graduation and College/Career Readiness
	4000-4999: Books And Supplies	$500.00	Engaging Academic Programs and Graduation and College/Career Readiness
	3000-3999: Employee Benefits	$2,065.00	Engaging Academic Programs and Graduation and College/Career Readiness
Provide EL students with college exposure through field trips - virtual or in-person	5000-5999: Services And Other Operating Expenditures	$1,500.00	Clear Pathways for Bright Futures
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:	$120,767.00	
	LCFF Supplemental Site Allocation Allocation Balance:	$0.00	

Bella Vista High School

Funding Source: Other **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Student Support Center staffing to provide resources to identified student groups.	1000-1999: Certificated Personnel Salaries	$30,000.00	Engaging Academic Programs and Graduation and College/Career Readiness	
Campus Monitor to increase safety and belonging on campus while reducing suspensions. - LCAP 2.5	2000-2999: Classified Personnel Salaries	$65,000.00	Engaging Academic Programs and Graduation and College/Career Readiness	
Intervention Counselor	1000-1999: Certificated Personnel Salaries	$97,488.00	Engaging Academic Programs and Graduation and College/Career Readiness	
Supplemental support for students 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:	$596,840.00