

School Year:

2023-24



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

Mission Bell Elementary School

Address

4020 Conning Street
Jurupa Valley, CA 92509-2599

County-District-School (CDS) Code

33 67090 6032189

Principal

Josefina Gámez

District Name

Jurupa Unified School District

SPSA Revision Date

May 15, 2023

Schoolsite Council (SSC) Approval Date

May 15, 2023

Local Board Approval Date

June 26, 2023

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

ABOUT THIS SCHOOL

Both academic and social-emotional success is the vision for all students at Mission Bell Elementary School. Our academic expectation is that every student at Mission Bell will meet or exceed the State of California grade-level standards. Academic practices and decision making are based on the latest research on achievement and are put into practice using the most effective strategies available. Students will be well prepared to work independently and in teams to solve complex problems. Competent research skills will be an expectation for all students, and each student will have a working knowledge of technology as a tool for learning in the 21st Century.

As an AVID Elementary school, we embrace AVID's mission to close the achievement gap by preparing all students for college readiness and success in a global society.

All of the educational partners at Mission Bell are appropriately included in the school community. Parents, faculty, staff, and community all contribute to the academic success and social development of the students.

Our motto is: "Mission Bell knows no limits," which aligns with the District's motto is: "Learning Without Limits"

School Profile

Describe The students and community and how school serves them.

The Story

The Jurupa Unified School District serves over 18,000 students in grades transitional kindergarten through twelve. Established in 1963, our school district includes 16 elementary schools, 1 K-8 school, 3 middle schools, 3 comprehensive high schools, a continuation high school, and an adult school. Spanning 44 square miles in western Riverside County, Jurupa Unified School District is committed to academic excellence. Mission Bell houses a state preschool program with two classes. One class is held in the morning and the other in the afternoon. Two preschool teachers and four preschool aides staff the preschool. The preschool emphasizes both developmental skills and pre-kindergarten academic readiness skills as a part of their curriculum.

Mission Bell Elementary School is located at 4020 Conning Street, in Jurupa Valley, close to the junction of the 15 and 60 freeways. The area has a mixture of small businesses, restaurants, and light industry. The main neighborhoods in the school's attendance area are apartments, single-family homes, back homes, including small ranches.

Mission Bell is a schoolwide Title I school. Mission Bell School presently serves 372 students in grade TK-6. 86.3% of the school's population is considered socioeconomically disadvantaged.. English language learners represent 50.3% of the student population. Approximately 95.2% of the students are Hispanic, and 4.8% are other ethnicities. GATE students are identified beginning in 2nd grade and are served in grades 2-6. Mission Bell currently has 3 students identified as GATE. Students receiving special education services are served by 3 SDC teachers, 1.5 education specialists, a speech/language pathologist, and instructional aides. Students with disabilities comprise 16.9% of our school population.

Our library is available to students, teachers, and parents. Every student in grades TK-6 has a Chromebook which they use in the classroom on a daily basis. The Chromebooks are sent home with 2nd - 6th grade students each day. Every Wednesday is a minimum day and is used for planning and staff development activities. An elementary media center clerk works full-time to check out books to students and teachers, inventory and track all library resources, including Chromebooks, process the purchase of books and/or other instructional materials requested by teachers, and provide bi-weekly Makerspace lessons. The library houses 7,000 books and reference materials.

Teachers at Mission Bell provide instruction of the Common Core State Standards (CCSS) in all subject areas. Teachers use McGraw Hill Wonders for ELA. TWIG science was adopted last school year and continues to be in use. The district has just adopted new math and social studies materials for use during the 2023-2024 school year. Our teachers will be attending professional development sessions related to the new adoptions.

Students in grades Transitional Kindergarten-Sixth grades that require intensive support are served by two Literacy Support Teachers and one Math Support Teacher. Two Literacy Support Teachers and one Math Support Teacher provide instruction that is more explicit, systematic, and specifically designed to meet the individual needs of these students that perform two or more years below grade level by “closing the gap” in reading and math.

In an effort to provide a safe school environment at Mission Bell, activity supervisors assist with student supervision and safety before, during, and after the school day.

Mission Bell is an AVID elementary school. This is a foundational component of the AVID College Readiness System. We have completed six years of implementation.

Mission Bell is currently in the application process for approval to become a Community School. Community School Pillars are:

1. Integrated Student Supports;
2. Family and Community Engagement;
3. Collaborative Leadership and Practices for Educators and Administrators;
4. Extended Learning Opportunities.

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

The key features of this year's SPSA will be:

AVID: The deepening of understanding of AVID strategies and implementation will be accomplished through the continued efforts to send untrained staff to AVID trainings.

AVID Strong PBIS: We will continue to encourage and teach students to be AVID strong. Students will be receiving weekly recognition through AVID Strong tickets for having a completed agenda and keeping organized work spaces.

Reading Intervention: Two Literacy Support Teachers will provide small-group intervention to students who have an SST in place or who are struggling to meet grade-level literacy standards.

Math Intervention: A Math Support Teacher will work to support students who are having difficulty meeting mathematics academic standards. The Math Support Teacher will also support students who have an SST.

ELD Focus: The administrator and primary teachers will receive in-depth and intense ELD training through WestEd to support our ELs.

Parent Engagement: Parents will be given multiple opportunities to engage with their children at school. Parents will be encouraged to participate in school decision-making committees.

Review of Performance – Comprehensive Needs Assessment

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud 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 low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

This year, we were able to reopen our school to our families. We saw family engagement increase during family picnics and book fairs. We also welcomed volunteers. Costco volunteers worked with first grade students on specific literacy skills.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Greatest Needs

In ELA, third through sixth grade students scored 81 points below the standard on the CAASPP; English Learners scored 88.7 points below the standard; Hispanic students scored 81.8 points below the standard; Socioeconomically Disadvantaged students scored 83.6 points below the standard; Students with Disabilities scored 163.3 points below the standard.

In Math, third through sixth grade students scored 95.8 points below the standard on the CAASPP; English Learners scored 96.8 points below the standard; Hispanic students scored 95.6 points below the standard; Socioeconomically Disadvantaged students scored 96.2 points below the standard; Students with Disabilities scored 182.4 points below the standard.

On the ELPAC, only 12.77% of our students scored at a Level 4.

Overall, all student groups had very high chronic absenteeism rates. We are continually working on helping improve attendance by incentivizing our students.

The data show that our student subgroups (ELs, Socioeconomically Disadvantaged, and Students with Disabilities) have academic gaps that need to be addressed. We need to enhance our teaching practices to meet their needs.

Referring to the LCFF Evaluation Rubrics, 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 performance gaps?

Performance Gaps

CAASPP performance in ELA and Math demonstrated that our Students with Disabilities are performing at lower levels than our other subgroups. There exists a need to adjust our teaching practices to specifically meet the needs of Students with Disabilities.

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

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.

Under ESSA requirements, the school's School Plan for Student Achievement is fully aligned with the district's LCAP goals of College and Career Readiness; Safe, Orderly, and Inviting Learning Environments; and Student and Community Engagement. This school-wide program includes the implementation, expansion, and support of:

- 1.) Guided Reading/Literacy Intervention
- 2.) Integrated and Designated ELD resources and implementation of best instructional practices for grades TK-6th
- 3.) Common Core curriculum
- 4.) Continued focus and implementation on Elementary AVID strategies and implementation and positive behavior strategies implementation with a growth mindset.
- 5.) Continued training and implementation of technology with staff and students
- 6.) Increase parent involvement and school connectedness
- 7.) Increase and promote student engagement and achievement
- 8.) Support implementation of new science, math, and social studies adoptions
- 9.) Continue to support SEL practices and the Second Step program

As a Title I Schoolwide program, we do a Comprehensive Needs Assessment annually and develop our SPSA with our education partners. We also include strategies that support state standards and address the needs of all children in the SPSA. We focus particularly on students who are at risk of not meeting grade-level standards, English Language Learners, and students with disabilities. Our SPSA implementation is monitored and evaluated through ongoing Leadership team, SSC/ELAC, SBCP meetings, principal meetings, and annual Budget/Program meetings. The SPSA is revised to ensure continuous improvement based on data analysis of student learning needs. All Title I funding supplements and does not supplant services that students would otherwise receive if not participating in a Title I program. Relative to LCAP alignment, our plan is directly coordinated with district LCAP goals, associated services, and planning requirements.

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

Mission Bell's School Site Council reviews a section of the school plan at each meeting. Members of ELAC are informed of the goals and asked for input. The school's leadership team also provides input. Students, parents, and staff groups provide input via LCAP and Panorama surveys. Data outcomes are reviewed and analyzed within the SPSA on an ongoing basis.

Resource Inequities

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

English Learners, Hispanic, Socioeconomic Disadvantaged, and Students with Disabilities scored at the "Very Low" performance level in English Language Arts on the CAASPP. In ELA, English Learners scored 88.7 points below standard; Hispanic students scored 81.8 points below the standard; Socioeconomically Disadvantaged scored 83.6 points below the standard; Students with Disabilities scored 163.3 points below the standard.

English Learners, Hispanic, Socioeconomic Disadvantaged, and Students with Disabilities scored at the "Very Low" performance level in Mathematics on the CAASPP. In Math, English Learners scored 96.8 points below standard; Hispanic students scored 95.6 points below the standard; Socioeconomically Disadvantaged scored 96.2 points below the standard; Students with Disabilities scored 182.4 points below the standard.

To address ELA and Math student needs, enhanced teaching practices, professional development opportunities, and goal-setting need to be considered. Collaboration opportunities among groups of teachers will allow for new and innovative ideas to be discussed and implemented. Student group progress will be analyzed on a continuous basis. It is encouraged that student progress be measured at least every six weeks to align with intervention cycles. Specialized groups of teachers (Education Specialists, LSTs, and MST) may offer additional support for significant subgroups.

Students with Disabilities scored the furthest from standards on ELA and Math. Their needs are unique and based on IEP goals. During collaboration time, Education Specialists and General Education teachers can meet to collaborate and discuss how to better serve our Students with Disabilities. Collaboration will focus on state, district, and teacher assessment results. Possible increase in inclusive time may be considered to provide greater access to core curriculum for Students with Disabilities. An increase in professional development opportunities related to research-based inclusive practices will be explored.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	53	48	57
Grade 1	48	47	31
Grade 2	64	53	55
Grade3	48	67	53
Grade 4	64	44	74
Grade 5	54	63	47
Grade 6	47	50	56
Total Enrollment	378	372	373

Conclusions based on this data:

1. Overall, enrollment has been stable for the past three years.
2. A small enrollment decline can be observed from 2021 through 2023.
3. First grade seems to be the most impacted by declining enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	189	187	195	50.00%	50.3%	52.3%
Fluent English Proficient (FEP)	40	38	34	10.60%	10.2%	9.1%
Reclassified Fluent English Proficient (RFEP)	7			3.7%		

Conclusions based on this data:

1. The English Learner population slightly increased in 2023.
2. The number of English Learners increased while the number of Fluent English Proficient students has decreased.
3. Only 3.7% of English Learners were reclassified in 2020-2021.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	47	69		0	68		0	68		0.0	98.6	
Grade 4	65	48		0	47		0	47		0.0	97.9	
Grade 5	53	60		0	60		0	60		0.0	100.0	
Grade 6	48	53		0	53		0	53		0.0	100.0	
All Grades	213	230		0	228		0	228		0.0	99.1	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2335.0			1.47			10.29			20.59			67.65	
Grade 4		2411.7			6.38			17.02			27.66			48.94	
Grade 5		2403.3			1.67			15.00			20.00			63.33	
Grade 6		2462.7			1.89			22.64			26.42			49.06	
All Grades	N/A	N/A	N/A		2.63			15.79			23.25			58.33	

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.88			55.88			38.24	
Grade 4		4.26			61.70			34.04	
Grade 5		3.33			53.33			43.33	
Grade 6		7.55			52.83			39.62	
All Grades		5.26			55.70			39.04	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.47			32.35			66.18	
Grade 4		4.26			55.32			40.43	
Grade 5		3.33			38.33			58.33	
Grade 6		5.66			47.17			47.17	
All Grades		3.51			42.11			54.39	

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.41			60.29			35.29	
Grade 4		6.38			74.47			19.15	
Grade 5		3.33			63.33			33.33	
Grade 6		9.43			64.15			26.42	
All Grades		5.70			64.91			29.39	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.41			50.00			45.59	
Grade 4		4.26			63.83			31.91	
Grade 5		1.67			60.00			38.33	
Grade 6		7.55			56.60			35.85	
All Grades		4.39			57.02			38.60	

Conclusions based on this data:

1. In 2021-2022, only 18.42% of students met or exceeded the standards in English Language Arts.
2. The Writing domain had a significantly lower percentage of students who exceeded the standards than Reading, Listening, and Research/Inquiry.
3. Students performed the best in the Listening Domain when compared to Reading, Writing, and Research/Inquiry.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	47	69		0	69		0	69		0.0	100.0	
Grade 4	65	48		0	48		0	48		0.0	100.0	
Grade 5	53	60		0	60		0	60		0.0	100.0	
Grade 6	48	53		0	53		0	53		0.0	100.0	
All Grades	213	230		0	230		0	230		0.0	100.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2349.7			2.90			11.59			24.64			60.87	
Grade 4		2422.8			4.17			8.33			56.25			31.25	
Grade 5		2397.1			0.00			3.33			21.67			75.00	
Grade 6		2441.6			1.89			13.21			24.53			60.38	
All Grades	N/A	N/A	N/A		2.17			9.13			30.43			58.26	

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.25			31.88			60.87	
Grade 4		4.17			54.17			41.67	
Grade 5		0.00			26.67			73.33	
Grade 6		5.66			32.08			62.26	
All Grades		4.35			35.22			60.43	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.25			30.43			62.32	
Grade 4		6.25			54.17			39.58	
Grade 5		1.67			25.00			73.33	
Grade 6		0.00			39.62			60.38	
All Grades		3.91			36.09			60.00	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.35			53.62			42.03	
Grade 4		2.08			62.50			35.42	
Grade 5		3.33			48.33			48.33	
Grade 6		3.77			50.94			45.28	
All Grades		3.48			53.48			43.04	

Conclusions based on this data:

