



School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Bella Vista Elementary
Address	65750 Avenida Jalisco Desert Hot Springs, CA 92240- 3654
County-District-School (CDS) Code	33-67173-6032429
Principal	Lisa Arseo
District Name	Palm Springs Unified School District
SPSA Revision Date	7/1/2025 - 6/30/2026
Schoolsite Council (SSC) Approval Date	4/24/2025
Local Board Approval Date	6/24/25

X This certifies that updates to my SPSA are completed

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

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School Vision and Mission

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

Bella Vista Elementary's core values are:

Be Respectful!

Be Responsible!

Be Safe!

School Profile

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

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

English Learners 30%

English only 70%

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

For the 2024-2025 school year, Bella Vista will be aligned with the Palm Springs Unified School District's 2025-2026 Local Control Accountability Plan (LCAP). The LCAP describes how the district intends to meet annual goals for all pupils, with specific activities to address state and locally identified priorities. Areas of focus will include:

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

Academic Achievement -

Best First Instruction

Lesson planning agreements

Designated ELD 30 minutes per day, five days a week

Acceleration of English Learner Achievement via K-12 Summit

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

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

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

Additional teacher planning beyond the school day.

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

Math professional development

Safe and Secure Environments

School-wide PBIS Implementation

Second Step Lessons to include bully prevention

Safe egress and ingress

Counselor to support social-emotional learning of all students

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

Play works coach to support structured recess

5th-grade suicide prevention lessons

4th-grade substance abuse lessons

SaturdayCamp

Parent and Community Partnerships:

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

Partnership with the middle school

Increased parent volunteers

Partnership with the McCallum
Partnership with Cabot Museum and Indian Canyons

Purpose and Description

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

- ✖ Schoolwide Program
- ✖ Additional Targeted Support and Improvement
- ✖ Chronic Absenteeism - Two or More Races

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

2024-2025

SSC Election Dates and Results:

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

The ballots for parents to vote on 4 representatives were sent out via Parent Square on August 11, 2024, to be completed by August 15, 2024. The results of the parent ballot are Armando Avalos, April Butcher, Esther Gonzalez, and Alicia Morales.

A call for teacher interest to participate in the School Site Council ballot was sent out via email on August 7, 2024. A Google form for voting was sent on August 11th to be completed by August 15, 2024. The result of the teacher ballot is Byron Williams will be the newest teacher member.

The following meetings were scheduled during the 2024-2025 school year:

September 18, 2024 - SSC training took place on this date.

September 26, 2024 - Title I Parent and Family policy and the Home/School Compact were reviewed. SSC bylaws were reviewed. Uniform Complaint procedures were reviewed. Parent Education opportunities were reviewed. Attendance and STAR assessment data were reviewed. Preliminary SBAC data were reviewed. SPSA goals were reviewed for the current year. Funding updates were also provided. A representative from ELAC was not available to give an update.

January 30, 2025: Attendance data, District STAR data, the SPSA goals, and funding updates were reviewed.

Discussion of funding for 2025-2026 was shared. The SSC looked at the current budget and made decisions for the following year regarding personnel - an increase in the behavior paraprofessional from 1 to 2. Also, an additional 4-hour playground supervision paraprofessional will be added.

March 27, 2025 - Meeting was cancelled

April 24, 2025 - The new budget and goals for the upcoming school year were presented. Current data and academic data were also presented. Signatures on SPSA for the upcoming school year. Review of budget expenditures and ELAC information presented by an ELAC member.

Title 1 Parent meeting was scheduled for 9/25/2024. Unfortunately, we did not have any participants.

ELAC

Nominations 2024-25

A nomination ballot was sent out to be completed by October 15, 2024. The results were as follows: Fatima Gonzalez, Anai Garcia, Lucia Alvarado, Sandra Villalobos, Miguel Villa Lobos, Alin Quintero, Uriel Quintero, Maria Cruz Morena Orellana, Heidy Cordona, and Alejandra Moreno were all elected to ELAC. Sandra Villalobos was elected as the DELAC representative, and Morena Orellana was the alternate.

October 10, 2024 - The ELAC manual was used to help explain the importance and the role of an ELAC member. ELAC training was provided via a presentation. Legal requirements were discussed. The purpose of ELAC was reviewed. The ELAC structure was also reviewed. A vote was taken to remain as a stand-alone committee. Parents requested that 8:00 AM meetings continue for ELAC,

February 25, 2025 - DELAC Discussion - Discussion of how our ELPAC scores are moving up and how we are one of the schools that made a great deal of progress. Family engagement - A parent Academy was discussed. Child care and transportation will be offered. Our FAVES person will be at Bella Vista on Tuesdays and Thursdays. A slide presentation reviewed ELPAC and how students are assessed. The current instructional program was also reviewed. Parents completed the needs assessment survey. Some suggestions included tutoring to focus on vocabulary and reading. Parents inquired about an additional program to help teachers teaching ELLs during designated ELD. Summitt K-12 was discussed. Parents were interested in GATE information. It was shared that GATE testing begins in the 2nd grade. Graduation requirements were also shared.

Nov. 11, 2024 - The DELAC representative provided a report. Part of the report discussed the School Site Council. Family engagement was also discussed. Resources were provided, and information on English and Citizenship classes. A discussion was held regarding attendance. Excused and unexcused absences were clarified. Chronic absenteeism was shared. Opportunities to recoup attendance were offered, such as Saturday School and STIS. Communication between parents and the school was emphasized. Parents found this presentation informative and asked questions.

The Leadership team discussed academic data at each Leadership meeting. EL progress was also discussed. The ELPI progress was reviewed. ELL resources are provided throughout the year to support growth for all ELL students. Attendance data was also discussed regularly. Grade-level data is analyzed regularly during grade-level PLC. Documentation of the data analyzed is included in the agenda, and minutes are given weekly for each grade level. ATSI information was shared with the certificated staff at a staff meeting in September. A discussion was held regarding the subgroup that made Bella Vista eligible for ATSI - Chronic Absenteeism TOM and AA. CAASPP data regarding "red" student groups was also discussed. Chronic absenteeism is red for TOMS and AA only, which is a good improvement from the previous year. The only students in the red in math are Homeless and Students with Disabilities. Overall, Bella Vista is exceeding growth expectations for ELPI.

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

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

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

Resource Inequities

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

“Resource equity” is the allocation and use of resources - people, time, and money - to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their race or income. When we say “equitable,” we do not mean that every individual students gets the same thing. Instead, we mean that we must provide all students with the resources required to create the kind of experiences they need to meet rigorous academic expectations and succeed in our fast-changing information- and technology-based society, so that race, income, and zip code no longer predict success in school and beyond.

Resource inequities may exist at the school or within the current school plan. These may include systemic obstacles to performance for students within a certain group, learning expectations that are not at the same standard level for some groups, or material inequities (e.g. technology, laboratory access, curricular materials).

Through our needs assessment and data analysis, we have discovered the following inequities: Although chronic absenteeism for all students declined 1.3% we continue to be in ATSI due to chronic absenteeism for students identified as two or more races. African American students are also in the red along with TOMS. Through our needs assessment we identified a resource inequity within our Students with disabilities. Based on 2023-24 School Dashboard results, in ELA, our SWD are 43.9 points below all students. In math, our SWD are 58.4 points below All Students based on the 2023-24 School Dashboard. We did not address students with disabilities specifically in our 2024-25 plan. In the 2025-2026 plan, we will be implementing additional reading and math supports for students with disabilities. Regular use of Heggerty during RSP pullout will be mandated. Professional development supporting math routines and procedures will be provided to all RSP teachers to ensure equitable opportunities for students with an IEP.

Needs Assessment – Review of Performance

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

Reflections: Success

Academic Performance based on current CAASP assessments (2024)
ELA for ALL maintained at 53 pts (orange). 5th grade is showing improvement in ELA as they went from 24% proficient to 32% proficient.
SWD had an increase of 7.2 points (orange)
SED increased 1 pts (orange)
AA increased 1.2 pts. (orange). This is not reported because there are not at least 30 students in this subgroup.
White students increased by 19.5 pts (yellow). They are currently 22.4 points below standard.
Homeless increased by 13.1 pts (yellow)

Math CAASPP based on 2024 scores
EL increased 1.7 pts.(orange) in math.
AA increased 4.4 pts. (yellow) This is not reported because there are not at least 30 students in this subgroup.
White increased 10.7 pts(yellow)

56.7% of English Learners are making progress with an increase of 20.3% (blue)

3rd grade students - 33.05% met or exceeded the standard for ELA
3rd grade students - 25.20% met or exceeded the standard for Math

4th grade students - 26.13% met or exceeded the standard for ELA
4th grade students - 19.46% met or exceeded the standard for Math

5th grade students - 19.83% met or exceeded the standard for ELA. This is a 2.5% increase compared to the same cohort in 2022-23 for Level 4.

STAR results indicate the following:
STAR math proficiency (State benchmark)

31.4% of 5th grade students are expected to score at or above the state benchmark, which is an increase from 19.8% in 2024.

District data collections indicate that our attendance for the 2024-25 school year has seen significant improvement, with less than 25% chronic absenteeism. This is a huge improvement from 48% in 2023-24.