1. In 2021-2022, only 11.30% of students met or exceeded the standards in Mathematics.

2. In 2021-2022, 4.35% of students scored above standards in Concepts & Procedures. This was slightly higher than Problem Solving & Procedures and Communicating Reasoning.
3. In 2021-2022, 53.8% of students score at or near the standard in Communicating Reasoning, which is higher than Concepts & Procedures and Problem Solving & Procedures.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1407.7	1391.8		1422.5	1404.2		1373.0	1362.5		29	30	
1	1433.8	1439.7		1447.7	1452.6		1419.4	1426.3		29	26	
2	1472.1	1463.1		1472.4	1459.4		1471.2	1466.3		34	29	
3	1469.0	1476.1		1460.8	1474.5		1476.8	1477.1		23	31	
4	1493.1	1506.2		1483.4	1495.0		1502.5	1517.0		28	23	
5	1515.0	1511.2		1498.6	1505.8		1531.0	1516.1		22	28	
6	1503.7	1539.0		1497.9	1543.2		1509.1	1534.2		15	21	
All Grades										180	188	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.90	0.00		24.14	40.00		55.17	40.00		13.79	20.00		29	30	
1	3.45	3.85		27.59	26.92		44.83	57.69		24.14	11.54		29	26	
2	8.82	13.79		47.06	37.93		38.24	27.59		5.88	20.69		34	29	
3	0.00	9.68		34.78	16.13		43.48	58.06		21.74	16.13		23	31	
4	7.14	21.74		39.29	43.48		32.14	21.74		21.43	13.04		28	23	
5	4.55	17.86		59.09	25.00		22.73	46.43		13.64	10.71		22	28	
6	7.14	28.57		21.43	42.86		50.00	19.05		21.43	9.52		14	21	
All Grades	5.59	12.77		36.87	32.45		40.78	39.89		16.76	14.89		179	188	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.34	6.67		34.48	43.33		41.38	30.00		13.79	20.00		29	30	
1	3.45	19.23		41.38	46.15		48.28	26.92		6.90	7.69		29	26	
2	14.71	13.79		50.00	48.28		29.41	17.24		5.88	20.69		34	29	
3	8.70	12.90		39.13	51.61		30.43	22.58		21.74	12.90		23	31	
4	7.14	26.09		60.71	47.83		17.86	17.39		14.29	8.70		28	23	
5	22.73	28.57		54.55	32.14		4.55	28.57		18.18	10.71		22	28	
6	7.14	52.38		57.14	28.57		28.57	9.52		7.14	9.52		14	21	
All Grades	10.61	21.28		47.49	43.09		29.61	22.34		12.29	13.30		179	188	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.45	0.00		10.34	16.67		55.17	66.67		31.03	16.67		29	30	
1	0.00	3.85		24.14	19.23		27.59	30.77		48.28	46.15		29	26	
2	8.82	10.34		38.24	31.03		35.29	31.03		17.65	27.59		34	29	
3	0.00	6.45		21.74	6.45		52.17	51.61		26.09	35.48		23	31	
4	14.29	8.70		21.43	34.78		32.14	39.13		32.14	17.39		28	23	
5	4.55	7.14		22.73	17.86		50.00	42.86		22.73	32.14		22	28	
6	7.14	4.76		0.00	23.81		50.00	57.14		42.86	14.29		14	21	
All Grades	5.59	5.85		21.79	20.74		41.90	45.74		30.73	27.66		179	188	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.90	16.67		79.31	70.00		13.79	13.33		29	30	
1	13.79	19.23		82.76	69.23		3.45	11.54		29	26	
2	14.71	17.24		76.47	68.97		8.82	13.79		34	29	
3	21.74	45.16		56.52	41.94		21.74	12.90		23	31	
4	35.71	47.83		42.86	43.48		21.43	8.70		28	23	
5	40.91	14.29		54.55	82.14		4.55	3.57		22	28	
6	0.00	33.33		85.71	57.14		14.29	9.52		14	21	
All Grades	19.55	27.13		68.16	62.23		12.29	10.64		179	188	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.24	0.00		55.17	63.33		27.59	36.67		29	30	
1	6.90	15.38		82.76	73.08		10.34	11.54		29	26	
2	17.65	24.14		67.65	55.17		14.71	20.69		34	29	
3	17.39	25.81		56.52	48.39		26.09	25.81		23	31	
4	10.71	21.74		75.00	69.57		14.29	8.70		28	23	
5	40.91	42.86		36.36	10.71		22.73	46.43		22	28	
6	35.71	71.43		42.86	19.05		21.43	9.52		14	21	
All Grades	18.99	27.13		62.01	48.94		18.99	23.94		179	188	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	3.33		79.31	76.67		20.69	20.00		29	30	
1	3.45	7.69		44.83	30.77		51.72	61.54		29	26	
2	14.71	13.79		67.65	55.17		17.65	31.03		34	29	
3	0.00	3.23		65.22	35.48		34.78	61.29		23	31	
4	14.29	8.70		42.86	69.57		42.86	21.74		28	23	
5	4.55	7.14		72.73	46.43		22.73	46.43		22	28	
6	7.14	4.76		14.29	57.14		78.57	38.10		14	21	
All Grades	6.70	6.91		58.10	52.66		35.20	40.43		179	188	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.24	10.00		51.72	73.33		31.03	16.67		29	30	
1	0.00	3.85		65.52	65.38		34.48	30.77		29	26	
2	14.71	13.79		55.88	62.07		29.41	24.14		34	29	
3	0.00	16.13		82.61	64.52		17.39	19.35		23	31	
4	10.71	26.09		64.29	65.22		25.00	8.70		28	23	
5	4.55	10.71		86.36	71.43		9.09	17.86		22	28	
6	14.29	4.76		78.57	90.48		7.14	4.76		14	21	
All Grades	8.94	12.23		67.04	69.68		24.02	18.09		179	188	

Conclusions based on this data:

1. The percentage of students that reached Level 4 on the ELPAC doubled from 2021-2022 to 2022-2023 (5.59% - 12.77%).
2. Improvement was made in the Well Developed range in all four domains (Reading, Writing, Speaking, and Listening).

3. The number of ELs increased from 2020-2021 to 2021-2022 (179 - 188).

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
372	86.3	50.3	0.5

Total Number of Students enrolled in Mission Bell Elementary School.

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

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

Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	187	50.3
Foster Youth	2	0.5
Homeless	1	0.3
Socioeconomically Disadvantaged	321	86.3
Students with Disabilities	63	16.9

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	6	1.6
American Indian		
Asian	3	0.8

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
Filipino		
Hispanic	354	95.2
Two or More Races		
Pacific Islander		
White	7	1.9

Conclusions based on this data:

1. Mission Bell has large populations of Socioeconomically Disadvantaged students (86.3%) and ELs (50.3%).
2. The majority of Mission Bell's students are Hispanic (95.2%).
3. Few African American (1.6%), Asian (0.8%), and White (1.9%) students attend Mission Bell.

School and Student Performance Data

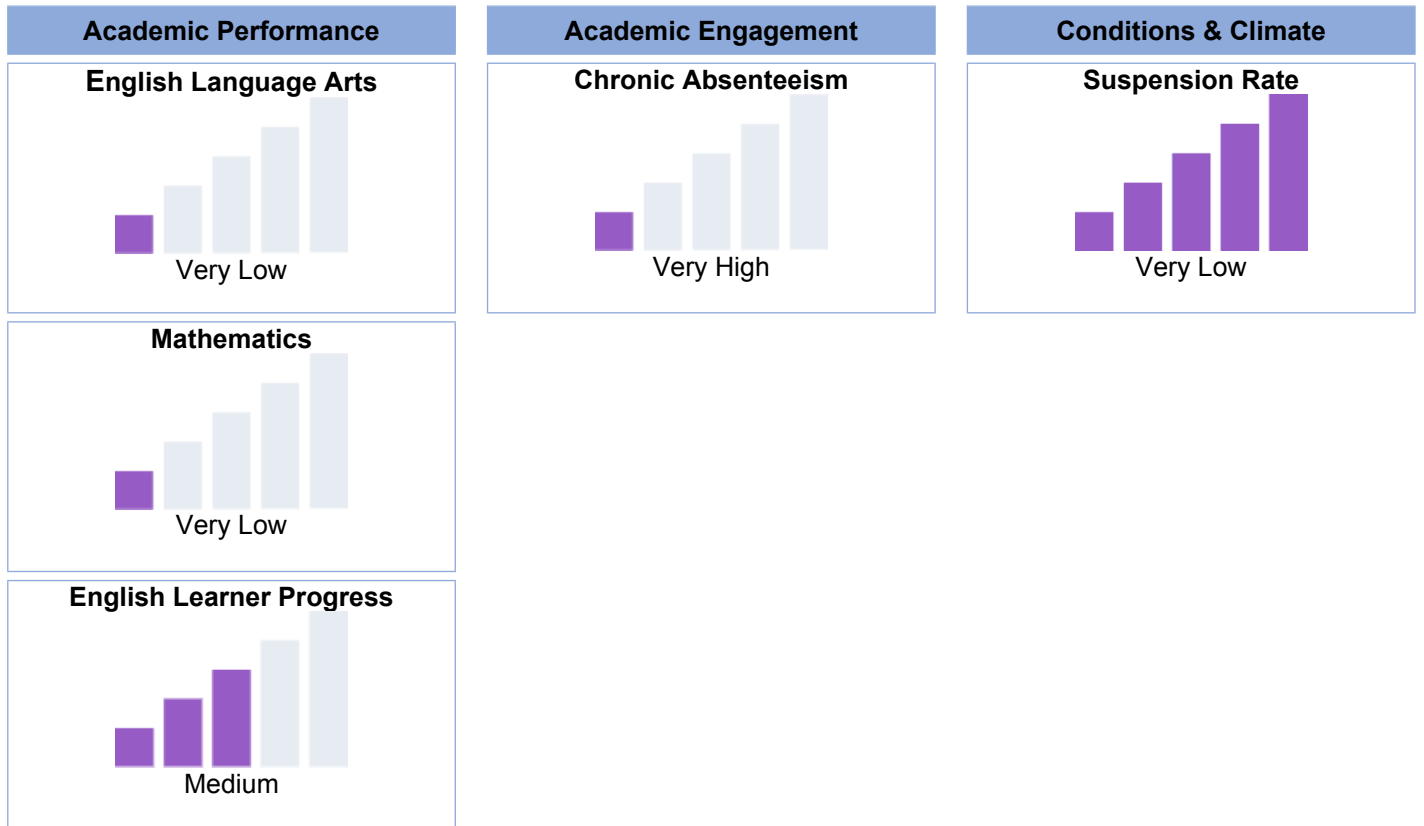
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

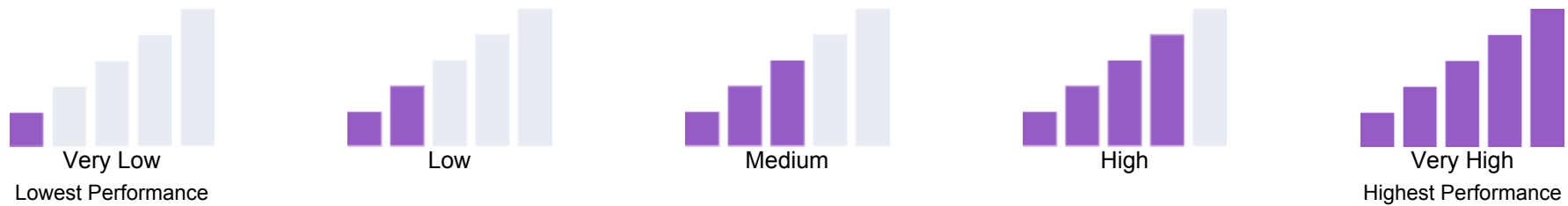
- Overall, performance indicators in ELA , Math, and Suspension Rates in 2022 were "Very Low."
- English Learner progress was "Medium."
- Chronic Absenteeism indicator was "Very High."

School and Student Performance Data

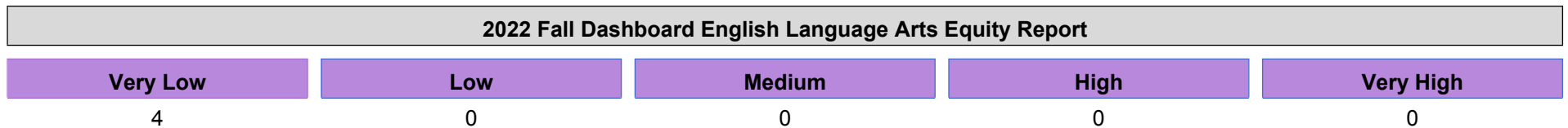
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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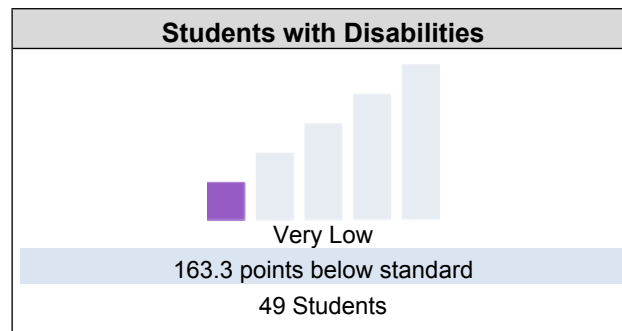
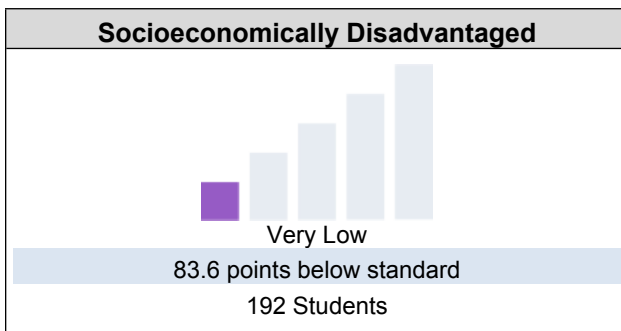
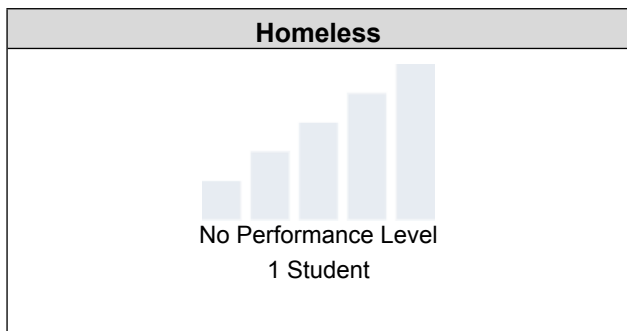
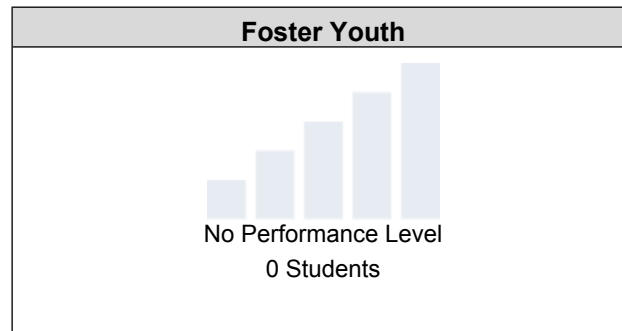
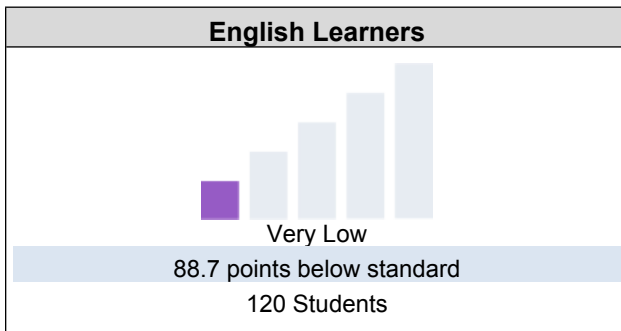
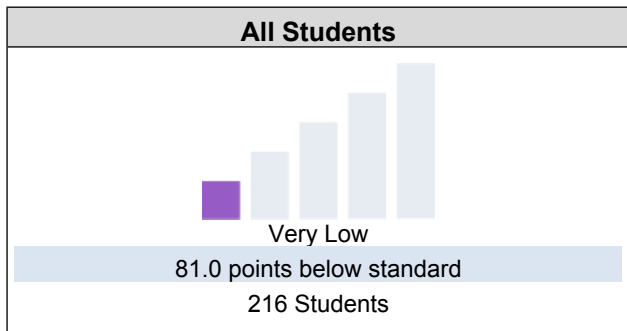


This section provides number of student groups in each level.

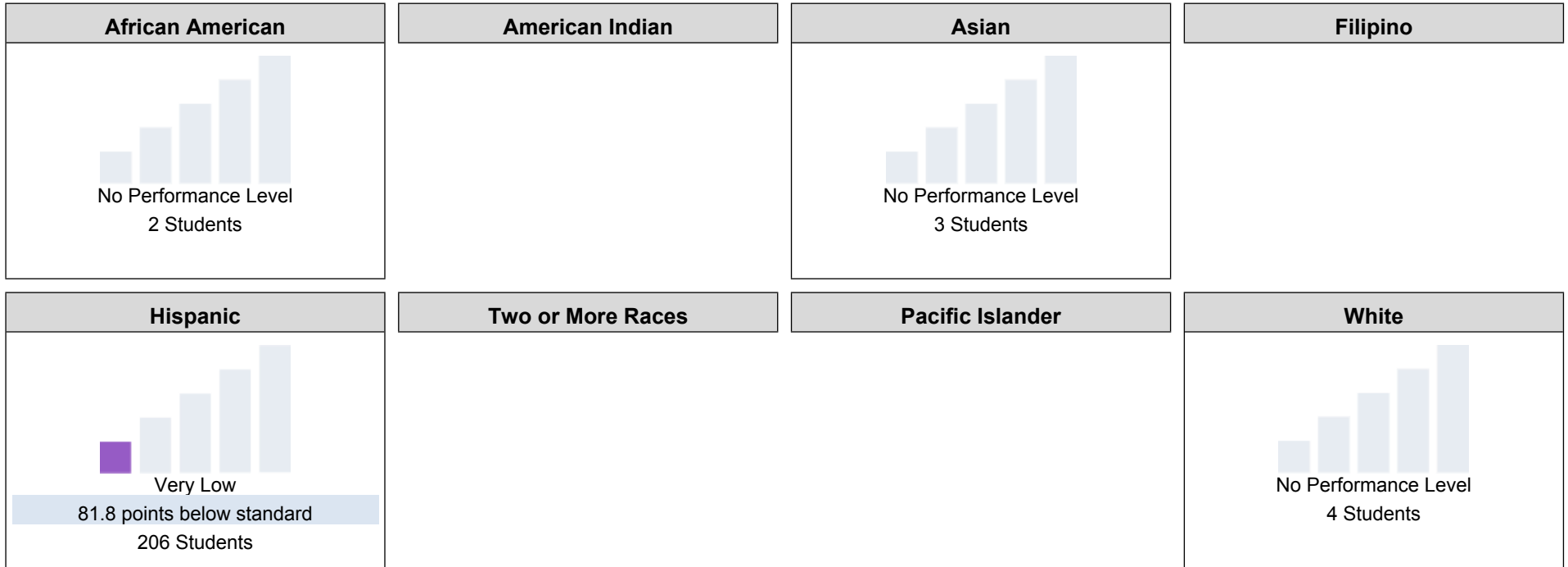


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
107.6 points below standard 98 Students	4.8 points below standard 22 Students	74.0 points below standard 84 Students

Conclusions based on this data:

- In the 2021-2022 school year, Current English Learners were 107.6 points below standard in ELA while Reclassified English Learners were 4.8 points above standard. English Only students were 74.0 points below standard in ELA.

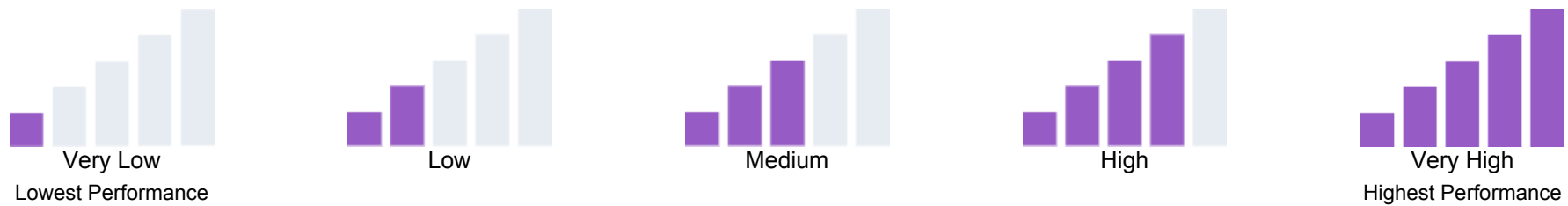
2. All students scored 81.0 points below standard in ELA and received a status level of "Very Low." Students with disabilities are 163.3 points below standard in ELA receiving a "Very Low" status level.
3. Socioeconomically Disadvantaged students are 83.6 points below standard in ELA receiving a "Very Low" status level. Hispanic students are 81.8 points below standard in ELA receiving a "Very Low" status level.

School and Student Performance Data

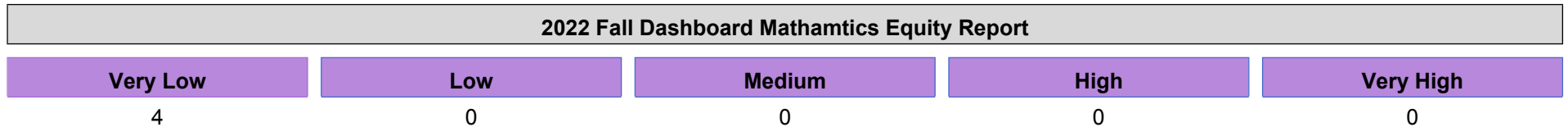
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

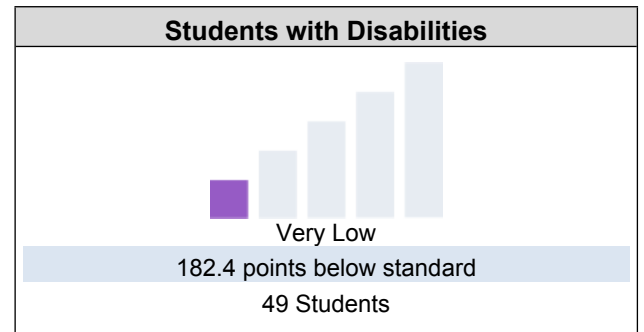
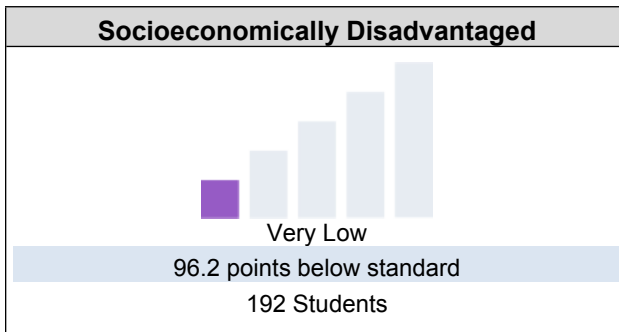
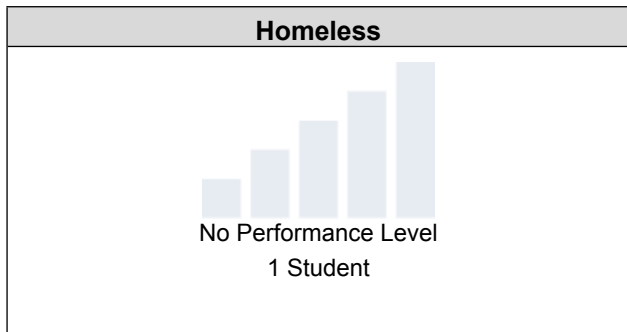
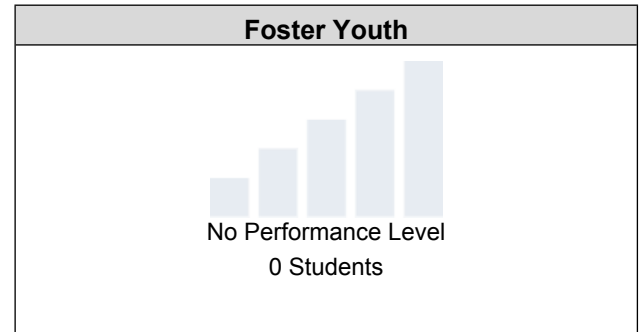
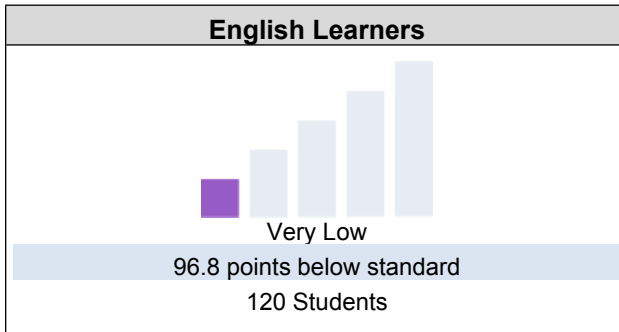
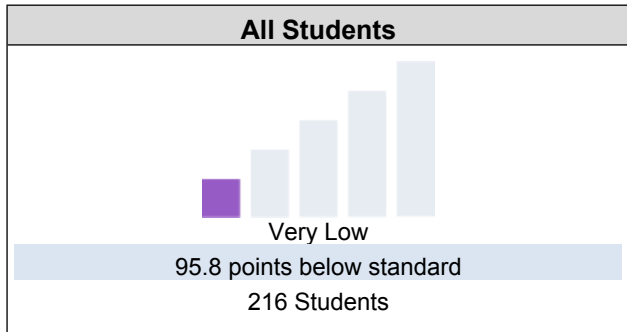


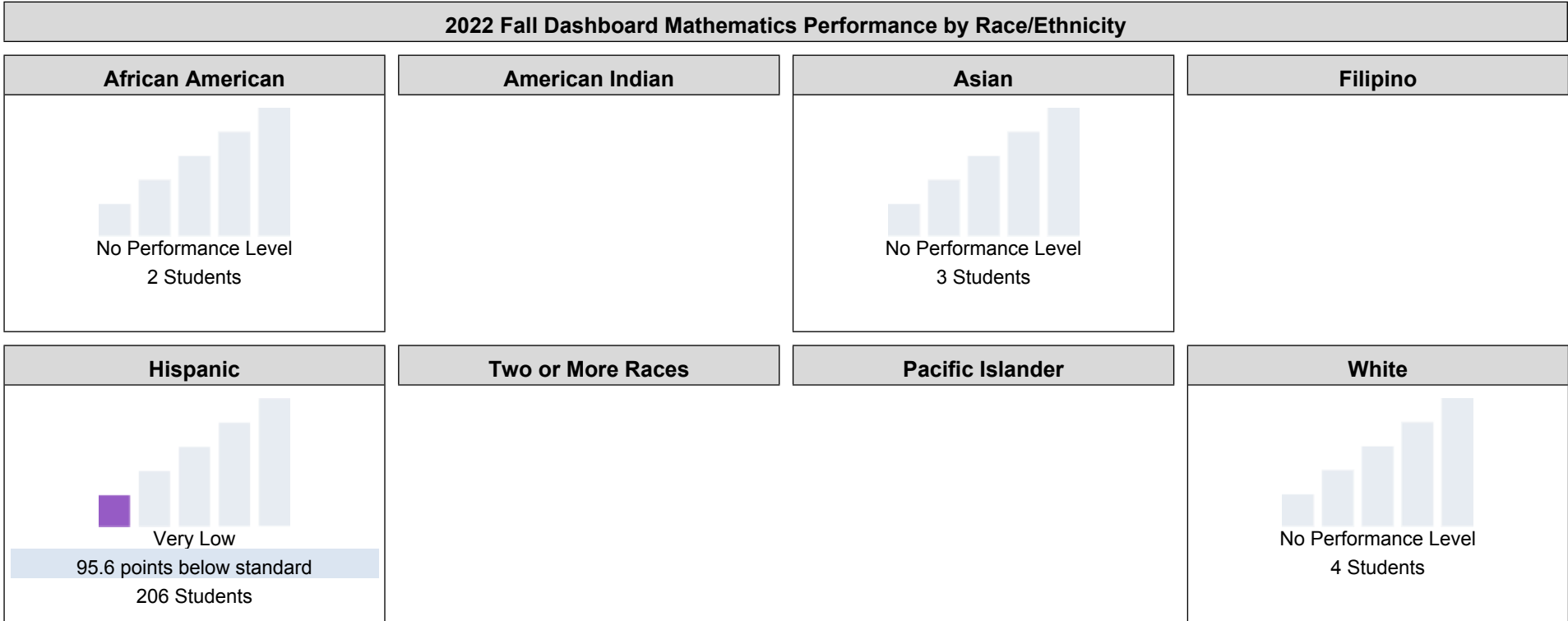
This section provides number of student groups in each level.