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

Reflections: Identified Need

The 2024 CA dashboard Chronic Absenteeism indicated 2 groups in the "Very High" chronically absent category. The groups of major concern are African Americans and TOMS. Homeless students and students with disabilities are in red for math. Specific actions have been identified to address this need. Chronic absenteeism will be addressed in actions in Goal 2. The actions will include regular and ongoing recognition of students with improved attendance, Saturday school, and student mentors will be assigned to support the subgroup of TOMs and African Americans. Math for homeless students and students with disabilities will be addressed in Goal 1.

The following groups had a decline in the percentage of students who met or exceeded the standard based on the 2024 CAASP:

ELA - English Learners and Hispanic students are in the orange and declined 3.2 % and 3.5% respectively.

Math - Homeless students and students with disabilities are in the red category. Both subgroups are significantly farther from met than the other subgroups. English learners, Hispanic, and socioeconomically disadvantaged students are in the orange group, although EL students maintained, and Hispanic and SED both declined.

During the 2024-2025 school year, a large focus has been on foundational skills to support improved reading ability. We will continue to provide differentiated instruction for reading. Several teachers are completing the Science of Reading training (LETRS). We will continue to focus on math routines, strategies and models to support improved math understanding beyond the use of algorithms. Small group rotations will be included in the math schedule to support struggling students. More intentional use of the adopted curriculum will be implemented in Goal 1 to support math improvement at all grade levels.

Additional support to maintain positive attendance rate will include dedicated personnel to support attendance calls, STIS implementation, and continued Saturday camp. An additional behavior paraprofessional will be hired to focus on struggling students with academic needs. This person will be used to push in as needed for students who shut down when instruction becomes frustrating.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.14%	0.13%	0.26%	1	1	2
African American	8.07%	7.42%	7.28%	59	56	55
Asian	0.41%	0.4%	0.40%	3	3	3
Filipino	0.68%	0.53%	0.53%	5	4	4
Hispanic/Latino	71.55%	71.92%	71.30%	523	543	539
Pacific Islander	0.27%	0.4%	0.40%	2	3	3
White	13.27%	12.72%	14.95%	97	96	113
Multiple/No Response	5.61%	6.49%	4.89%	41	49	37
Total Enrollment				731	755	756

Student Enrollment Enrollment By Grade Level

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

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	184	200	168	26.50%	25.2%	22.2%
Fluent English Proficient (FEP)	36	36	39	5.40%	4.9%	5.2%
Reclassified Fluent English Proficient (RFEP)	20	12	7	10.9%	6%	4.1%

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
756	92.5%	22.2%	2%
Total Number of Students enrolled in Bella Vista Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	168	22.2%
Foster Youth	15	2%
Homeless	95	12.6%
Socioeconomically Disadvantaged	699	92.5%
Students with Disabilities	119	15.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	55	7.3%
American Indian	2	0.3%
Asian	3	0.4%
Filipino	4	0.5%
Hispanic	539	71.3%
Two or More Races	37	4.9%
Pacific Islander	3	0.4%
White	113	14.9%

Conclusions based on this data:

1. Nearly 92.5% of our students are considered socioeconomically disadvantaged. 22.2 % of our students are second language learners.

2. The students with disabilities and homeless group continues to increase in number. Teachers will have a defined list of students identified as homeless.
3. There are only 37 students in the TOM category. This will allow BVES to focus on each individual student by assigning a mentor to support improved attendance.

School and Student Performance Data

Overall Performance






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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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Orange</div>	<div>Graduation Rate</div>	<div>Suspension Rate</div> <div> Yellow</div>
<div>Mathematics</div> <div> Orange</div>	<div>Chronic Absenteeism</div> <div> Orange</div>	
<div>English Learner Progress</div> <div> Blue</div>		
<div>College/Career</div>		

Conclusions based on this data:

1. Chronic Absenteeism continues to be an area of concern even though we have moved out of the red and into the orange. The absenteeism rate of students identified as TOM is what drives the continued need of ATSI.
2. English Learner progress is currently in the blue.
3. Academically , both ELA and math scores are in the orange category. These are areas that are a major focus to ensure we continue to see growth.

School and Student Performance Data

Academic Performance English Language Arts

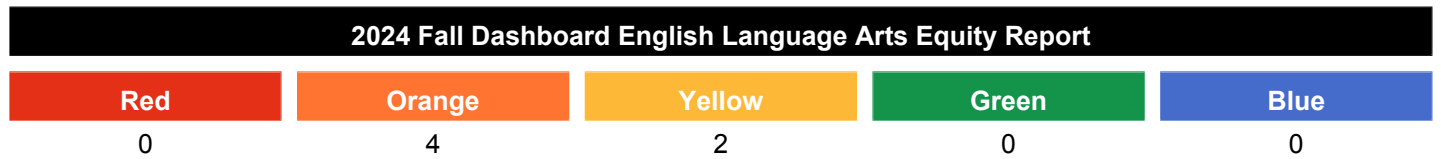
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>53.0 points below standard</div> <div>Maintained 0.0 points</div> <div>332 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>69.0 points below standard</div> <div>Declined 3.2 points</div> <div>78 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>5 Students</div>	<div>Homeless</div> <div></div> <div>Yellow</div> <div>68.4 points below standard</div> <div>Increased 13.1 points</div> <div>32 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>54.5 points below standard</div> <div>Maintained 1.0 points</div> <div>320 Students</div>

Students with Disabilities  Orange 96.9 points below standard Increased 7.2 points 61 Students	African American  No Performance Color 63.0 points below standard Maintained 1.2 points 21 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 2 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Orange 56.4 points below standard Declined 3.5 points 254 Students
Two or More Races  No Performance Color 63.9 points below standard Declined 8.6 points 17 Students	Pacific Islander  No Performance Color Less than 11 Students 2 Students	White  Yellow 22.4 points below standard Increased 19.5 points 35 Students

Conclusions based on this data:

1. All students maintained with 53.0 points below standard.
2. Students in the following groups had a decline in ELA - English Learners, Hispanic and Two or more races. TOMS students had the biggest decline with 8.6 points.
3. Students with disabilities have a significant gap compared to all students. SWD are 96.9 points below standard compared to all students who are 53.0 points below standard.

School and Student Performance Data

Academic Performance Mathematics

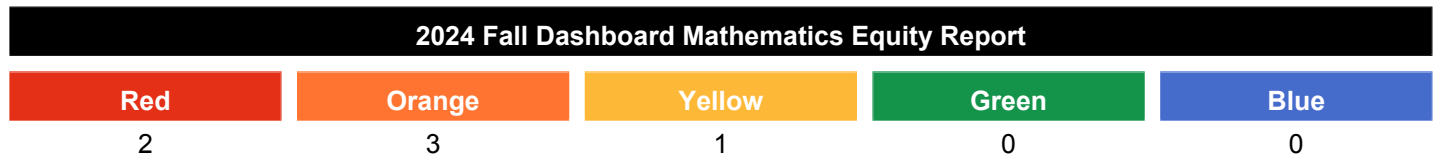
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>78.4 points below standard</div> <div>Declined 5.4 points</div> <div>333 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>84.6 points below standard</div> <div>Maintained 1.7 points</div> <div>80 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>5 Students</div>	<div>Homeless</div> <div></div> <div>Red</div> <div>100.2 points below standard</div> <div>Maintained 1.2 points</div> <div>33 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>78.7 points below standard</div> <div>Declined 3.4 points</div> <div>321 Students</div>

Students with Disabilities  Red 136.8 points below standard Declined 7.6 points 62 Students	African American  No Performance Color 89.5 points below standard Increased 4.4 points 21 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 2 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Orange 82.1 points below standard Declined 7.9 points 255 Students
Two or More Races  No Performance Color 80.7 points below standard Declined 26.4 points 17 Students	Pacific Islander  No Performance Color Less than 11 Students 2 Students	White  Yellow 43.8 points below standard Increased 10.7 points 35 Students

Conclusions based on this data:

1. Students with disabilities showed an increase but is still there is still an achievement gap compared to all students.
2. White students had the highest increase with 10.7 points. They also outscore All students by 35 points.
3. White and African American students are the only subgroups that Increased in points. English Learners and homeless students maintained although Homeless students are in the red.

School and Student Performance Data



Academic Performance English Learner Progress

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

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 No Performance Color
56.7% making progress.	making progress.
Number Students: 127 Students	Number Students: 0 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.

2024 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
16.5%	26.8%	0%	56.7%

Conclusions based on this data:

1. EL progress was exceptional with 56.7% making progress and being in the blue.
2. 16.5% (21) of EL students decreased one ELPI level.. It is essential that we identify who these students are so we can make a plan for improvement.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Orange</div> <div>48.2% Chronically Absent</div> <div>Declined 1.3</div> <div>816 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>42.9% Chronically Absent</div> <div>Declined 5.4</div> <div>184 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>55% Chronically Absent</div> <div>Increased 20.4</div> <div>20 Students</div>	<div>Homeless</div> <div> Orange</div> <div>48.5% Chronically Absent</div> <div>Declined 12.3</div> <div>99 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>48.7% Chronically Absent</div> <div>Declined 2.1</div> <div>758 Students</div>

Students with Disabilities  Orange 48.3% Chronically Absent Declined 2.7 151 Students	African American  Red 54.7% Chronically Absent Increased 9.2 64 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Hispanic  Orange 49% Chronically Absent Declined 1.8 580 Students
Two or More Races  Red 46.5% Chronically Absent Increased 1.2 43 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	White  Orange 44.9% Chronically Absent Declined 6.5 118 Students

Conclusions based on this data:

1. Foster Youth, African American students and students in Two or more races all had an increase in chronic absenteeism. Foster Youth had the greatest increase with 20.4
2. Homeless students had the greatest decline in chronic absenteeism with 12.3
3. African American students and TOMS students are in the red category. Both groups will be provided a mentor / CICO partner to support improved attendance.

School and Student Performance Data

Conditions & Climate Suspension Rate

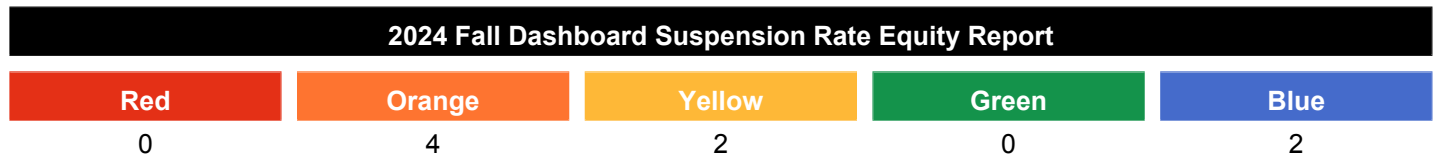
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Yellow</div> <div>1.4% suspended at least one day</div> <div>Maintained 0.2%</div> <div>854 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>0.5% suspended at least one day</div> <div>Maintained 0%</div> <div>193 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0% suspended at least one day</div> <div>Declined 3.7%</div> <div>24 Students</div>	<div>Homeless</div> <div></div> <div>Orange</div> <div>1.9% suspended at least one day</div> <div>Increased 1.1%</div> <div>107 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>1.5% suspended at least one day</div> <div>Increased 0.3%</div> <div>792 Students</div>

Students with Disabilities  Orange 3.2% suspended at least one day Increased 1.1% 155 Students	African American  Blue 0% suspended at least one day Declined 1.4% 71 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Hispanic  Yellow 1.5% suspended at least one day Maintained 0.2% 606 Students
Two or More Races  Orange 4.4% suspended at least one day Increased 2.6% 45 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	White  Yellow 0.8% suspended at least one day Increased 0.8% 121 Students

Conclusions based on this data:

1. Homeless, SED, SWD, TOMS and White students all increased in suspension percentage.
2. Two categories are in the blue - English Learners and African American students.










Annual Review and Update













SPSA Year Reviewed: 2024-25

Goal 1 – Increased Academic Achievement

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD))	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Yellow	46 points below	Increase +7 points	All	 Orange	53.0 points below standard	Maintained 0.0 points
	EL	Yellow	55 points below	increase +10 points	EL	 Orange	69.0 points below standard	Declined 3.2 points
	Hisp	Yellow	46 points below	Increase +10 points	Hisp	 Orange	56.4 points below standard	Declined 3.5 points
	AA	Yellow	54 points below	Increase +10	AA	 No Performance Color	63.0 points below standard	Maintained 1.2 points
	SED	Yellow	50 points below	Increase +5	SED	 Orange	54.5 points below standard	Maintained 1.0 points
	SWD	Orange	94 points below	Increase +20	SWD	 Orange	96.9 points below standard	Increased 7.2 points
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Yellow	63 points below	Increase +10	All	 Orange	78.4 points below standard	Declined 5.4 points
	EL	Yellow	81 points below	Increase +5	EL	 Orange	84.6 points below standard	Maintained 1.7 points
	Hisp	Yellow	64 points below	Increase +10	Hisp	 Orange	82.1 points below standard	Declined 7.9 points
	AA	Yellow	83 points below	Increase +10				

Metric/Indicator	Expected Outcomes				Actual Outcomes																							
	<table><tr><td>SED</td><td>Yellow</td><td>65 points below</td><td>Increase +10</td></tr><tr><td>SWD</td><td>Orange</td><td>124 points below</td><td>Increase +5</td></tr></table>				SED	Yellow	65 points below	Increase +10	SWD	Orange	124 points below	Increase +5	<table><tr><td>AA</td><td> No Performance Color</td><td>89.5 points below standard</td><td>Increased 4.4 points</td></tr><tr><td>SED</td><td> Orange</td><td>78.7 points below standard</td><td>Declined 3.4 points</td></tr><tr><td>SWD</td><td> Red</td><td>136.8 points below standard</td><td>Declined 7.6 points</td></tr></table>				AA	 No Performance Color	89.5 points below standard	Increased 4.4 points	SED	 Orange	78.7 points below standard	Declined 3.4 points	SWD	 Red	136.8 points below standard	Declined 7.6 points
SED	Yellow	65 points below	Increase +10																									
SWD	Orange	124 points below	Increase +5																									
AA	 No Performance Color	89.5 points below standard	Increased 4.4 points																									
SED	 Orange	78.7 points below standard	Declined 3.4 points																									
SWD	 Red	136.8 points below standard	Declined 7.6 points																									
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5	California Science Test - Percent of Students Who Meet or Exceed Standard (Increase by Grade 5 -29.4% met or exceeded				21.4 Points below standard. This was a decrease by 2.5 points.																							
California School Dashboard – English Learner Progress Indicator (ELPI) Initial - 5.5% proficient 5.58% Well developed 25.38% Moderately developed 38.07% Somewhat developed 30.96% Minimally developed	<table><tr><td></td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>English Learner Progress Indicator</td><td>Yellow</td><td>40 %</td><td>Increase 4%</td></tr></table>					Color	DFS/Percentage	Change	English Learner Progress Indicator	Yellow	40 %	Increase 4%	<table><tr><td></td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>English Learner Progress Indicator</td><td> Blue</td><td>56.7%</td><td>5 20.3</td></tr></table>					Color	DFS/Percentage	Change	English Learner Progress Indicator	 Blue	56.7%	5 20.3				
	Color	DFS/Percentage	Change																									
English Learner Progress Indicator	Yellow	40 %	Increase 4%																									
	Color	DFS/Percentage	Change																									
English Learner Progress Indicator	 Blue	56.7%	5 20.3																									
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate - IFEP -3.0 % RFEP - 5.0%				RFEP 4.1%																							
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - 35%%				33.05% of 3rd graders met or exceeded																							

Metric/Indicator	Expected Outcomes	Actual Outcomes
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook Materials Compliance - 100%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide professional development and collaborative planning opportunities beyond the regularly scheduled day to support student centered, engaging lessons as measured by formal and informal walkthrough data collection	Professional development was scheduled prior to the start of the year (3 days). IEPs and SSTs were regularly scheduled at least once a month.	Additional planning time for general education teachers before and during school hours. (Wages and benefits) Professional development offered to all (reading, math writing). PD offered as needed after school (district rate) 1000-1999: Certificated Personnel Salaries Title I 35457	Teachers met prior to the start of the year for 3 days. They were also given a planning day during the school year in which substitutes were provided. 1000-1999: Certificated Personnel Salaries Title I 25000
		Substitutes for RSP teachers to meet 3 times a year with general education providers to discuss student outcomes and set goals related to SWD in the general education class and IEP and SST days monthly. 5700-5799: Transfers Of Direct Costs LCFF 14584	Substitutes were provided to support the IEP and SST process. 5700-5799: Transfers Of Direct Costs LCFF 9000
		Additional planning time for special education teachers and academic coach before and during school hours. (Wages and benefits) Professional	SPED teachers and the academic coach attended the 3 day professional development prior to the start of the year.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		development offered to all (reading, math writing). PD offered as needed after school (district rate) 1000-1999: Certificated Personnel Salaries LCFF 7954	1000-1999: Certificated Personnel Salaries LCFF 4417
		Professional development opportunities to improve research based strategies in tier one instruction 5800: Professional/Consulting Services And Operating Expenditures LCFF 5000	Math PD provided by Pam Harris. Small group support provided by Inspired Instruction. Journey licenses one per grade level. 5800: Professional/Consulting Services And Operating Expenditures LCFF 2800
Increase reading and math skills with the support of additional personnel to work with Tier 2 and 3 students as measured by STAR benchmark assessments.	Bilingual paraprofessional positions were previously filled. One employee resigned in January and the position has not been filled to date (April18). The math intervention teacher worked collaboratively with all grades providing in class support on routines, models and strategies.	Bilingual paraprofessionals (2 @ 5.0 hrs/day) 2000-2999: Classified Personnel Salaries LCFF 64686	Bilingual professionals were hired however one para left mid year and hiring to fill the position has not been successful as of March 2025 2000-2999: Classified Personnel Salaries LCFF 38177
		Part time math intervention teacher wages and benefits 1000-1999: Certificated Personnel Salaries Title I 103746	Filled part-time math intervention teacher wages and benefits Title I 102215
All English Learners and students performing below grade level will be grouped based on ELPAC levels to meet their specific needs	English Learners were grouped by ELPAC level. All ELL students in grades 3-5 participated in Summit K-12 lessons. Headphones have	Students will be grouped for ELD based on current levels. The groups will meet 5 times per week for 30 minutes. A specific	ELD cohorts operated throughout the year for 30 minutes per day 5 days a week. ELD materials