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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group





This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
<p>Current English Learner</p> <p>111.8 points below standard 98 Students</p>	<p>Reclassified English Learners</p> <p>29.8 points below standard 22 Students</p>	<p>English Only</p> <p>96.4 points below standard 84 Students</p>

Conclusions based on this data:

- In math, English learners scored 111.8 points below standard while Reclassified English Learners scored only 29.8 points below standard. English Only students scored 96.4 points below standard in math.
- In math, Students with Disabilities scored 182.4 points below standard.

3. Hispanic students scored 111.8 points below the standard.

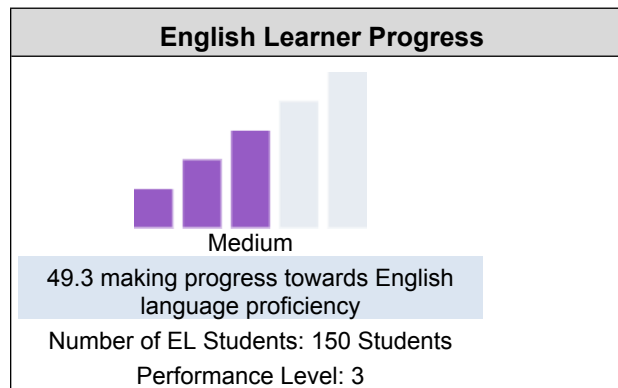
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 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
20.0%	30.7%	0.0%	49.3%

Conclusions based on this data:

- In 2021-2022, 49.3% of English Learners made progress toward English Language Proficiency.
- In 2021-2022, 30.7% maintained ELPI Levels 1, 2L, 2H, 3L, or 3H.

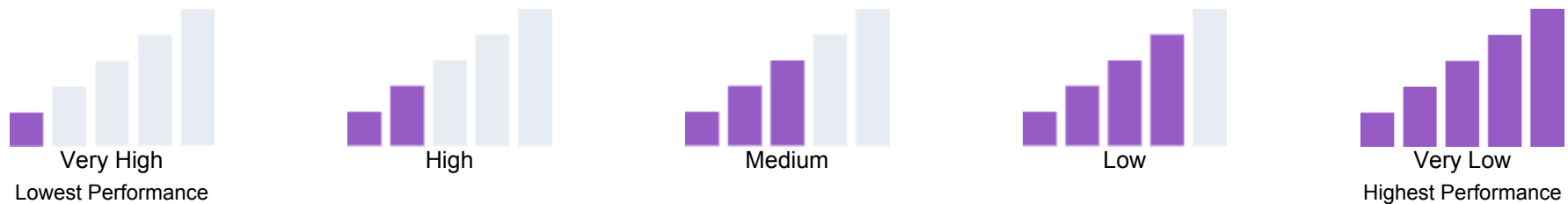
3. In 2021-2022, 20% of English Learners decreased one ELPI Level.

School and Student Performance Data

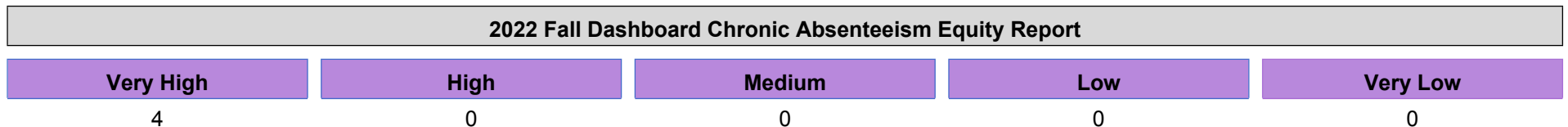
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

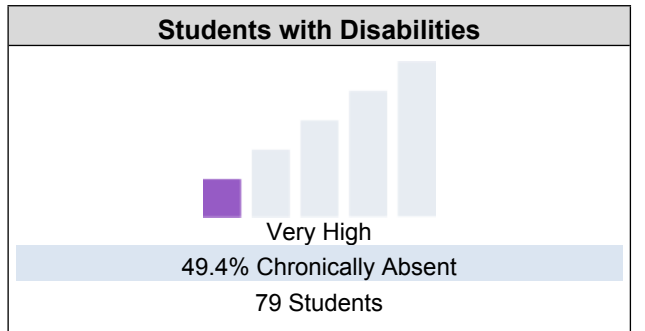
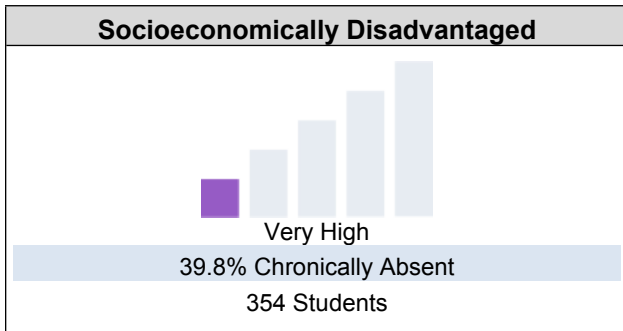
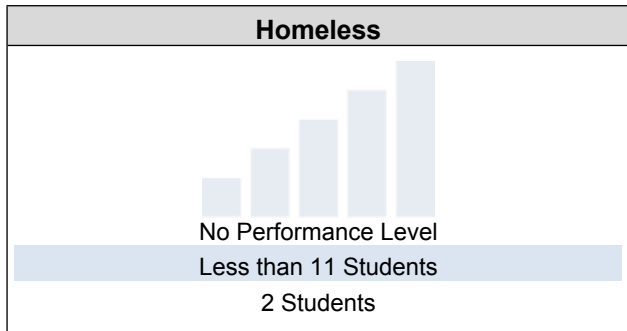
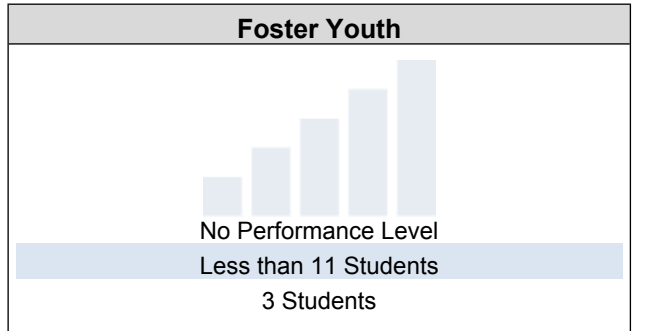
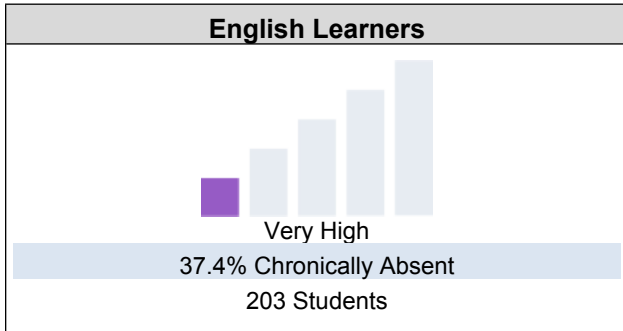
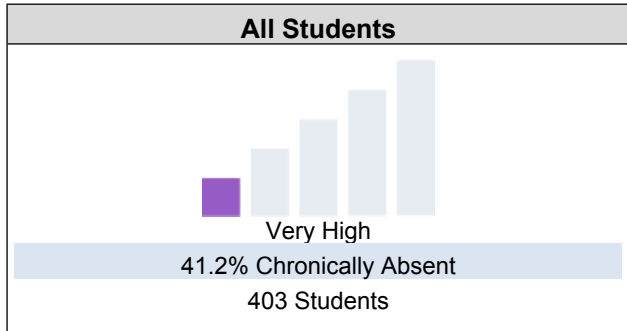


This section provides number of student groups in each level.

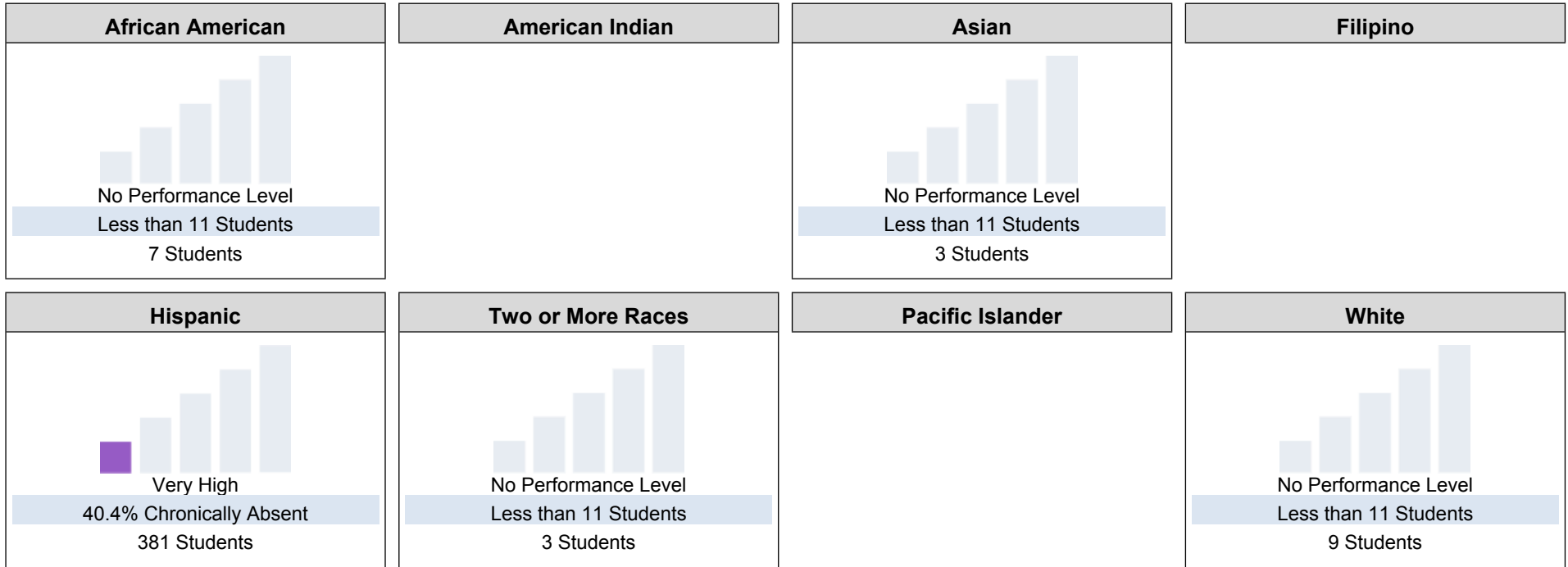


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

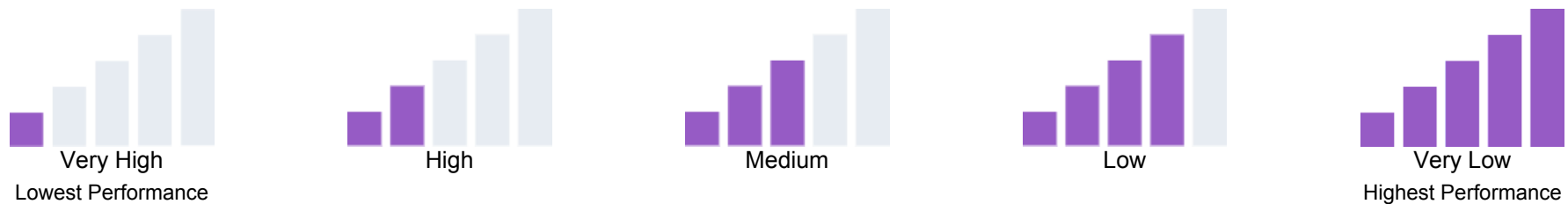
1. Overall, 41.21% of students were chronically absent during the 2021-2022 school year with a "Very High" status.
2. Students with Disabilities had a 49.4% chronically absenteeism rate. This subgroup had the highest percentage on the Chronic Absenteeism indicator.
3. Hispanics had a 40.4% chronically absenteeism rate.