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
as measured by ELPAC and ELPI growth data. STAR data will be used to determine effectiveness of the program for non-EL students.	been purchased throughout the year to support testing in all grade levels. An ELL ceremony was conducted where students were recognized for making growth on their annual ELPAC assessment. Parents were invited to attend.	schedule of activities/lessons will be outlined to support student understanding of the ELL standards to include speaking reading and writing. Use of a new district provided curriculum will be use to supplement ELD instruction (Summit k-12) . Lower performing students will be grouped with ELD students to provide additional support in language development. None Specified None Specified 0	(Summit K-12 and Wonders) were used throughout the year. None Specified 0
		Headphones are needed to participate in Summit K12 and ELPAC Interim assessments as well as ELPAC practice tests which will be used to analyze preogress during the school year. 4000-4999: Books And Supplies LCFF 500.00	Headphones were purchased at the beginning of the year for grades TK-5. Additional headphones were purchased at the end of the year to be used for CAASPP testing in grades 3-5. 4000-4999: Books And Supplies LCFF 3700
		ELL Ceremony to recognize students that have remained steady or improved on the ELPAC. RFEP'ed students will be recognized in a separate ceremony. 4000-4999: Books And Supplies LCFF 200.00	Recognition of EL students making progress occurred October 8, 2024. Parents were invited to attend 4000-4999: Books And Supplies LCFF 120
Educational technology subscriptions will be used to improve the learning environment which will boost student outcomes	Purchased programs - AR, Lalilo, Mystery Science, Generation Genius, Pebble Go, Smart Notebook.	Technology subscriptions to enhance academic engagement and support differentiated lessons for students as needed. (AR,	Subscriptions were purchased for Smart Suite, School Hive, Mystery Science, Lalilo, and AR

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
as evidenced in short cycle assessments, AR comprehension tests and star benchmarks		Mystery Science, Pebble Go, SMART Notebook,) 5000-5999: Services And Other Operating Expenditures LCFF 10000	5000-5999: Services And Other Operating Expenditures LCFF 10797
		Provide independent work specific to foundational skills, math and science (Lallo, Generation Genius)) 5000-5999: Services And Other Operating Expenditures Title I 6679	Subscriptions purchased for Generation Genius 5000-5999: Services And Other Operating Expenditures Title I 1795
Materials to support best first instruction as evidenced by administration walkthrough data (chart paper for anchor charts, ink cartridges, basic school materials, specific instructional materials such as decodables, math manipulatives).	Various classroom materials were purchased throughout he year to support classroom instruction. Professional development included Pam Harris (math, Reading Fluency, and Journey Membership (math).	Additional classroom supplies and materials for students and teachers to support best first instruction for ELA and math (chart paper, leveled readers, manipulatives, teacher resources, etc...) This may also include technological supplies such as ink cartridges, document cameras, etc... Additional decodables to support struggling readers in the upper grades. 4000-4999: Books And Supplies Title I 9506	Classroom materials purchased - Math Fluency, Phonics Books, UFLI TE, and Ink for classroom printers 4000-4999: Books And Supplies Title I 7619
		Professional consulting services for math (Pam Harris) Journey membership and online professional development 5800: Professional/Consulting Services And Operating Expenditures LCFF	Membership for grade level volunteers 5800: Professional/Consulting Services And Operating Expenditures LCFF 4515

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		6000	
		Number String books by Pam Harris 4000-4999: Books And Supplies LCFF 1500	Number Strings by Pam Harris 4000-4999: Books And Supplies LCFF 1395
		Materials to support best first instruction (chart paper, tech supplies SOR materials 4000-4999: Books And Supplies LCFF 12638	Instructional materials - paper, chart paper, colored pencils, crayons, glue, etc... 4000-4999: Books And Supplies LCFF 16623

Analysis

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

A focus on mathematical reasoning was supported with the Pam Harris training and number strings books. The majority of the teachers participated in the before school professional development as well as the full day of teacher collaboration. This supports appropriate planning to ensure core curriculum is being used and there is alignment of assessments and standards instruction. Data analysis was included in all of the opportunities for teacher collaboration. Materials are purchased as needed to support best first instruction.

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

We had additional money from two positions that were not filled for the full year. A bilingual paraprofessional was hired in October and then resigned in January. Our goal was to have a follow up professional development from Pam Harris and unfortunately that did not happen due to scheduling conflicts.

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

We will continue to provide opportunities for teacher to collaborate beyond the regular school day. Specific technology programs will be purchased again to support small group instruction as well as independent work time. We will be adding a behavior paraprofessional to support in students in the classroom. Data analysis will determine what students will receive the additional support.

Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 2 – Parent Engagement

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - Increase stakeholder input by 10%	90% parents participated in Fall conferences, 89% parents participated in Spring conferences
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 100% Hispanic (Hisp) - 100% African American (AA) - 100%	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) - 72% Hispanic (Hisp) - 73% African American (AA) - 68%
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 100% Hispanic (Hisp) - 100% African American (AA) - 100%	Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) - 77% Hispanic (Hisp) - 77% African American (AA) - 82%
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Parent Attendees attending 1 or more site/parent center sponsored events - Increase attendance at parent teacher conferences to 95-100%	Parent-teacher conference attendance rate Fall - 90% Spring - 89%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Engage parents on a regular basis with additional activities throughout the school year which will support student achievement and positive family interactions as evidenced by sign up sheets, survey results and attendance data.	Purchased books and miscellaneous materials for reading night, cards for math night, and snacks for math, reading and science, night. Also purchased a Canva professional subscription to create engaging fliers to entice parents and families to attend. Monthly awards assemblies with parent invites to families of students being recognized. Recognition of EL students making progress on ELPAC.	Materials to support engaging family education night (Math and Reading). Purchase books so every student takes one home. Math manipulatives to support home-to-school connection. Provide opportunities for parents to celebrate their students' success at assemblies (monthly, ELL, attendance) 4000-4999: Books And Supplies Title I Part A: Parent Involvement 951	Canva 4000-4999: Books And Supplies Title I Part A: Parent Involvement 120
		School-to-home reading materials to support at-home reading in place of assigned homework. Books to be purchased for each student. Parents will receive bookmarks of strategies to use with their child at home. 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1500	Scholastic books for reading night 4000-4999: Books And Supplies Title I 2288
		Student recognition assemblies will be conducted on a regular basis to recognize academic and behavioral achievement. Parents will be invited to participate. PBIS incentives and rewards (Brag tags, certificates) 4000-4999: Books And Supplies Title I Part A: Parent Involvement 600	Incentives and rewards 4000-4999: Books And Supplies LCFF 548

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Foster partnerships with local Community agencies. Participation engagement metrics will be used to determine the success of the activity.	The 2nd grade participated in the Cabot Yerxa museum field trip, the 5th grade participated in the McCallum teaching series, multiple grades attended various McCallum performances throughout the year, and the 3rd grade attended the Indian Canyons field trip. Participation surveys will be administered at the end of the year. Translators were available for both the fall and spring parent-teacher conferences.	Continued partnership building: Palm Springs Art Museum, Cabot Yerxa Museum, McCallum Theater, and Indian Canyons. Attendance data will be analyzed on filed trip days. Student surveys will be used to determine the effectiveness of the trip. None Specified None Specified 0	Bussing was paid for by other organizations besides school funds None Specified None Specified 0
		Wages and benefits for classified paraprofessionals to translate and participate during parent events (parent teacher conferences, evening events and assemblies) to encourage more participation from the ELL students. 2000-2999: Classified Personnel Salaries LCFF 2269	Extra duty to provide translations 2000-2999: Classified Personnel Salaries LCFF 450
Attendance reports provided to parents weekly. Weekly attendance metrics will be tracked throughout the year	Weekly and monthly attendance was reviewed with school personnel and students. We did nto post on parent square but it is an item we will implement in the coming year.	Attendance reports by class posted on Parent Square to provide information on a regular basis to parents regarding absences. Classroom recognition based on 100% daily attendance. Improved attendance will be recognized during awards assemblies. Attendance data disaggregated via subgroups. None Specified None Specified 0	Weekly and monthly inforamtion to staff and students None Specified None Specified 0

Analysis

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

Various classes participated in different community opportunities that was often financially supported by the organization. Materials were purchased for the different evening events that parents were invited to. Unfortunately, planning was not completed in a timely manner so expenses often came from the general accounts and not the Title I parent fund. Attendance has been a high priority this year. We provide information to students and staff regarding weekly and monthly attendance by class. We also shared attendance during School Site Council and ELAC meetings. Grade level lead meetings also discussed attendance on a regular basis.

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

Title 1 Parent funds for reading materials was not used. Although we spent over \$2000 dollars an error was made and the books were paid for out of the general fund.

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

We will continue to implement all of the above activities however BVES will develop surveys in a timely manner and not at the end of the year. Planning for the various academic events will be outlined with sufficient time to order from the appropriate budget to ensure our expenditures are more aligned with predetermined budget categories.







Annual Review and Update

SPSA Year Reviewed: 2024-25

Goal 3 – Safe and Healthy Learning Environment

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) 94% Chronic Absenteeism Under 25%				All Students - 48.2% chronically absent			
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Yellow	40%	Decrease 3 points	All	 Orange	48.2% Chronically Absent	Declined 1.3
	EL	Yellow	40%	Decrease 3 points	EL	 Yellow	42.9% Chronically Absent	Declined 5.4
	Hisp	Yellow	40%	Decrease 3 points	Hisp	 Orange	49% Chronically Absent	Declined 1.8
	AA	Yellow	40%	Decrease 3 points	AA	 Red	54.7% Chronically Absent	Increased 9.2
	SED	Yellow	40%	Decrease 3 points	SED	 Orange	48.7% Chronically Absent	Declined 2.1
	SWD	Yellow	40%	Decrease 3 points	SWD	 Orange	48.3% Chronically Absent	Declined 2.7
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Green	1%	Decline 0.4	All	Yellow	1.4% suspended at least one day	Maintained 0.2%
	EL	Green	0%	Maintain	EL	Blue	0.5% suspended at least one day	Maintained 0%

Metric/Indicator	Expected Outcomes				Actual Outcomes			
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Hisp	Green	1%	Decline 0.4	Hisp	Yellow	1.5% suspended at least one day	Maintained 0.2%
	AA	Green	1%	Decline 0.4	AA	Blue	0% suspended at least one day	Declined 1.4%
	SED	Green	1%	Decline 0.4	SED	Orange	1.5% suspended at least one day	Increased 0.3%
	SWD	Green	1%	Decline 0.4	SWD	Orange	3.2% suspended at least one day	Increased 1.1%
Panorama Survey Student and Parent Results	Panorama Survey - School Safety All students: 65% EL 65% AA 65% Hisp 70%				Panorama Survey - School Safety All students: 66% EL 67% AA 65% Hisp 67%			
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) 0% English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0%				Expulsion Rates All Students (ALL) 0% English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0%			
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness All Students (ALL) -80% English Learner (EL) 80% African American (AA) - 80%				Panorama Survey - School Connectedness All Students (ALL) - 72% English Learner (EL) Between 75-78% African American (AA) - 68%			
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) - 65% English Learner (EL) - 65% Hispanic (Hisp) - 68% African American (AA) - 65%				Panorama Survey – School Safety All Students (ALL) - 66% English Learner (EL) - 67-68% Hispanic (Hisp) - 67% African American (AA) - 65%			
Williams Facilities Inspection Results	Williams Facilities Inspection Results - 100%				Williams Facilities Inspection Results - 100%			

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide additional support to students identified as needing Tier 2 and 3 strategies for success . Student contacts and behavior data will be used to determine position effectiveness.	The behavior paraprofessional, school counselor, school psychologist and administrative work work collaboratively to analyze behavior data to determine Tier 2 and 3 needs. The behavior paraprofessional works collaboratively with classroom teachers to support struggling students by providing different settings as needed to help students reintegrate into the classroom and be productive members of the class. Students identified as two or more races were provided a mentor to regularly check on attendance. Attendance was tracked bimonthly for all students in the category of TOMS.	A behavior paraprofessional will continue to work with students identified with needing behavioral supports. The BP will be part of the PBIS implementation team. She will also be a member of the Tier 2/3 support team. The BP will also work with the community to support school attendance. Attendance will be monitored by student group. Parent contacts will be a priority for students in TOM. 2000-2999: Classified Personnel Salaries LCFF 62770	Wages and benefits for behavior paraprofessional 2000-2999: Classified Personnel Salaries LCFF 60640
Provide adult Playground Supervision to support a safe and orderly playground as measured by lunch referrals and behavior data	Playground supervision were hired however there was a vacancy for part of the year. We were able to use a substitute to cover the vacant position.	Wages and benefits for playground supervision 1@ 3.25 hrs and 3@ 3.5 hrs 2000-2999: Classified Personnel Salaries LCFF 53353 Substitutes for playground supervision 2000-2999: Classified Personnel Salaries LCFF	Wages and benefits 2000-2999: Classified Personnel Salaries LCFF 38177 Wages and benefits substitutes 2000-2999: Classified Personnel Salaries LCFF 3500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		4198	
Increase attendance by providing Saturday school options for attendance recovery as measured by monthly attendance reports	Saturday Camp took place 3 times during the year. Playground supervision supported supervision in the playground as well as in the classroom.	Wages and benefits for classified playground supervision 2000-2999: Classified Personnel Salaries LCFF 1399	Wages and benefits 2000-2999: Classified Personnel Salaries LCFF 1010
		Wages and benefits for certificated playground supervision 1000-1999: Certificated Personnel Salaries LCFF 5003	Wages and benefits certificated employees for Saturday Camp 1000-1999: Certificated Personnel Salaries LCFF 1484
		Clerical support for Saturday School 2000-2999: Classified Personnel Salaries LCFF 1702	Clerical support in the office for Saturday Camp 2000-2999: Classified Personnel Salaries LCFF 868
Reporting of monthly attendance rates to students, staff and parents as measured by data from Synergy. Ongoing focus on improved attendance by the week and month.	Monthly and weekly attendance rates were reported to classroom teachers and students. We did not recognize attendance during monthly awards assemblies.	Monthly recognition of the class with the highest attendance rate (silver bulldog) None Specified None Specified 0	Monthly notification of highest attendance rate None Specified None Specified 0
		Weekly recognitions of the class at each grade level with the highest attendance rate (small bulldogs) None Specified None Specified 0	Weekly recognition of a class from each grade with the highest attendance rate over 90% None Specified None Specified 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Perfect attendance recognition at monthly awards assembly by class. (Brag tag) None Specified None Specified 0	We did not recognize attendance at the monthly awards None Specified None Specified 0
		Improved attendance recognition at monthly awards assembly. (Brag tag and certificate) None Specified None Specified 0	We did not recognize improved attendance at the monthly awards recognition None Specified None Specified 0
PBIS recognition to support positive culture and climate as evidenced by a decrease in referrals and suspensions	Various incentives were purchased to support attendance. Monthly activities were also conducted for students that hit the attendance marks.	Brag tags, certificates and miscellaneous for monthly activities 4000-4999: Books And Supplies LCFF 3000	Miscellaneous 4000-4999: Books And Supplies LCFF 389
Students identified as two or more races will be assigned a mentor to support a collaborative climate of support between adults and students. Better connections with school staff will help to improve attendance.	TOMS students were assigned a mentor to check in on and have conversations regarding attendance.	Each student identified as TOM (two or more) will be connected to a staff member to support positive attendance. The adult will provide positive encouragement and connection to the school. None Specified None Specified 0	Students assigned a mentor None Specified None Specified 0

Analysis

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

Playground supervision is an integral component to supporting a safe and orderly campus (cafeteria and playgrounds). At various times during the day, we are operating 3 areas where supervision staff are required. When there is not enough staff, we see more disruptions and disturbances between students. Our behavior paraprofessional will often support on the playground and in the cafeteria, especially when students have been assigned alternative play areas as part of restorative measures. We have diligently announced weekly and monthly attendance rates to students and staff. Students put their five-finger hand in a

drawing basket as soon as 5 fingers are colored in for each day they are present. Students whose names are picked from the basket can select a prize. Brag tags are used during monthly awards assemblies to recognize students who have been selected for academic progress, and meeting behavior expectations.

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

Our playground supervision position has been vacant since January. Even though we have had substitutes available, not all the allocated funds have been used. We did not use as much funding as we had allocated for Saturday Camp as the district covered the cost. Funding for the attendance activities were taken from the general fund via Amazon orders.

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

We will increase playground supervision by one person. We will continue to monitor weekly and monthly attendance. Attendance data will be shared with families via ParentSquare monthly. Tier 2/3 team meetings will be scheduled at the beginning of the year. A component will be added to the PLC agendas to ensure that struggling students are identified and supported. Monthly awards assemblies will continue with an attendance certificate for at minimum attendance rate above 92%. Monthly activities will be added to continue to recognize students that have not missed more than 1 day per month.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

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




LCAP Goal

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

Identified Need



The following groups declined in ELA-EL and Hispanic. All other groups were maintained. The following groups declined in Math: Hispanic, SWD, and SED To continue to show growth it is necessary to align instructional practices and assessment needs at each grade level. Collaborative planning is an avenue that will support aligned practices. Professional development in both math and ELA will also allow teachers an opportunity to refine their instructional practices.

Measuring and Reporting Results

Metric/Indicator	Baseline				Expected Outcome			
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	 Orange	53.0 points below standard	Maintained 0.0 points	All	Yellow	49	Increase 4+
	EL	 Orange	69.0 points below standard	Declined 3.2 points	EL	Yellow	65	Increase 4+
	Hisp	 Orange	56.4 points below standard	Declined 3.5 points	Hisp	Yellow	52.4	Increase 4+
					AA		59	Increase 4+







Metric/Indicator**Baseline****Expected Outcome**

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AA	 No Performance Color	63.0 points below standard	Maintained 1.2 points
SED	 Orange	54.5 points below standard	Maintained 1.0 points
SWD	 Orange	96.9 points below standard	Increased 7.2 points

SED	Yellow	50.5	Increase 4+
SWD	Orange	92.9	Increase 4+

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

St. Group	Color	DFS/Percentage	Change
All	 Orange	78.4 points below standard	Declined 5.4 points
EL	 Orange	84.6 points below standard	Maintained 1.7 points
Hisp	 Orange	82.1 points below standard	Declined 7.9 points
AA	 No Performance Color	89.5 points below standard	Increased 4.4 points
SED	 Orange	78.7 points below standard	Declined 3.4 points
SWD	 Red	136.8 points below standard	Declined 7.6 points

St. Group	Color	DFS/Percentage	Change
All	Orange	74.4	Increase 4+
EL	Orange	80.6	Increase 4+
Hisp	Orange	78.1	Increase 4+
AA	Orange	85.5	Increase 4+
SED	Orange	74.7	Increase 4+
SWD	Orange	132.8	Increase 4+