School and Student Performance Data

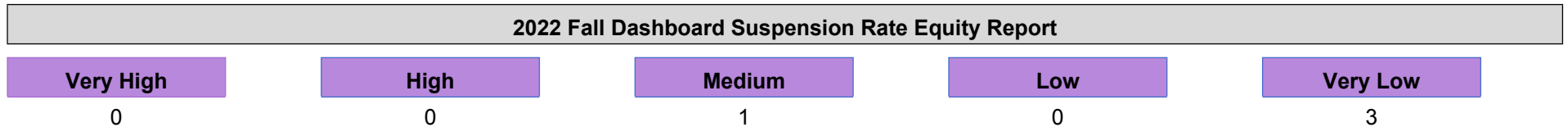
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

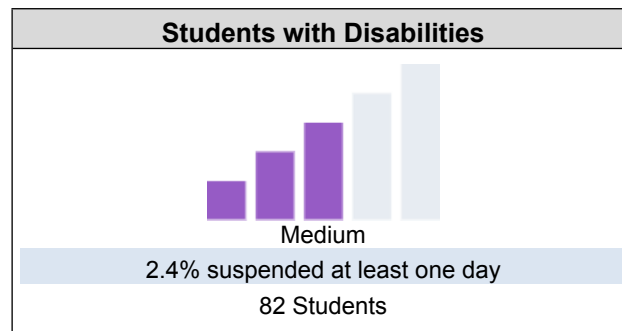
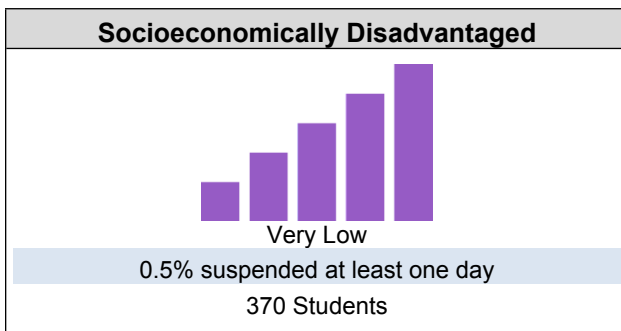
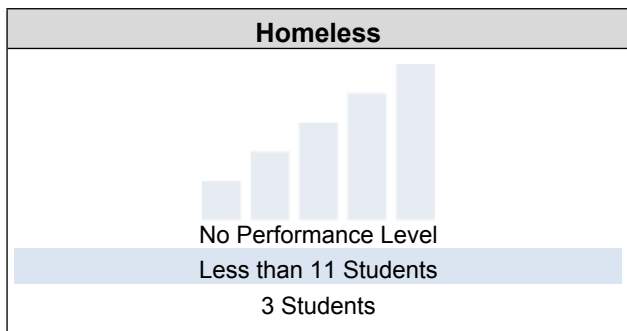
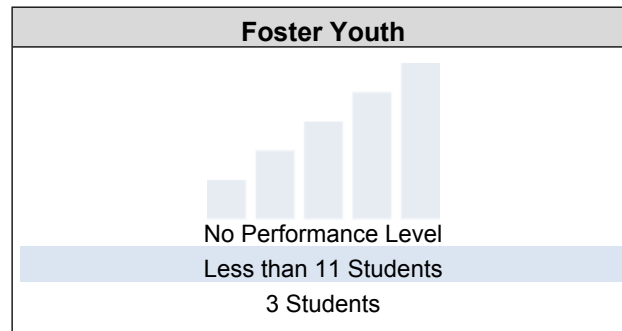
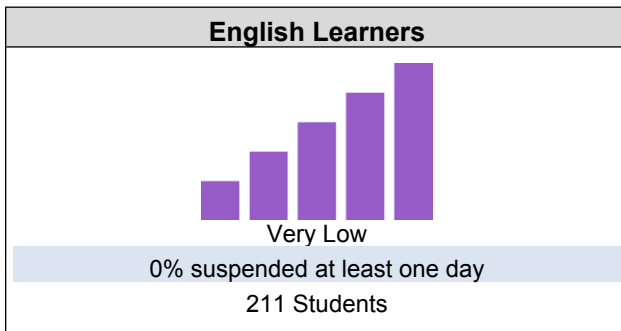
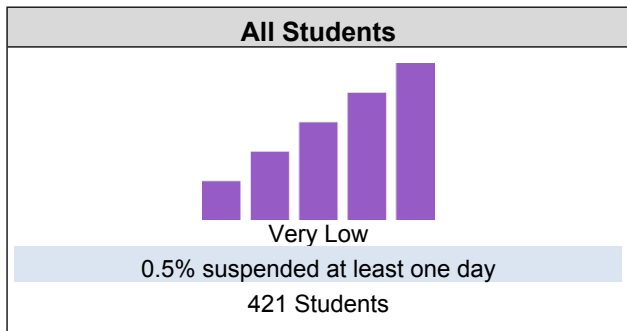


This section provides number of student groups in each level.

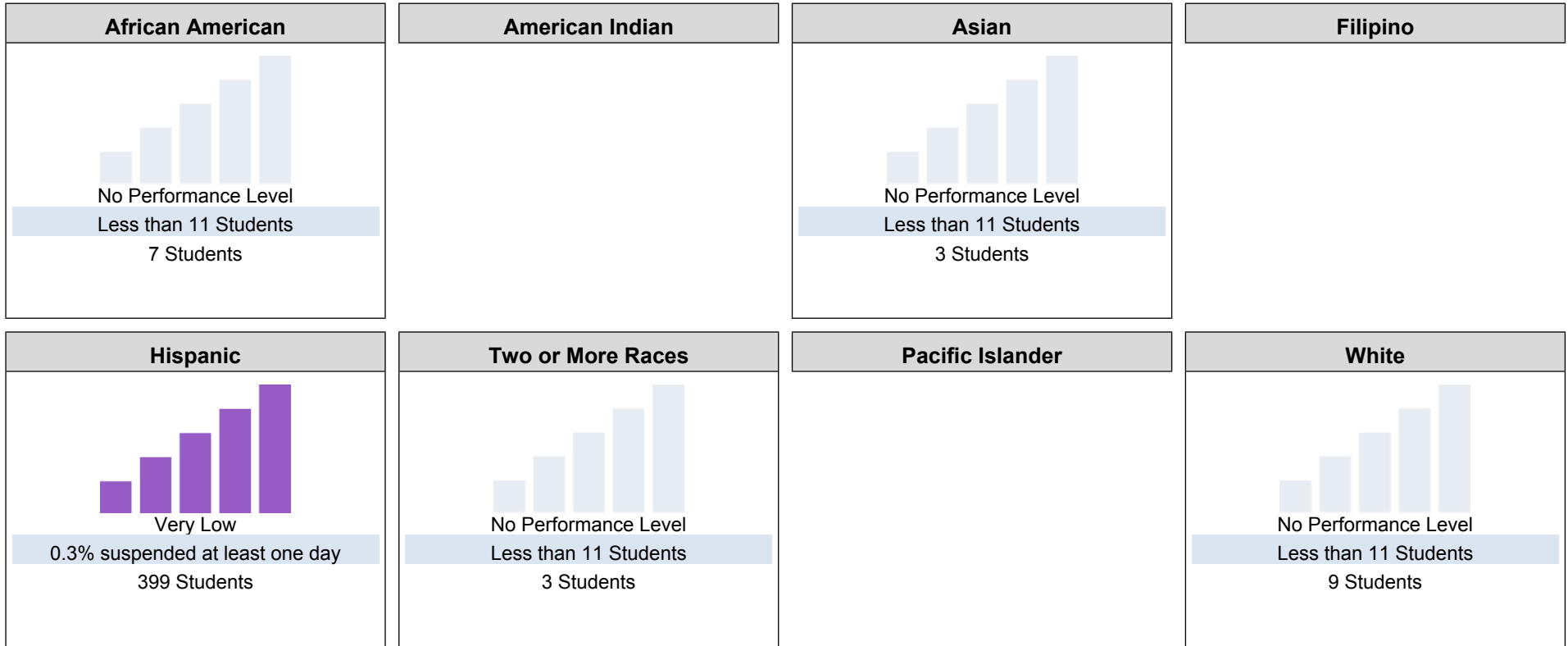


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Overall, the suspension rate was "Very Low" at 0.5%.
2. Students with Disabilities had the highest suspension rate of 2.4%.
3. English Learners were not suspended 2021-2022.

Goals, Strategies, & Proposed Expenditures

Goal 1.0

College and Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities:

- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

Results from the various local and state assessments show that the majority of our students are performing below expected norms in ELA, Math, and English language proficiency.



Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	ELA CAASPP 2022-23 Overall Distance from Standard: 81 points below standard English Learners: 88.7 points below standard Hispanic: 81.8 points below standard Socioeconomically Disadvantaged: 83.6 points below standard Students with Disabilities: 163.3 points below standard	ELA CAASPP Overall Distance from Standard: 71 points below standard English Learners: 78.7 points below standard Hispanic: 71.8 points below standard Socioeconomically Disadvantaged: 73.6 points below standard Students with Disabilities: 153.3 points below standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)</p>	<p>Math CAASPP 2022-23</p> <p>Overall Distance from Standard: 95.8 points below standard English Learners: 96.8 points below standard Hispanic: 95.6 points below standard Socioeconomically Disadvantaged: 96.2 points below standard Students with Disabilities: 182.4 points below standard</p>	<p>Math CAASPP</p> <p>Overall Distance from Standard: 85.8 points below standard English Learners: 86.8 points below standard Hispanic: 85.6 points below standard Socioeconomically Disadvantaged: 86.2 points below standard Students with Disabilities: 172.4 points below standard</p>
<p>P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)</p>	<p>ELPAC Dashboard, 2022-23 Data:</p> <p>*12.77% Proficient *Level 1 (Minimally Developed) 14.89% *Level 2 (Somewhat Developed) 39.89% *Level 3 (Moderately Developed) 32.45% *Level 4 (Well Developed) 12.77%</p>	<p>ELPAC Dashboard, 2023-24 Data:</p> <p>*15% Proficient *Level 1 (Minimally Developed) 10% *Level 2 (Somewhat Developed) 29.89% *Level 3 (Moderately Developed) 42.45% *Level 4 (Well Developed) 15%</p>
<p>P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest</p>	<p>Reclassified Results</p> <p>2022-23</p> <p>12 students were reclassified</p>	<p>2023-2024 Goal</p> <p>Reclassify 17 students</p>
<p>P8: Other Student Outcomes - NWEA ELA</p>	<p>For the 2022-23 school year, MBE students actual growth in ELA:</p> <p>Kindergarten Fall to Spring Growth: N/A, Assessment was not given First Grade Fall to Spring Growth: 12 Second Grade Fall to Spring Growth: 9 Third Grade Fall to Spring Growth: 9 Fourth Grade Fall to Spring Growth: 1 Fifth Grade Fall to Spring Growth: 1 Sixth Grade Fall to Spring Growth: 6</p>	<p>For the 2023-24 school year, MBE students will continue to work toward meeting expected ELA growth norms.</p> <p>First Grade Fall to Spring Growth Norm: 15.47 Second Grade Fall to Spring Growth Norm: 13.22 Third Grade Fall to Spring Growth Norm: 10.50 Fourth Grade Fall to Spring Growth Norm: 8.16 Fifth Grade Fall to Spring Growth Norm: 6.50 Sixth Grade Fall to Spring Growth Norm: 6</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P8: Other Student Outcomes - NWEA Math	<p>For the 2022-23 school year, MBE students actual growth in Math:</p> <p>Kindergarten Fall to Spring Growth: N/A, Assessment was not given First Grade Fall to Spring Growth: 13 Second Grade Fall to Spring Growth: 11 Third Grade Fall to Spring Growth: 10 Fourth Grade Fall to Spring Growth: 5 Fifth Grade Fall to Spring Growth: 3 Sixth Grade Fall to Spring Growth: 7</p>	<p>For the 2023-24 school year, MBE students will continue to work toward meeting expected Math growth norms.</p> <p>Kindergarten Fall to Spring Growth Norm: 17.54 First Grade Fall to Spring Growth Norm: 16.35 Second Grade Fall to Spring Growth Norm: 14.38 Third Grade Fall to Spring Growth Norm: 12.6 Fourth Grade Fall to Spring Growth Norm: 10.96 Fifth Grade Fall to Spring Growth Norm: 9.61 Sixth Grade Fall to Spring Growth Norm: 8.13</p>

Planned Strategies/Activities

Action 1.1

1.1 CCSS Implementation

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Mission Bell teachers will use the results of district/site assessments to modify instruction and implement changes for students needing interventions and to improve instruction in ELA, Math, and ELD. Mission Bell teachers will have weekly grade-level meetings on minimum days to collaborate, analyze data, and plan instruction based on data results. Teachers will monitor student progress and align instruction to the needs of the students. Teachers will consider planning to address the academic needs of English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities.</p> <p>B. Literacy and Math Support teachers will participate in grade-level meetings to collaborate and plan differentiated instruction for diverse student needs.</p> <p>C. Vertical grade-level collaboration will happen at least once each trimester. Grade-level teams will meet in a central location to facilitate the process.</p>	<p><u>X</u> All Students</p> <p>Other student group(s) English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities</p> <p><u>X</u></p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$10214.00</p> <p>Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3886.00</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3491.00</p> <p>Clerical Support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707</p>

D. The principal will meet with grade-level teams to discuss short and long-term learning goals for all students with an emphasis on English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities.

E. Teachers will be provided release days to further plan with grade-level team members and with support personnel such as Literacy and Math Support teachers, SDC teachers, and Education Specialists. Substitute teachers will cover classroom teachers' release days.

F. Mission Bell's Media Clerk will coordinate the distribution and collection of textbooks and ancillary materials necessary so teachers can implement the grade level common core standards instruction. The Media Clerk will also support teachers and students with technical and technology-related support. In addition, the Media Clerk will plan and guide Makerspace activities.

G. The district will continue to inventory and purchase all consumable components and needed materials in grades TK-6 in order to fully implement the CCSS.

H. Students will be offered incentives to do their best on the state testing.

\$1500.00

Materials and Supplies
4000-4999: Books And Supplies

Title III LEP -- 4203

\$3,382.00

EMCC Salary

2000-2999: Classified Personnel Salaries

LCFF District -- 500 0707

\$75519

Literacy Support Teacher Salary

1000-1999: Certificated Personnel Salaries

Title I Basic -- 3010

\$110303

Literacy Support Teacher Salary

1000-1999: Certificated Personnel Salaries

LCFF Suppl/Conc -- 0707

\$22061

Literacy Support Teacher Salary

1000-1999: Certificated Personnel Salaries

LCFF District -- 500 0707

\$14707

Incentives and Rewards

4000-4999: Books And Supplies

LCFF Suppl/Conc -- 0707

\$1000

Print

5000-5999: Services And Other Operating

Expenditures

LCFF Suppl/Conc -- 0707

\$1000

Action 1.2

1.2 Intervention

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

<p>Intervention programs will be implemented as required.</p> <p>A. Mission Bell teachers will continue to differentiate instruction for diverse learners such as English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities.</p> <p>B. Mission Bell teachers will use a variety of assessment data to inform instruction. Assessments include a universal screener, NWEA, SIPPS, running records, and formal and informal assessments.</p> <p>C. Site Literacy and Math Support teachers will provide support for identified students in all grade levels.</p> <p>D. Tutors from Costco will work with at-risk students for 1 hour a week (for 10 weeks) providing instruction in language arts.</p> <p>E. Guided reading groups will be utilized in classrooms to provide differentiation during literacy instruction.</p>	<p><u>X</u> All Students</p> <p>Other student group(s) English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities</p>	<p>Duplo/Konica Lease/Maintenance 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$5290.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3000.00</p> <p>Literacy Support Teacher Salary 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$159158</p>
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Action 1.3

1.3 AVID Elementary

	<p><u>X</u> Unchanged Action</p>	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. The district will once again provide AVID Elementary materials for TK-6 grade students. As provided materials need replenishment, the school will provide additional AVID Elementary materials.</p> <p>B. AVID Elementary strategies will be implemented in every classroom focusing on organization, planning, note-taking, and writing.</p> <p>C. Materials and supplies will be purchased to support AVID strategies and college awareness. These materials may include, but not be limited to, college flags and paraphernalia.</p>	<p><u>X</u> All Students</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3000.00</p>

Action 1.4

1.4 Staff Development

X Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. Mission Bell teachers will receive professional development opportunities that support ELA, Math, ELD, Social Studies, and Science instruction.</p> <p>B. Teachers have the opportunity to participate in district-provided online professional development through Alludo.</p> <p>C. Teachers will participate in AVID strategies training.</p>	<p><u>X</u> All Students</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00</p> <p>Conferences/Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1000.00</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2220.00</p>

Action 1.5

1.5 EL Support

X Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. TK/K English Language Learners students will receive 20 minutes of Designated ELD daily. English Language Learners in grades1-6 will receive a minimum of 30 minutes of daily Designated ELD instruction. Integrated ELD will happen throughout the day.</p> <p>B. Bilingual language tutors will provide primary language support to English Language Learners during classroom instruction. BLTs will assist in administering the ELPAC.</p> <p>C. A district representative will be invited to provide Mission Bell professional development on the use of the ELD standards and how they are supported by the ELLevation platform. Mission Bell teachers will then be equipped with</p>	<p><u>X</u> Other student group(s) English Learners</p>	<p>(2) Bilingual Language Tutors (BLT) Salaries 3 hrs 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$57766</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$2000.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies</p>

ideas for the implementation of instructional strategies provided in ELlevation to meet the needs of English Language Learners.