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

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

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

California School Dashboard – English Learner Progress Indicator (ELPI)

Initial - 5.5% proficient
5.58% Well developed

	Color	DFS/Percentage	Change
English Learner Progress Indicator	 Blue	56.7%	5 20.3

	Color	DFS/Percentage	Change
English Learner Progress Indicator	Blue	60%	Increase 3.5+

Metric/Indicator	Baseline	Expected Outcome
25.38% Moderately developed 38.07% Somewhat developed 30.96% Minimally developed		
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate IFEP - 2.6% RFEP - 2.1%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate -9% IFEP -3.0 % RFEP - 5.0%
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) 26.77% English Learners (EL) 8% Hispanic (Hisp) 21.84% African American (AA) Students with Disabilities (SWD) 5.88% (3rd grade only)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) ELA - 35%
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance 100%	Williams Textbook/Materials Compliance - 100%

Planned Strategies/Activities

Strategy/Activity 1

BVES teachers will participate in professional development to support aligned units of study, aligned grade level assessments and grade level collaborative opportunities. The professional development will include writing to support genre writing in each grade level.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Teachers, administration

Proposed Expenditures for this Strategy/Activity

Amount	31260
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	<p>BVES will provide ongoing targeted, professional development opportunities for educators prior to the start of the school year (2 days). (Wages and benefits) Professional development offered to all (reading, math writing). PD offered as needed after school (district rate).</p> <p>Metrics and monitoring - Implementation: Agendas and completed assessments. Effectiveness: PLC data, admin. walk through</p> <p>Frequency - Implementation: Weekly review of grade-level agendas. Effectiveness: PLC data forms and walk-through notes.</p>
Amount	7770
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	<p>BVES will provide ongoing, targeted professional development opportunities for educators to enhance their instructional practices in math, reading, and writing.</p> <p>Metrics and monitoring - Implementation: Schedule of events. Effectiveness: Student engagement, walk-throughs, STAR assessments</p> <p>Frequency - Implementation: Throughout the year. Effectiveness: Classroom observations and feedback</p>
Amount	6000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Description

BVES will provide ongoing, targeted professional development opportunities for educators to enhance their instructional practices in math, reading, and writing.

Metrics and monitoring - Implementation: Schedule of events. Effectiveness: Student engagement, walk-throughs, STAR assessments

Frequency - Implementation: Throughout the year. Effectiveness: Classroom observations and feedback

Strategy/Activity 2

BVES will increase the number of 1st-5th grade students served 4 times a week in pull-out reading intervention by funding 2 bilingual paraprofessionals to work in the reading intervention lab.

This will be monitored by measuring the growth of students scoring in the red at the BOY on the benchmark screener.

Students to be Served by this Strategy/Activity

☒ English Learner

☒ Specific Student Groups:
Struggling Readers

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount

59190

Source

LCFF

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Bilingual paraprofessionals (2 @ 5.0 hrs/day)

Strategy/Activity 3

BVES will foster meaningful teacher collaboration to improve instructional practices and student outcomes through the use of evidence-based strategies. Teachers will engage in regular, structured collaborative sessions focused on data analysis, sharing best practices, and co-planning lessons that align with curriculum standards. Collaboration will specifically target areas of math, reading, and writing, with an emphasis on addressing student needs and closing achievement gaps. Minutes from each collaboration will be written and saved in the google drive for reference throughout the year. Administration will walk through classrooms to specifically see agreed upon instructional practices.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Academic coach, administration, and classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	BVES will focus on differentiated reading strategies, students will develop their ability to decode text, make inferences, identify key themes, and strengthen their vocabulary knowledge during small group (guided reading) instruction. Metrics and monitoring - Implementation: Grade levels will collaborate to determine a consistent time to support small group instruction. Effectiveness: STAR and CBM data will be regularly analyzed to determine skills needed and group levels. Frequency of data collection - Implementation: Monthly. Effectiveness - STAR growth report will be analyzed by teacher

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	All students will have weekly opportunities to engage in Bridges Workplaces. The instructional coach will provide professional development to 3rd-5th grade teachers to support planning, differentiated supports and ongoing implementation of these math stations.

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	BVES will schedule and implement Math performance tasks that will be completed each trimester with a focus on 3rd-5th grade classes.

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	All grades will co-plan and deliver 2 LES lessons per month and analyze summary data during a PLC meeting.

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	All grades will incorporate number strings weekly. Data will be shared during weekly grade level meetings to discuss and determine next steps. They will be planned collaboratively during PLC's and release time.

Amount	12500
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Teachers will be released from class to meet and collaborate on instructional practices. Opportunities will be available to meet beyond the school day as needed.

Amount	9001
Source	LCFF

Budget Reference

5000-5999: Services And Other Operating Expenditures

Description

Teachers will be released from class to meet and collaborate on instructional practices. Opportunities will be available to meet beyond the school day as needed.

Strategy/Activity 4

English Learners: BVES students will continue to show growth as measured by a 10 % increase in the ELPI score (from 56.7% to 66.7%) indicating student progress.

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

7/1/2025-6/30/2026

Person(s) Responsible

Administration and classroom teachers

Proposed Expenditures for this Strategy/Activity**Amount**

0

Source

None Specified

Budget Reference

None Specified

Description

BVES will implement Summit K-12 as a personalized learning platform to enhance English Language Learners' (ELL) academic performance and language development. Summit K-12 will provide tailored, data-driven instruction, adapting to each student's proficiency level and learning pace. Additional licenses will be purchased to ensure all students can access Summit K12. This money is allocated in the technology budget.

Amount

0

Source

None Specified

Budget Reference	None Specified
Description	ELPAC IABs will be implemented strategically throughout the year to show growth in reading, writing, and speaking.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	BVES will schedule and implement a designated ELD time for each grade level for 30 minutes a day.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	BVES will encourage all students to answer in complete sentences throughout the day regardless of subject area.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	BVES will enhance English Language Learner (ELL) instruction by implementing research-based strategies that promote language acquisition, academic achievement, and social integration. Instructional practices will focus on scaffolding language development, promoting academic vocabulary, and integrating content-area learning with language support.

Strategy/Activity 5

BVES will purchase and implement high-quality instructional materials and technological programs to enhance student engagement, support differentiated instruction, and improve academic achievement across all content areas. Usage for each program will be monitored monthly.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Classroom teachers and administration

Proposed Expenditures for this Strategy/Activity

Amount	10003
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	BVES will purchase high-quality, research-based instructional materials that align with curriculum standards and support differentiated learning for all students.
Amount	3593
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	BVES will purchase high-quality, research-based instructional materials that align with curriculum standards and support differentiated learning for all students.
Amount	15000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	BVES will integrate technology effectively into reading, mathematics, and English Language Development (ELD) instruction to enhance student engagement, personalized learning, and academic achievement. Technological programs will be purchased to support classroom instruction and student engagement. Programs for purchase - AR, Lalilo, Mystery Science, Generation Genius, Smart Suite Pebble Go,

Strategy/Activity 6

BVES will support the academic and behavioral success of all students by proactively identifying and responding to individual learning needs through regularly scheduled Student Study Team (SST) meetings and active participation in the IEP process. Collaborate with the site's Title I-funded behavior paraprofessional to implement targeted behavioral supports and interventions, ensuring alignment with student support plans and maximizing instructional time for struggling learners. A log of contacts will be maintained by the behavioral paraprofessional with anecdotal notes of support provided in the general education class.

Students to be Served by this Strategy/Activity

- X Students with Disabilities
- X Specific Student Groups:
SWD, TOMS, AA, Underperforming students

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration, teachers, Tier 2/3 team

Proposed Expenditures for this Strategy/Activity

Amount	14000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	BVES will hold monthly Student Study Team (SST) and Individualized Education Program (IEP) meetings to provide targeted support for struggling learners. These meetings will focus on analyzing student performance data, identifying specific learning challenges, and developing tailored interventions to meet each student's unique needs. Funding will pay for substitutes so grade-level teachers can attend meetings during the day.
Amount	5000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	BVES will hold monthly Student Study Team (SST) and Individualized Education Program (IEP) meetings to provide targeted support for struggling learners. These meetings will focus on analyzing student performance data, identifying

	specific learning challenges, and developing tailored interventions to meet each student's unique needs. Funding will pay for substitutes so grade-level teachers can attend meetings during the day.
Amount	67000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	BVES will hire a behavior paraprofessional to improve the academic achievement and behavioral outcomes of at-risk students identified through collaborative data analysis, by providing targeted small group and individualized support using Positive Behavioral Interventions and Supports (PBIS), assisting with behavior intervention plans, monitoring academic and behavioral progress, and supporting re-engagement strategies. This role will focus on reinforcing classroom instruction and collaborating with staff and families to ensure coordinated and consistent support that fosters student success in a safe and structured learning environment.

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

Bella Vista will strengthen the partnership between school and home by developing and implementing a variety of meaningful parent engagement opportunities throughout the school year. These opportunities will aim to increase family participation, enhance communication, and support student learning and success both in and out of the classroom.

LCAP Goal

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

Identified Need

This year 152 parents completed the Panorama Survey. This is an increase from last year. Engaging parents is difficult. Showcasing students increases parental improvement.