D. Teachers of students in the primary grades (1-3) will participate in extensive ELD professional development in partnership with WestEd.

E. The principal will present valuable information to ELAC parents. ELAC parents will be encouraged to provide input related to English Language Learner services and programs.

LCFF Suppl/Conc -- 0707
\$1000.00

Conferences/Professional Development
5000-5999: Services And Other Operating Expenditures

LCFF Suppl/Conc -- 0707
\$2000.00

Substitute Teachers
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
\$1000.00

Action 1.6

1.6 Preschool Transition

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

A. Pre-school students will visit TK and/or Kindergarten classrooms, the office, and the cafeteria to become familiar with the rest of the campus.

X All Students

B. Registration information for TK and kindergarten will be in the spring in both English and Spanish.

X Other student group(s)
Preschool/Head Start

C. Pre-school teachers will encourage parent involvement in activities.

Action 1.7

1.7 Technology

X

Unchanged Action

Planned Actions/Services

Students to be served

Budget and Source

A. TK - 1st-grade students have access to a Chromebook in the classroom. 2nd through 6th-grade students have a Chromebook that can be taken home daily.

X All Students

Education Subscriptions
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707

B. Students will use digital resources such as AR, STAR Literacy, RAZ Kids, and other online subscriptions to increase their reading, writing, and comprehension skills.

C. Time for Kids and Social Studies Weekly may be purchased for 4th and 5th grades.

\$1000.00

Software Licenses
5000-5999: Services And Other Operating
Expenditures
LCFF Suppl/Conc -- 0707
\$5,330

Goals, Strategies, & Proposed Expenditures

Goal 2.0

Safe, Orderly and Inviting Learning Environment

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

Based on LCAP student and staff survey results, sense of safety is an area of improvement. Bases on attendance data, a significant area of improvement is attendance.



Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P1: School facilities are maintained in good repair	All school facility reports indicate 100% Good or Better on FIT reports (2021-22 FIT Reports)	All school facilities will be maintained as expected.
P5: School Attendance Rates (Semester 1 Q SIS)	2022-2023 Semester 1 TK: 88% K: 88% First Grade: 92% Second Grade: 89% Third Grade: 91% Fourth Grade: 90% Fifth Grade: 92% Sixth Grade: 92%	2023-2024 Semester 1 TK: 92% K: 92% First Grade: 96% Second Grade: 93% Third Grade: 95% Fourth Grade: 94% Fifth Grade: 96% Sixth Grade: 96%
P5: Chronic Absenteeism Rate (2020-21 Data Quest)	2022-2023 Chronic Absenteeism Rate Overall: 41.2%	2022-2023 Chronic Absenteeism Rate Overall: 9%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	English Learners: 37.4% Students with Disabilities: 49.4% Socioeconomically Disadvantaged: 39.8%	English Learners: 9% Students with Disabilities: 9% Socioeconomically Disadvantaged: 9%
P6: Pupil suspension rate	2022-2023 Suspension rate increased to .5%.	2022-2023 Maintain .5% Suspension Rate
P6: Pupil expulsion rate	2022-2023 Expulsion Rate Overall: 0%	2022-2023 Maintain 0% Expulsion Rate
P6: Survey of pupils on sense of safety	LCAP Student Survey, Winter 2022 How often do you worry about violence at your school? 46% responded "Almost Never" or "Once in a while."	LCAP Student Survey, Winter 2023: "How often do you worry about violence at your school?" 75% will respond "Almost Never" or "Once in a while."
P6: Survey of parents on sense of safety	LCAP Parent/Family Survey, Winter 2022 How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students? 91% responded "Quite Well" or "Extremely Well."	LCAP Parent/Family Survey, Winter 2023 "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" 98% will respond "Quite Well" or "Extremely Well."
P6: Survey of teachers on sense of safety	LCAP Teacher Survey, Winter 2022 Overall, how positive is the working environment at your school? 25% responded favorably based on 8 responses ("Quite positive" or "Extremely positive.").	LCAP Teacher Survey, Winter 2023 "Overall, how positive is the working environment at your school?" 90% will respond "Quite positive" or "Extremely positive."

Planned Strategies/Activities

Action 2.1

Safe Environment Activities

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. The school will create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through the following activities:</p> <ol style="list-style-type: none"> 1. Provide appropriate health care and nursing services. 2. Provide active and effective student supervision at all times. 3. Maintain a clean and orderly campus. 4. Participate in Red Ribbon Week activities. 5. Follow child abuse reporting procedures. 6. Notify teachers of dangerous students. 7. Distribute the Discrimination and Harassment policy to employees, students, and parents. 8. Provide support in behavior and social-emotional learning. 9. Enforce the school and district dress code. 10. Enforce school and district rules and procedures. 11. Revise and distribute the parent/student handbook.. 12. Provide a place for a Mobile Health Clinic once a month. 13. Conduct monthly fire/lockdown drills. <p>B. Mission Bell will educate students on drug prevention.</p> <p>C. Students will participate in Red Ribbon Week activities.</p> <p>D. Mission Bell will educate students on bullying and violence prevention.</p> <p>E. Mission Bell's Safe School Plan will be revised.</p> <p>F. Referrals to PICO mental health providers will be submitted for students experiencing behavioral, social and emotional, or family issues.</p> <p>G. Mission Bell's Health Care Aide will continue to support students and keep health office records updated.</p>	<p><u>X</u> All Students</p>	<p>(1) Health Care Aide Salary 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$31874</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000.00</p> <p>Additional Supervision 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1500.00</p>

Action 2.2

AVID Concepts Reinforcement

X

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. Mission Bell will reinforce AVID Strong concepts in grades TK-6 by reviewing the principles of being AVID Strong at assemblies and other presentations. AVID Strong students are: Always prepared Very respectful Intentionally safe Determined and responsible</p> <p>B. Staff will continue to implement AVID Strong traits through training, social skills lessons, monthly incentives, positive praise and reinforcement, and public area expectations. Mission Bell staff and principal will monitor student behavior and identify needed support services. Appropriate behavior which leads to academic improvement will be recognized and rewarded on a regular basis with AVID Strong coupons and other incentives.</p> <p>C. Staff will be offered professional development in PBIS to better address the social-emotional well-being of students. Students will continue to host morning meetings and incorporate PBIS skills during that time.</p>	<p><u>X</u> All Students</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000.00</p> <p>Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000.00</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000.00</p>

Goals, Strategies, & Proposed Expenditures

Goal 3.0

Parent, Student and Community Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

Based on LCAP survey results, school connectedness and engagement are significant areas of improvement.



Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3: Survey of Parents/Families (including Unduplicated Pupils and Individuals with Exceptional Needs) on Family Involvement	LCAP Parent/Family Survey, Winter 2022: 81% of respondents responded favorably to the question, " For this school or district to be successful over the next three years, how important is it for us to focus on community partnerships? "	LCAP Parent/Family Survey, Winter 2023: For this school or district to be successful over the next three years, how important is it for us to focus on community partnerships? 86% will respond "Extremely Important" or "Quite Important."
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Parent/Family Survey, Winter 2022: 83% of respondents responded favorably to the question, "For this school or district to be successful over the next three years, how important is it for us to focus on student activities and extracurricular activities? "	LCAP Parent/Family Survey, Winter 2023: For this school or district to be successful over the next three years, how important is it for us to focus on student activities and extracurricular activities? 88% will respond "Extremely Important" or "Quite Important."

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Teacher Survey, Winter 2022: 60% of respondents responded favorably to the question, "On most days, how enthusiastic are the students about being at school?"	LCAP Teacher Survey, Winter 2023: On most days, how enthusiastic are the students about being at school? 70% will respond "Quite Enthusiastic" or "Extremely Important."
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Student Survey, Winter 2022: 62% of respondents responded favorably to the question, "Overall, how much do you feel like you belong at your school?"	LCAP Student Survey, Winter 2023: Overall, how much do you feel like you belong at your school? 72% will respond "Belong quite a bit" or "Completely belong."

Planned Strategies/Activities

Action 3.1

Parent Engagement

	<u>X</u> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. A variety of parent classes and services such as Back to School Night, Parent Nights, Family Math Nights, and Open House will be offered to parents if the state, county, and local health guidelines permit. Babysitting will be provided. Classified employees will assist with clerical and supervision needs for parent workshops.</p> <p>B. Parents will be encouraged to join the Booster Club, and help with school activities and fundraising. Parents will also be encouraged to volunteer in classrooms if the state, county, and local health guidelines permit.</p> <p>C. Students will be encouraged to volunteer for school events.</p> <p>D. The school will utilize the ParentSquare, Class Dojo, Digital Marquee, and social media platforms to inform parents of upcoming events.</p>	<u>X</u> All Students	<p>Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3500.00</p> <p>Childcare and interpretation 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$1,818.00</p> <p>Childcare and interpretation 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000.00</p>

E. Home-school communications will be provided in Spanish and English including translators for IEPs, parent conferences, and Student Success Team meetings.

F. The school will invite parents to join School Site Council and ELAC. School Site Council and ELAC meetings will be held throughout the school year.

G. The school will hold 100 Mile Club Family Night events.

Action 3.2

Library Access

X

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. Mission Bell will provide daily access to the library for parents and students. The library media center clerk is available for 8 hours each day. Her time before and after school will be spent supporting parent and student outreach and providing additional access to library resources.</p>	<p>X All Students</p>	<p>Books, Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$544.00</p>
<p>B. Books and other materials will be made available for parents as needed to support literacy.</p>		

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)</p>	<p>Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.</p>	<p>ELA CAASPP</p> <p>Overall Distance from Standard: 81 points below standard English Learners: 88.7 points below standard Hispanic: 81.8 points below standard Socioeconomically Disadvantaged: 83.6 points below standard Students with Disabilities: 163.3 points below standard</p>
<p>P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)</p>	<p>Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.</p>	<p>Math CAASPP</p> <p>Overall Distance from Standard: 95.8 points below standard English Learners: 96.8 points below standard Hispanic: 95.6 points below standard Socioeconomically Disadvantaged: 96.2 points below standard Students with Disabilities: 182.4 points below standard</p>
<p>P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)</p>	<p>ELPAC Dashboard, 2020-21 Data:</p> <ul style="list-style-type: none"> *12% Proficient *Level 1 (Minimally Developed) 10% *Level 2 (Somewhat Developed) 30% *Level 3 (Moderately Developed) 48% *Level 4 (Well Developed) 12% 	<p>ELPAC Dashboard, 2022-23 Data:</p> <ul style="list-style-type: none"> *12.77% Proficient *Level 1 (Minimally Developed) 14.89% *Level 2 (Somewhat Developed) 39.89% *Level 3 (Moderately Developed) 32.45% *Level 4 (Well Developed) 12.77%

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest	2021-2022 Goal Reclassify 14 students	2021-22 Goal 12 students were reclassified
P8: Other Student Outcomes - NWEA ELA	For the 2022-23 school year, MBE students will continue to work toward meeting expected ELA growth norms. Kindergarten Fall to Spring Growth Norm: 16.45 First Grade Fall to Spring Growth Norm: 15.47 Second Grade Fall to Spring Growth Norm: 13.22 Third Grade Fall to Spring Growth Norm: 10.50 Fourth Grade Fall to Spring Growth Norm: 8.16 Fifth Grade Fall to Spring Growth Norm: 6.50 Sixth Grade Fall to Spring Growth Norm: 5.19	For the 2022-23 school year, MBE students actual growth in ELA: Kindergarten Fall to Spring Growth: N/A, Assessment was not given First Grade Fall to Spring Growth: 12 Second Grade Fall to Spring Growth: 9 Third Grade Fall to Spring Growth: 9 Fourth Grade Fall to Spring Growth: 1 Fifth Grade Fall to Spring Growth: 1 Sixth Grade Fall to Spring Growth: 6
P8: Other Student Outcomes - NWEA Math	For the 2022-23 school year, MBE students will continue to work toward meeting expected Math growth norms. Kindergarten Fall to Spring Growth Norm: 17.54 First Grade Fall to Spring Growth Norm: 16.35 Second Grade Fall to Spring Growth Norm: 14.38 Third Grade Fall to Spring Growth Norm: 12.6 Fourth Grade Fall to Spring Growth Norm: 10.96 Fifth Grade Fall to Spring Growth Norm: 9.61 Sixth Grade Fall to Spring Growth Norm: 8.13	For the 2022-23 school year, MBE students actual growth in Math: Kindergarten Fall to Spring Growth: N/A, Assessment was not given First Grade Fall to Spring Growth: 13 Second Grade Fall to Spring Growth: 11 Third Grade Fall to Spring Growth: 10 Fourth Grade Fall to Spring Growth: 5 Fifth Grade Fall to Spring Growth: 3 Sixth Grade Fall to Spring Growth: 7
P8: Other Student Outcomes - HMH Reading Inventory for ELA	2021 - 2022 Goals Not Met: 22% Nearly Met: 40% Met: 24% Exceeded: 14%	2021 - 2022 Actual Outcomes Below Basic: 37% Basic: 35% Proficient: 17% Advanced: 12%
P8: Other Student Outcomes - MDTP for Math	2021 - 2022 Goals Not Met: 26% Nearly Met: 36% Met: 9% Exceeded: 28%	50 sixth graders completed the MDTP for Math. Seven mathematical concepts were assessed: DAST, DECM, FRAC, GEOM, INTG, LTEQ, and PROP. The results are as follows:

Metric/Indicator	Expected Outcomes	Actual Outcomes
		30% of 6th graders showed no mastery of these mathematical concepts 28% of 6th graders showed mastery in one of these mathematical concepts 24% of 6th graders showed mastery in two of these mathematical concepts 8% of 6th graders showed mastery in three of these mathematical concepts 6% of 6th graders showed mastery in four of these mathematical concepts 0% of 6th graders showed mastery in five of these mathematical concepts 2% of 6th graders showed mastery in six of these mathematical concepts 2% of 6th graders showed mastery in all seven of these mathematical concepts

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.1 CCSS Implementation</p> <p>A. Mission Bell teachers will use the results of district/site assessments to modify instruction and implement changes for students needing interventions and to improve instruction in ELA, Math, and ELD. Mission Bell teachers will have weekly grade-level meetings on minimum days to collaborate, analyze data, and plan instruction based on data results. Teachers will monitor student progress and align instruction to the needs of the students.</p> <p>B. Literacy and Math Support teachers will participate in grade-level meetings to</p>	<p>1.1 CCSS Implementation</p> <p>1A: Mission Bell teachers used the results of district/site assessments to modify instruction and implement changes for students needing interventions and to improve instruction in ELA, Math, and ELD. Mission Bell teachers had weekly grade-level meetings on minimum days to collaborate, analyze data, and plan instruction based on data results. Teachers monitored student progress and aligned instruction to the needs of the students.</p> <p>1B. Literacy and Math Support teachers participated in grade-level meetings to collaborate and plan</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$10214.00</p> <p>Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3000.00</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3491.00</p> <p>Clerical Support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3000</p> <p>Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3000</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1000</p> <p>Clerical Support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>collaborate and plan differentiated instruction for diverse student needs.</p> <p>C. Vertical grade-level collaboration will happen monthly. Grade-level teams will meet in a central location to facilitate the process.</p> <p>D. The principal will meet with grade-level teams to discuss short and long-term learning goals for all students.</p> <p>E. Teachers will be provided release days to further plan with grade-level team members and with support personnel such as Literacy and Math Support teachers, SDC teachers, and Education Specialists. Substitute teachers will cover classroom teachers' release days.</p> <p>F. Mission Bell's Media Clerk will coordinate the distribution and collection of textbooks and ancillary materials necessary so teachers can implement the grade level common core standards instruction. The Media Clerk will also support teachers and students with technical and technology-related support. In addition, the Media Clerk will plan and guide Makerspace activities.</p> <p>G. The district will continue to inventory and purchase all consumable components and needed materials in grades TK-6 in order to fully implement the CCSS.</p>	<p>differentiated instruction for diverse student needs.</p> <p>1C. Vertical grade-level collaboration did not happen as expected.</p> <p>1D. The principal met minimally with grade-level teams to discuss short and long-term learning goals for all students.</p> <p>1E. Teachers were provided release days to further plan with grade-level team members and with support personnel such as Literacy and Math Support teachers, SDC teachers, and Education Specialists. Substitute teachers covered classroom teachers' release days.</p> <p>1F. Mission Bell's Media Clerk coordinated the distribution and collection of textbooks and ancillary materials necessary so teachers can implement the grade level common core standards instruction. The Media Clerk supported teachers and students with technical and technology-related support. In addition, the Media Clerk planned and guided Makerspace activities.</p> <p>1G. The district inventoried and purchased all consumable components and necessary materials in grades TK-6 in order to fully implement the CCSS.</p> <p>1H. Students were offered incentives to do their best on the state testing.</p>	<p>\$1500.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$3,143.00</p> <p>EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$67,226</p> <p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$102,334</p> <p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$4,386</p> <p>Incentives and rewards 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000.00</p> <p>Print 5700-5799: Transfers Of Direct Costs LCFF Suppl/Conc -- 0707 \$1000.00</p>	<p>\$1000</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$1406</p> <p>EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$78,722</p> <p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$107,357</p> <p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$4,601</p> <p>Incentives and rewards 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p> <p>Print 5700-5799: Transfers Of Direct Costs LCFF Suppl/Conc -- 0707 \$1000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
H. Students will be offered incentives to do their best on the state testing.			
1.2 Intervention Intervention programs will be implemented as required.	1.2 Intervention Intervention programs were implemented as required.	Duplo/Konica Lease/Maintenance 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$5290.00	Duplo/Konica Lease/Maintenance 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$8883
A. Mission Bell teachers will continue to differentiate instruction for diverse learners such as gifted learners, English Language Learners, struggling learners, and students with disabilities.	1.2.A. Mission Bell teachers differentiated instruction for diverse learners such as gifted learners, English Language Learners, struggling learners, and students with disabilities.	Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1500.00	Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3000
B. Mission Bell teachers will use a variety of assessment data to inform instruction. Assessments include a universal screener, NWEA, SIPPS, running records, and formal and informal assessments.	1.2.B. Mission Bell teachers used a variety of assessment data to inform instruction. Assessments include a universal screener, NWEA, SIPPS, running records, and other formal and informal assessments.	Literacy Support Teachers (2) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$114,797	Literacy Support Teachers (2) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$123,518
C. Site Literacy and Math Support teachers will provide support for identified students in all grade levels.	1.2.C. Site Literacy and Math Support teachers provided support for identified students in all grade levels.	Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$75,325	Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$82,109
D. TK and Kindergarten teachers will provide strategic intervention in primary classrooms.	1.2.D.TK and Kindergarten teachers provided strategic intervention in first and second grade classrooms.		
E. Tutors from Costco will work with at-risk students for 1 hour a week (for 10 weeks) providing instruction in language arts.	1.2.E. Tutors from Costco worked with at-risk students first-grade students for 1 hour a week (for 10 weeks) providing instruction in language arts.		
F. Guided reading groups will be utilized in classrooms to provide differentiation during literacy instruction.	1.2.F. Guided reading groups were utilized in classrooms to provide differentiation during literacy instruction.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.3 AVID Elementary</p> <p>A. The district will once again provide AVID Elementary materials for TK-6 grade students. As provided materials need replenishment, the school will provide additional AVID Elementary materials.</p> <p>B. AVID Elementary strategies will be implemented in every classroom focusing on organization, planning, note-taking, and writing.</p> <p>C. Materials and supplies will be purchased to support AVID strategies and college awareness. These materials may include, but not be limited to, college flags and paraphernalia.</p>	<p>1.3 AVID Elementary</p> <p>1.3.A. The district provided AVID Elementary materials for TK-6 grade students. As provided materials needed replenishment, the school provided additional AVID Elementary materials.</p> <p>1.3.B. AVID Elementary strategies were implemented in every classroom focusing on organization, planning, note-taking, and writing.</p> <p>1.3.C. Limited materials and supplies were purchased to support AVID strategies and college awareness. These materials may include, but not be limited to, college flags and paraphernalia.</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,500.00</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1500</p>
<p>1.4 Staff Development</p> <p>A. Mission Bell teachers will receive professional development opportunities that support ELA, Math, ELD, and science instruction.</p> <p>B. Teachers have the opportunity to participate in district-provided online professional development through Alludo.</p> <p>C. Teachers will participate in AVID strategies training.</p>	<p>1.4 Staff Development</p> <p>1.4.A. Mission Bell teachers received professional development opportunities that support ELA, Math, ELD, and science instruction.</p> <p>1.4.B. Teachers participated in district-provided online professional development through Alludo.</p> <p>1.4.C. Teachers participated in AVID strategies training.</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p>
<p>Conferences/Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1000.00</p>	<p>Conferences/Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$100</p>	<p>Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000.00</p>	<p>Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p>
<p>1.5 EL Support</p>	<p>1.5 EL Support</p>	<p>Bilingual Language Tutors (BLT) 3 hr. (2)</p>	<p>Bilingual Language Tutors (BLT) 3 hr. (2)</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A. TK/K English Language Learners students will receive 20 minutes of Designated ELD daily. English Language Learners in grades 1-6 will receive a minimum of 30 minutes of daily Designated ELD instruction. Integrated ELD will happen throughout the day.</p>	<p>1.5.A. TK/K English Language Learners students received 20 minutes of Designated ELD daily. English Language Learners in grades 1-6 received a minimum of 30 minutes of daily Designated ELD instruction. Integrated ELD happened throughout the day.</p>	<p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$52,626</p>	<p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$59,402</p>
<p>B. Bilingual language tutors will provide primary language support to English Language Learners during classroom instruction. BLTs will assist in administering the ELPAC.</p>	<p>1.5.B. Bilingual language tutors provided primary language support to English Language Learners during classroom instruction. BLTs assisted with ELPAC administration.</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$2000.00</p>	<p>Materials and Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$0</p>
<p>C. A district representative will be invited to provide Mission Bell professional development on the use of the ELD standards and how they are supported by the ELlevation platform. Mission Bell teachers will then be equipped with ideas for the implementation of instructional strategies provided in ELlevation to meet the needs of English Language Learners.</p>	<p>1.5.C. A district representative did not provide on-site professional development. Nonetheless, teachers were offered ELlevation PD at the district level.</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000.00</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p>
<p>D. The principal will present valuable information to ELAC parents. ELAC parents will be encouraged to provide input related to English Language Learner services and programs.</p>	<p>1.5.D. The principal presented valuable information to ELAC parents. ELAC parents will be encouraged to provide input related to English Language Learner services and programs.</p>	<p>Conferences/Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2000.00</p>	<p>Conferences/Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p>
<p>1.6 Preschool Transition A. Pre-school students will visit TK and/or Kindergarten classrooms, the office, and the cafeteria to become familiar with the rest of the campus.</p>	<p>1.6 Preschool Transition 1.6.A. Pre-school students will visit TK and/or Kindergarten classrooms, the office, and the cafeteria to become</p>	<p>Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000.00</p>	<p>Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B. Registration information for TK and kindergarten will be in the spring in both English and Spanish. The school will hold transition meetings for parents.</p> <p>C. Pre-school teachers will encourage parent involvement in activities.</p>	<p>familiar with the rest of the campus as we near the end of the school year.</p> <p>1.6.B. Registration information for TK and kindergarten was offered in the spring in both English and Spanish. The school will hold transition meetings for parents closer to the end of the school year.</p> <p>1.6.C. Pre-school teachers encouraged parent involvement in activities.</p>		
<p>1.7 Technology</p> <p>A. TK - 1st-grade students have access to a Chromebook in the classroom. 2nd through 6th-grade students have a Chromebook that can be taken home daily.</p> <p>B. Students will use digital resources such as AR, STAR Literacy, RAZ Kids, and other online subscriptions to increase their reading, writing, and comprehension skills.</p> <p>C. Time for Kids and Social Studies Weekly may be purchased for 4th and 5th grades.</p>	<p>1.7 Technology</p> <p>1.7.A. TK - 1st-grade students have access to a Chromebook in the classroom. 2nd through 6th-grade students have a Chromebook that can be taken home daily.</p> <p>1.7.B. Students used digital resources such as AR, STAR Literacy, RAZ Kids, and other online subscriptions to increase their reading, writing, and comprehension skills.</p> <p>1.7.C. Social Studies Weekly arrived later than expected but was made available to teachers for use this year or next year.</p>	<p>Education Subscriptions 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000.00</p> <p>Software Licenses 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$5,330</p>	<p>Education Subscriptions 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p> <p>Software Licenses 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$740</p>

Analysis

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

Mission Bell teachers and staff focused on student achievement by participating in professional development, collaborating with grade-level teams, including Literacy and Math Support teachers. Teachers continued to incorporate AVID strategies during instruction to support college and career readiness. The district provided AVID supplies for all students. Supplies were replenished at the site level as needed.

Mission Bell teachers received professional development opportunities that support ELA, Math, ELD, and science instruction. Two teachers and the principal attended the AVID Summer Institute to be able to support AVID Elementary implementation. The principal attended the Excellence through Equity Conference to strengthen equity for all students. In addition, the principal attended Learning and the Brain Conference to learn strategies that will support with student discipline. Teachers also took advantage of GLAD Training, behavior training, newcomer PD, and Alludo digital training. Literacy and Math Support teachers received several PD opportunities to support their specific areas of instruction.

Bilingual Language Tutors continued to support English learners during class instruction. Literacy and Math Support Teachers also supported English learners with academic vocabulary development. One major focus was on supporting newcomers. We saw an increase in the number of newcomers enrolled at Mission Bell.

Mission Bell partnered with Costco tutors to support our first grade students who were struggling to meet grade-level academic expectations.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Although several systems were put in place, we saw a decrease in academic achievement on state and local assessments. Our students are falling behind in ELA, Math, and English language development.

ELA CAASPP

Overall Distance from Standard: 81 points below standard

English Learners: 88.7 points below standard

Hispanic: 81.8 points below standard

Socioeconomically Disadvantaged: 83.6 points below standard

Students with Disabilities: 163.3 points below standard

Math CAASPP

Overall Distance from Standard: 95.8 points below standard

English Learners: 96.8 points below standard

Hispanic: 95.6 points below standard

Socioeconomically Disadvantaged: 96.2 points below standard

Students with Disabilities: 182.4 points below standard

Sixth grade students were the only student group that exceeded the expected growth on the ELA NWEA assessments. Sixth grade students also came the closest to meeting the growth target on the math NWEA assessments.

On the ELPAC, the overall scores improved by .77 percentage points (12% to 12.77%).

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

This year the district provided three resident subs and covered several PD opportunities for staff. Therefore, minimal expenditures in PD are noted in the annual review.

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.

More extensive professional development opportunities will be provided to teachers so they can be better prepared to address student learning needs. Teachers will focus on social/emotional well being, writing, and ELD.