Measuring and Reporting Results

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

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

Planned Strategies/Activities

Strategy/Activity 1

BVES will establish a series of parent engagement events focused on math, reading, and science to strengthen the partnership between home and school and to support student success. These events will include workshops, interactive sessions, and resource-sharing opportunities that provide parents with strategies to support their children's learning in these core subjects. Attendance sheets will be gathered. A survey will be provided for each parent event to gain an understanding of successes and needs.

Students to be Served by this Strategy/Activity

X Low Income

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount

1200

Source

Title I Part A: Parent Involvement

Budget Reference

4000-4999: Books And Supplies

Description	Materials to support engaging family education night (Math and Reading). Purchase of books so every student takes one home. Math manipulatives to support home to school connection. Science materials to support a Science fair event.
Amount	1651
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	School-to-home reading materials to support at-home reading in place of assigned homework. Books to be purchased for each student. Parents will receive bookmarks of strategies to use with their child at home.
Amount	255
Source	Title I Part A: Parent Involvement
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Canva subscription to support parent notification of events

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified

Description

Continued partnership building: Palm Springs Art Museum, Cabot Yerxa Museum, McCallum Theater, and Indian Canyons. Attendance data will be analyzed on filed trip days. Student surveys will be used to determine the effectiveness of the trip.

Strategy/Activity 3

Increase student motivation and school connectedness by implementing a consistent student recognition program that celebrates academic achievement, positive behavior, and personal growth. Actively involve parents and guardians by inviting them to participate in recognition events, contribute to celebrations, and engage in regular communication highlighting their child's successes. Parent invites will be sent to ensure parent participation. Calculations will be gathered for events such as parent teacher conferences to determine the percentage of involved parents.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration and clerical staff

Proposed Expenditures for this Strategy/Activity**Amount**

2000

Source

LCFF

Budget Reference

4000-4999: Books And Supplies

Description

BVES will establish a system of regular recognition for student achievement and attendance to foster a positive school culture, motivate students, and encourage consistent engagement. PBIS rewards, certificates, brag tags and incentives will be purchased and distributed during assemblies

Strategy/Activity 4

BVES Increase parent engagement in the school's theater production by providing multiple opportunities for participation, including volunteering for set design, costumes, and event coordination, and by maintaining consistent communication through newsletters and digital platforms. Aim to involve at least 50% of cast members' families in some aspect of the production to foster a stronger school-home connection and build community support for the arts.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Theater teachers, administration, and students

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Materials and costumes will be secured for a yearly performance

Strategy/Activity 5

To increase equitable access and foster stronger family-school partnerships by ensuring that qualified translators are available for all parent-teacher conferences. This will help remove language barriers, promote clear communication, and support active parent engagement in their child's academic progress. Translators will be time carded and will have a written schedule to support families of second language learners.

Students to be Served by this Strategy/Activity

☒ English Learner

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Office staff, bilingual paraprofessionals, administration

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries

Description

Wages and benefits for extra duty for bilingual paraprofessionals to translate during parnt teacher conferences and after school activities.

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

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

LCAP Goal

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

Identified Need

Suspension rates for 2024 - 1.4%, which was maintained with 0.2%.
Chronic absenteeism is a huge area of concern. Currently, 2 subgroups are red (AA and TOMS). Five subgroups are orange (Hispanic, Homeless, SED, SWD, and White, and one subgroup is yellow(English Learners). African American students are 54.7% chronically absent, and students of two or more races are 46.5% chronically absent.
African Americans had an increase of 9.2%, and TOMS had an increase of 1.2%.
.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome																
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) 85.1% Chronic Absenteeism 67.5%	Student Attendance Rates All Students (ALL) 94% Chronic Absenteeism Under 25%																
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Orange</td><td>48.2% Chronically Absent</td><td>Declined 1.3</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Orange	48.2% Chronically Absent	Declined 1.3	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Yellow</td><td>45.2%</td><td>Decline 3%</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	45.2%	Decline 3%
St. Group	Color	DFS/Percentage	Change															
All	Orange	48.2% Chronically Absent	Declined 1.3															
St. Group	Color	DFS/Percentage	Change															
All	Yellow	45.2%	Decline 3%															

Metric/Indicator	Baseline				Expected Outcome			
Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	EL	Yellow	42.9% Chronically Absent	Declined 5.4	EL	Yellow	37.9%	Decline 5%
	Hisp	Orange	49% Chronically Absent	Declined 1.8	Hisp	Yellow	46%	Decline 3%
	AA	Red	54.7% Chronically Absent	Increased 9.2	AA	Yellow	51.7%	Decline 3%
	SED	Orange	48.7% Chronically Absent	Declined 2.1	SED	Yellow	45.7%	Decline 3%
	SWD	Orange	48.3% Chronically Absent	Declined 2.7	SWD	Yellow	45.3%	Decline 3%
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	Yellow	1.4% suspended at least one day	Maintained 0.2%	All	Green	1.0%	Decline 0.3%
	EL	Blue	0.5% suspended at least one day	Maintained 0%	EL	Blue	0.5%	Maintain
	Hisp	Yellow	1.5% suspended at least one day	Maintained 0.2%	Hisp	Green	1.0%	Decline .5%
	AA	Blue	0% suspended at least one day	Declined 1.4%	AA	Blue	0%	Maintain
	SED	Orange	1.5% suspended at least one day	Increased 0.3%	SED	Yellow	1.0%	Decline .5%
	SWD	Orange	3.2% suspended at least one day	Increased 1.1%	SWD	Yellow	2.7%	Decline .5%
Panorama Survey Student and Parent Results	Panorama Survey - School Safety All students: 58% EL62 % AA 58% Hisp 60%				Panorama Survey - School Safety All students: 65% EL 65% AA 65% Hisp 70% SED			
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) 0% English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0%				Expulsion Rates All Students (ALL) 0% English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0%			

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

Planned Strategies/Activities

Strategy/Activity 1

By June 2026, BVES will improve student attendance and reduce suspensions by implementing proactive, equity-centered strategies and increasing staff capacity to support student behavior and engagement. Weekly and monthly attendance rates will be reviewed. Monthly district attendance rates will be shared with parents and teachers.

Students to be Served by this Strategy/Activity

- ☒ Foster Youth
- ☒ Low Income
- ☒ Specific Student Groups:
TOM, AA

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	67904
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	A behavior parprofessional will be hired to support the academic, behavioral, and social-emotional success of students—particularly English learners, low-income students, and foster youth—through implementation of targeted interventions and Positive Behavioral Interventions and Supports (PBIS). This includes collaborating with staff to identify students in need, providing individualized and small group behavior and academic support, supervising students in alternative learning settings, and assisting in the development and execution of behavior intervention plans. The role also includes collecting and analyzing behavior and academic data, mentoring students to strengthen engagement, and supporting a safe and inclusive learning environment that promotes school connectedness and reduces disciplinary incidents.
Amount	35630
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	To support continued efforts to improve attendance, an additional office clerk position will be added. This role will be responsible for monitoring attendance data, managing STIS paperwork—including obtaining parent signatures and documenting work completion—organizing and scheduling SART meetings, and completing SARB documentation.
Amount	72417
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	BVES will employ playground supervision aides to monitor student interactions in the MPR as well as the playground (1x 0.75, 3x3.5, and 1x4)

Amount

6712

Source

LCFF

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Substitutes to support vacant playground supervision positions

Strategy/Activity 2

BVES is committed to improving school attendance. Attendance data will be reviewed weekly by class and monthly by grade. Data will be shared schoolwide to students, parents, and staff. Monthly activities will be planned and implemented for recognition to students meeting the monthly attendance goal. A calendar of events will be developed and posted for students, parents, and staff.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount

3000

Source

LCFF

Budget Reference

4000-4999: Books And Supplies

Description

Monthly activities will be scheduled for students hitting attendance goals. Various incentives, certificates and brags tags will be purchased to support positive attendance growth.

Amount

0

Source

None Specified

Budget Reference	None Specified
Description	Weekly classroom attendance rates will be shared with staff and students. The highest attendance rate at each grade will be recognized with the Bulldog of the week.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Monthly classroom attendance rates will be shared staff, students and parents. The highest rate for the month will be recognized with the Grand Silver Bulldog to be displayed in the classroom.

Strategy/Activity 3

By the end of the 2025–2026 school year, BVES will implement four Saturday School sessions—one per quarter—to support attendance recovery efforts. Each session will offer academic and enrichment activities to engage students who have missed instructional days. The goal is to recapture at least 60 attendance days per session, totaling a minimum of 240 recaptured days for the year, as measured by attendance logs and district reporting tools.

Students to be Served by this Strategy/Activity

<input checked="" type="checkbox"/>	Specific Student Groups: Toms and AA
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Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration, Clerical staff, and teachers
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Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Saturday Camp will be scheduled at the beginning of the year. Teachers will be recruiting to teach at the camp. Each session will focus on a different theme (teachers)
Amount	1000

Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Saturday Camp will be scheduled at the beginning of the year. Teachers will be recruiting to teach at the camp. Each session will focus on a different theme (playground supervision)
Amount	1000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Saturday Camp will be scheduled at the beginning of the year. Teachers will be recruiting to teach at the camp. Each session will focus on a different theme (clerical support)

Strategy/Activity 4

By June 2026, increase the average attendance rate of students in the TOMS and African American subgroups by at least 10% through the assignment of dedicated mentors and implementation of a Check-In/Check-Out (CICO) system. Data collection will show the number of students involved and will track the daily attendance for each student (TOMS and AA).

Students to be Served by this Strategy/Activity

X	Specific Student Groups: TOM and AA
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Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Teachers and administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Each identified student will be paired with a staff mentor and have their attendance monitored weekly. Progress will be tracked monthly using attendance reports and CICO logs to ensure consistent support and intervention.

Strategy/Activity 5

BVES will implement various technology programs throughout the school day to improve student focus, emotional regulation, and overall well-being. These techniques will be incorporated into various parts of the school routine, including during transitions, before lessons, and as part of daily class activities. (Mindfulness). Effectiveness will be determined based on the data usage of each program.

Students to be Served by this Strategy/Activity

☒ All

Timeline

7/1/2025-6/30/2026

Person(s) Responsible

Administration and teachers

Proposed Expenditures for this Strategy/Activity

Amount	15000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	BVES will implement mindfulness practices, character education, and behavioral interventions school-wide to support student emotional regulation, focus, and overall well-being.

Centralized Services for Planned Improvements in Student Performance

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

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Math Collaboration and Professional Development	July 1, 2025 - June 30, 2026	Consultants and substitutes to support the implementation of math routines and strategies for the development of conceptual understanding	6,667	Title I
Primary Reading Intervention Program	July 1, 2025 - June 30, 2026	Provide a dedicated Reading Intervention Teacher, an instructional aide, and intervention instructional materials to support student skill development in reading across grades TK-2 funded via the Learning Recovery Emergency Block Grant	205,062	None Specified
Technology Teacher on Assignment (TOSA)	July 1, 2025 - June 30, 2026	Support students and staff with the integration of technology into instruction	6,083	Title I

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Family engagement events and classes	July 1, 2025 - June 30, 2026	Parenting Classes on effective strategies and structures. Parent/community engagement events.	1,500	Title I

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development				
Youth Mental Health First Aid Training	July 1, 2025 - June 30, 2026	Training and accompanying books and materials	2,962	Title IV

Note: Centralized services may include the following direct services:

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

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$154,229
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$452,586.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	151,123	0.00
Title I Part A: Parent Involvement	3,106	0.00
LCFF	298,357	0.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$151,123.00
Title I Part A: Parent Involvement	\$3,106.00

Subtotal of additional federal funds included for this school: \$154,229.00

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

State or Local Programs	Allocation (\$)
LCFF	\$298,357.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$298,357.00

Total of federal, state, and/or local funds for this school: \$452,586.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	298,357.00
None Specified	0.00
Title I	151,123.00
Title I Part A: Parent Involvement	3,106.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	41,030.00
2000-2999: Classified Personnel Salaries	311,353.00
4000-4999: Books And Supplies	23,447.00
5000-5999: Services And Other Operating Expenditures	55,501.00
5800: Professional/Consulting Services And Operating Expenditures	21,255.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	2,000.00
2000-2999: Classified Personnel Salaries	LCFF	244,353.00
4000-4999: Books And Supplies	LCFF	17,003.00
5000-5999: Services And Other Operating Expenditures	LCFF	14,001.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	21,000.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	39,030.00
2000-2999: Classified Personnel Salaries	Title I	67,000.00
4000-4999: Books And Supplies	Title I	3,593.00
5000-5999: Services And Other Operating Expenditures	Title I	41,500.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,851.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	255.00

School Site Council Membership

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

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

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

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

Recommendations and Assurances

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

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

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

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

Signature

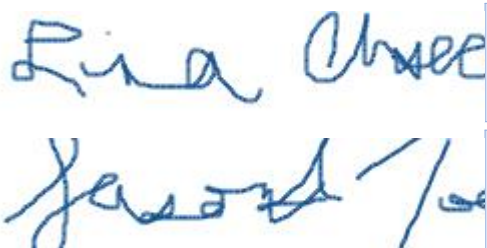
Committee or Advisory Group Name

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 4/24/2025.

Attested:

Handwritten signatures of Lisa Arseo and Jason Moore in blue ink.

Principal, Lisa Arseo on 04/21/25

SSC Chairperson, Jason Moore on 4/21/25

Title I and LCFF Funded Program Evaluation

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

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
BVES teachers will participate in professional development to support aligned units of study, aligned grade level assessments and grade level collaborative opportunities. The professional development will include writing to support genre writing in each grade level.			
BVES will increase the number of 1st-5th grade students served 4 times a week in pull-out reading intervention by funding 2 bilingual paraprofessionals to work in the reading intervention lab. This will be monitored by measuring the growth of students scoring in the red at the BOY on the benchmark screener.			
BVES will foster meaningful teacher collaboration to improve instructional practices and student outcomes through the use of evidence-based strategies. Teachers will engage in regular, structured collaborative sessions focused on data analysis, sharing best practices, and co-planning lessons that align with curriculum standards. Collaboration will specifically target areas of math, reading, and writing, with an emphasis on addressing student needs and closing achievement gaps. Minutes from each collaboration will be written and saved in the google drive for reference throughout the year. Administration will walk through			

classrooms to specifically see agreed upon instructional practices.			
English Learners: BVES students will continue to show growth as measured by a 10 % increase in the ELPI score (from 56.7% to 66.7%) indicating student progress.			
BVES will purchase and implement high-quality instructional materials and technological programs to enhance student engagement, support differentiated instruction, and improve academic achievement across all content areas. Usage for each program will be monitored monthly.			
BVES will support the academic and behavioral success of all students by proactively identifying and responding to individual learning needs through regularly scheduled Student Study Team (SST) meetings and active participation in the IEP process. Collaborate with the site's Title I-funded behavior paraprofessional to implement targeted behavioral supports and interventions, ensuring alignment with student support plans and maximizing instructional time for struggling learners. A log of contacts will be maintained by the behavioral paraprofessional with anecdotal notes of support provided in the general education class.			

Goal #2:

Bella Vista will strengthen the partnership between school and home by developing and implementing a variety of meaningful parent engagement opportunities throughout the school year. These opportunities will aim to increase family participation, enhance communication, and support student learning and success both in and out of the classroom.

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
BVES will establish a series of parent engagement events focused on math, reading, and science to strengthen the partnership between home and school and to support student success. These events will			

include workshops, interactive sessions, and resource-sharing opportunities that provide parents with strategies to support their children's learning in these core subjects. Attendance sheets will be gathered. A survey will be provided for each parent event to gain an understanding of successes and needs.			
Foster partnerships with local Community agencies. Participation engagement metrics will be used to determine the success of the activity.			
Increase student motivation and school connectedness by implementing a consistent student recognition program that celebrates academic achievement, positive behavior, and personal growth. Actively involve parents and guardians by inviting them to participate in recognition events, contribute to celebrations, and engage in regular communication highlighting their child's successes. Parent invites will be sent to ensure parent participation. Calculations will be gathered for events such as parent teacher conferences to determine the percentage of involved parents.			
BVES Increase parent engagement in the school's theater production by providing multiple opportunities for participation, including volunteering for set design, costumes, and event coordination, and by maintaining consistent communication through newsletters and digital platforms. Aim to involve at least 50% of cast members' families in some aspect of the production to foster a stronger school-home connection and build community support for the arts.			
To increase equitable access and foster stronger family-school partnerships by ensuring that qualified translators are available for all parent-teacher conferences. This will help remove language barriers, promote clear communication, and support active parent engagement in their child's academic progress. Translators will be time carded and will have a written schedule to support families of second language learners.			

Goal #3:

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

Actions/ Activities (Strategies)	What is working and why? (Effective indicators) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
<p>By June 2026, BVES will improve student attendance and reduce suspensions by implementing proactive, equity-centered strategies and increasing staff capacity to support student behavior and engagement. Weekly and monthly attendance rates will be reviewed. Monthly district attendance rates will be shared with parents and teachers.</p>			
<p>BVES is committed to improving school attendance. Attendance data will be reviewed weekly by class and monthly by grade. Data will be shared schoolwide to students, parents, and staff. Monthly activities will be planned and implemented for recognition to students meeting the monthly attendance goal. A calendar of events will be developed and posted for students, parents, and staff.</p>			
<p>By the end of the 2025–2026 school year, BVES will implement four Saturday School sessions—one per quarter—to support attendance recovery efforts. Each session will offer academic and enrichment activities to engage students who have missed instructional days. The goal is to recapture at least 60 attendance days per session, totaling a minimum of 240 recaptured days for the year, as measured by attendance logs and district reporting tools.</p>			
<p>By June 2026, increase the average attendance rate of students in the TOMS and African American subgroups by at least 10% through the assignment of dedicated</p>			

mentors and implementation of a Check-In/Check-Out (CICO) system. Data collection will show the number of students involved and will track the daily attendance for each student (TOMS and AA).			
BVES will implement various technology programs throughout the school day to improve student focus, emotional regulation, and overall well-being. These techniques will be incorporated into various parts of the school routine, including during transitions, before lessons, and as part of daily class activities. (Mindfulness). Effectiveness will be determined based on the data usage of each program.			

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64004 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65004, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

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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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64004(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:

- i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
- c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, 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/guidanceuseininvestment.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/guidanceuseininvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64004[a] as amended by Assembly Bill [AB] 716, effective January 1, 2049).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2049).

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

Authority Cited: EC sections 52062(a) and 64004(a), both as amended by AB 716, effective January 1, 2049.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2049