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P1: School facilities are maintained in good repair	All school facility will be maintained as expected.	All school facility were maintained as expected.
P5: School Attendance Rates (Semester 1 Q SIS)	2022-2023 Semester 1 TK: 92% K: 94% First Grade: 92% Second Grade: 99% Third Grade: 97% Fourth Grade: 99% Fifth Grade: 97% Sixth Grade:98%	2022-2023 Semester 1 TK: 88% K: 88% First Grade: 92% Second Grade: 89% Third Grade: 91% Fourth Grade: 90% Fifth Grade: 92% Sixth Grade: 92%
P5: Chronic Absenteeism Rate (2020-21 Data Quest)	2021-2022 Chronic Absenteeism Rate Overall: 9% English Learners: 9% Students with Disabilities: 9% Socioeconomically Disadvantaged: 9%	2021-2022 Chronic Absenteeism Rate Overall: 41.2% English Learners: 37.4% Students with Disabilities: 49.4% Socioeconomically Disadvantaged: 39.8%
P6: Pupil suspension rate	2021-2022 Maintain 0% Suspension Rate	Suspension rate increased to .5%.
P6: Pupil expulsion rate	2021-2022 Maintain 0% Expulsion Rate	Maintained 0% expulsion rate.
P6: Survey of pupils on sense of safety	LCAP Student Survey, Winter 2022 "How often do you worry about violence at your school?" 75% will respond "Almost Never" or "Once in a while."	LCAP Student Survey, Winter 2022 How often do you worry about violence at your school? 46% responded "Almost Never" or "Once in a while."

Metric/Indicator	Expected Outcomes	Actual Outcomes
P6: Survey of parents on sense of safety	LCAP Parent/Family Survey, Winter 2022 "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" 98% will respond "Quite Well" or "Extremely Well."	LCAP Parent/Family Survey, Winter 2022 How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students? 91% responded "Quite Well" or "Extremely Well."
P6: Survey of teachers on sense of safety	LCAP Teacher Survey, Winter 2022 "Overall, how positive is the working environment at your school?" 90% will respond "Quite positive" or "Extremely positive."	LCAP Teacher Survey, Winter 2022 Overall, how positive is the working environment at your school? 25% responded favorably based on 8 responses ("Quite positive" or "Extremely positive.").

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Safe Environment Activities</p> <p>A. The school will create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through the following activities:</p> <ol style="list-style-type: none"> 1. Provide appropriate health care and nursing services. 2. Provide active and effective student supervision at all times. 3. Maintain a clean and orderly campus. 4. Participate in Red Ribbon Week activities. 5. Follow child abuse reporting procedures. 6. Notify teachers of dangerous students. 7. Distribute the Discrimination and Harassment policy to employees, students, and parents. 	<p>Safe Environment Activities</p> <p>A. The school created and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through the following activities:</p> <ol style="list-style-type: none"> 1. Provided appropriate health care and nursing services. 2. Provided active and effective student supervision at all times. 3. Maintained a clean and orderly campus. 4. Participated in Red Ribbon Week activities. 5. Followed child abuse reporting procedures. 6. NA 7. Distributed the Discrimination and Harassment policy to employees, students, and parents. 	<p>Health Care Aide (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$27,100</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000.00</p> <p>Additional Supervision 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1500.00</p>	<p>Health Care Aide (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$31,874</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p> <p>Additional Supervision 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>8. Provide support in behavior and social-emotional learning.</p> <p>9. Enforce the school and district dress code.</p> <p>10. Enforce school and district rules and procedures.</p> <p>11. Revise and distribute the parent/student handbook..</p> <p>12. Provide a place for a Mobile Health Clinic once a month.</p> <p>13. Conduct monthly fire/lockdown drills.</p> <p>B. Mission Bell will educate students on drug, alcohol, and tobacco prevention.</p> <p>C. Students will participate in Red Ribbon Week activities.</p> <p>D. Mission Bell will educate students on bullying and violence prevention.</p> <p>E. Mission Bell's Safe School Plan will be revised.</p> <p>F. Referrals to PICO mental health providers will be submitted for students experiencing behavioral, social and emotional, or family issues.</p> <p>G. Mission Bell's Health Care Aide will continue to support students and keep health office records updated.</p>	<p>8. Provided support in behavior and social-emotional learning.</p> <p>9. Enforced the school and district dress code.</p> <p>10. Enforced school and district rules and procedures.</p> <p>11. Revised and distributed the parent/student handbook..</p> <p>12. Provided a place for a Mobile Health Clinic once a month.</p> <p>13. Conducted monthly fire drills.</p> <p>B. Mission Bell will educated students on drug, alcohol, and tobacco prevention during Red Ribbon Week.</p> <p>C. Students participated in Red Ribbon Week activities.</p> <p>D. Mission Bell educated students on bullying and violence prevention.</p> <p>E. Mission Bell's Safe School Plan was revised.</p> <p>F. Referrals to PICO mental health providers were submitted for students experiencing behavioral, social and emotional, or family issues.</p> <p>G. Mission Bell's Health Care Aide continued to support students and keep health office records updated.</p>		
<p>AVID Concepts Reinforcement</p> <p>A. Mission Bell will reinforce AVID Strong concepts in grades TK-6 by reviewing the principles of being AVID</p>	<p>AVID Concepts Reinforcement</p> <p>A. Mission Bell staff reinforced AVID Strong concepts in grades TK-6 by reviewing the principles of being AVID</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000.00</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Strong at assemblies and other presentations. AVID Strong students are: Always prepared Very respectful Intentionally safe Determined and responsible</p> <p>B. Staff will continue to implement AVID Strong traits through training, social skills lessons, monthly incentives, positive praise and reinforcement, and public area expectations. Mission Bell staff and principal will monitor student behavior and identify needed support services. Appropriate behavior which leads to academic improvement will be recognized and rewarded on a regular basis with AVID Strong coupons and other incentives.</p> <p>C. Staff will be offered professional development in PBIS to better address the social-emotional well-being of students. Students will continue to host morning meetings and incorporate PBIS skills during that time.</p>	<p>Strong at assemblies and other presentations. AVID Strong students are: Always prepared Very respectful Intentionally safe Determined and responsible</p> <p>B. Staff implemented AVID Strong traits through training, social skills lessons, weekly incentives, positive praise and reinforcement, and public area expectations. Mission Bell staff and principal monitored student behavior and identified needed support services. Appropriate behavior which leads to academic improvement were recognized and rewarded on a regular basis with AVID Strong coupons and other incentives.</p> <p>C. Staff will be offered minimal professional development in SEL/Second Step to better address the social-emotional well-being of students. Teachers provided time for morning meetings and Second Step SEL.</p>	<p>Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000.00</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000.00</p>	<p>Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p>

Analysis

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

Mission Bell teachers and staff focused on promoting kindness all year. We partnered with RMC Charitable Foundation to provide anti-bullying presentations to students and parents. Throughout the year, we held several kindness events of our own including "Wear Pink Wednesdays," behavior expectations assemblies, and "Caught You Doing Good" tickets. Our students participated in Red Ribbon Week activities to promote a drug free life.

Select Mission Bell fifth and sixth grade students participated in a mentorship program with Riverside district attorneys and public defenders. This partnership included monthly mentor meetings. Mentors also donated gifts to all Mission Bell students at Christmas.

We also partnered with Reach Out, a community service organization, to bring health classes to our fourth grade students.

To support AVID ELementary, teachers also submitted names of students who demonstrated AVID strong qualities. Students received incentives for being AVID Strong. In addition, students participated in College and Career Readiness activities.

As a school, we implemented attendance incentives throughout the school year to help improve school attendance. Nonetheless, our attendance percentages decreased.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

As a school, we continue to promote kindness, AVID Strong, and attendance. We will have one more event before the end of the school year to promote high attendance during the testing block.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to an increase in federal funding, we did not spend all the moneys linked to proposed expenditures.

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.

As a school, we will continue to promote kindness by continuing to partner with other community organizations.

Annual Evaluation and Update

SPSA Year Reviewed: 2022-23

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>P3: Survey of Parents/Families (including Unduplicated Pupils and Individuals with Exceptional Needs) on Family Involvement</p>	<p>LCAP Parent/Family Survey, Winter 2021: For this school or district to be successful over the next three years, how important is it for us to focus on community partnerships? 86% will respond "Extremely Important" or "Quite Important."</p>	<p>LCAP Parent/Family Survey, Winter 2022: 81% of respondents responded favorably to the question, "For this school or district to be successful over the next three years, how important is it for us to focus on community partnerships?"</p>
<p>P5: Survey of Students, Teachers, and Parents on Student Engagement</p>	<p>LCAP Parent/Family Survey, Winter 2021: For this school or district to be successful over the next three years, how important is it for us to focus on student activities and extracurricular activities? 88% will respond "Extremely Important" or "Quite Important."</p>	<p>LCAP Parent/Family Survey, Winter 2022: 83% of respondents responded favorably to the question, "For this school or district to be successful over the next three years, how important is it for us to focus on student activities and extracurricular activities?"</p>
<p>P5: Survey of Students, Teachers, and Parents on Student Engagement</p>	<p>LCAP Teacher Survey, Winter 2021: On most days, how enthusiastic are the students about being at school? 70% will respond "Quite Enthusiastic" or "Extremely Important."</p>	<p>LCAP Teacher Survey, Winter 2022: 60% of respondents responded favorably to the question, "On most days, how enthusiastic are the students about being at school?"</p>
<p>P5: Survey of Students, Teachers, and Parents on Student Engagement</p>	<p>LCAP Student Survey, Winter 2021: Overall, how much do you feel like you belong at your school? 72% will respond "Belong quite a bit" or "Completely belong."</p>	<p>LCAP Student Survey, Winter 2022: 62% of respondents responded favorably to the question, "Overall, how much do you feel like you belong at your school?"</p>

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Parent Engagement</p> <p>A. A variety of parent classes and services such as Back to School Night, Parent Nights, Family Math Nights, and Open House will be offered to parents if the state, county, and local health guidelines permit. Babysitting will be provided. Classified employees will assist with clerical and supervision needs for parent workshops.</p> <p>B. Parents will be encouraged to join the Booster Club, and help with school activities and fundraising. Parents will also be encouraged to volunteer in classrooms if the state, county, and local health guidelines permit.</p> <p>C. Students will be encouraged to volunteer for school events.</p> <p>D. The school will utilize the ParentSquare, Class Dojo, and social media platforms to inform parents of upcoming events.</p> <p>E. Home-school communications will be provided in Spanish and English including translators for IEPs, parent conferences, and student study team meetings.</p> <p>H. The school will invite parents to join School Site Council and ELAC. School Site Council and ELAC meetings will be held throughout the school year.</p>	<p>Parent Engagement</p> <p>A. Back to School Night, anti-bullying workshops, and Latino Family Literacy were offered to parents. Babysitting was provided. Classified employees will assist with clerical and supervision needs for parent workshops.</p> <p>B. Parents were encouraged to join in fundraising efforts. Parents were encouraged to volunteer during book fairs.</p> <p>C. Students were encouraged to volunteer for school events.</p> <p>D. The school used ParentSquare, Class Dojo, and social media platforms to inform parents of school events.</p> <p>E. Home-school communications were provided in Spanish and English including translators for IEPs, parent conferences, and student study team meetings.</p> <p>H. The school invited parents to join School Site Council and ELAC. School Site Council and ELAC meetings were held throughout the school year.</p> <p>I. The school held weekly 100 Mile Club Family Night runs.</p>	<p>Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2500.00</p> <p>Childcare and interpretation 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$1,447.00</p> <p>Childcare and interpretation 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000.00</p>	<p>Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$0</p> <p>Childcare and interpretation 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$1368</p> <p>Childcare and interpretation 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
I. The school will hold 100 Mile Club Family Night events.			
<p>Library Access</p> <p>A. Mission Bell will provide daily access to the library for parents and students. The library media center clerk is available for 8 hours each day. Her time before and after school will be spent supporting parent and student outreach and providing additional access to library resources.</p> <p>B. Books and other materials will be made available for parents as needed to support literacy.</p>	<p>Library Access</p> <p>A. Mission Bell Elementary School provided daily access to the library to students. The library media center clerk was available for 8 hours each day. Her time before and after school was spent supporting parent and student outreach.</p> <p>B. Books and other materials were made available for parents as needed to support literacy.</p>	<p>Books, Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$544.00</p>	<p>Books, Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000</p>

Analysis

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

At Mission Bell Elementary, we value our partnership with parents. This year, we increased the activities that parents could attend in addition to Back to School Night. Parents were invited to attend trimester awards assemblies. We had two family picnics, two book fairs, a couple of Walk to School events, and weekly 100-Mile Club Family Runs. We also added anti-bullying workshops that parents could attend. We are currently hosting Latino Family Literacy Workshops. We also invited parents to join SSC and ELAC.

Notifications to families were sent out in English and Spanish. Several modes of communication were used to reach all our families.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We had lots of parent participation at our family picnics and book fairs. Attendance at workshops and advisory committees were not well attended. We hope that attendance will improve in the future.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We purchased more library books to peak our students literacy interests. Our students need choice in genres. Our Title I funds were absorbed by staff salary increases.

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.

For the 2023-24 school year, we will continue to plan for additional community/family events so that families can feel more welcome at our school. Incentives for parents and students will be made available to support an increase in parent participation. Open library time blocks will be made available so that parents can visit and check out library books. We will continue to advertise all events through a variety of formats.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	287538
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	535,563.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	121180	0.00
Title I Parent Involvement -- 3010 1902	1818	0.00
Title I District -- 500 3010	159158	0.00
Title III LEP -- 4203	5382	0.00
LCFF Suppl/Conc -- 0707	125925	0.00
LCFF District -- 500 0707	122100	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	122,100.00
LCFF Suppl/Conc -- 0707	125,925.00
Title I Basic -- 3010	121,180.00
Title I District -- 500 3010	159,158.00
Title I Parent Involvement -- 3010 1902	1,818.00
Title III LEP -- 4203	5,382.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	321,326.00
2000-2999: Classified Personnel Salaries	170,977.00
4000-4999: Books And Supplies	28,640.00
5000-5999: Services And Other Operating Expenditures	14,620.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	14,707.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	107,393.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	26,281.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	61,766.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	23,258.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	14,620.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	121,180.00
1000-1999: Certificated Personnel Salaries	Title I District -- 500 3010	159,158.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	1,818.00
4000-4999: Books And Supplies	Title III LEP -- 4203	5,382.00

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

Name of Members	Role
Josefina F. Gamez	Principal
Kathy Nitta	Classroom Teacher
Sonya Avina-Martinez	Classroom Teacher
Amber Veazie	Classroom Teacher
Linda Baca	Other School Staff
Brenda Zamarripa	Parent or Community Member
Mireya Ruvalcaba	Parent or Community Member
Licet Cervantes	Parent or Community Member
Cynthia Gonzalez	Parent or Community Member
Brisa Lopez	Parent or Community Member

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 5/15/23.

Attested:



Principal, Josefina Gámez on 5/15/2023

SSC Chairperson, Kathy Nitta on 5/15/23

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Evaluation and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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 Evaluation and Update.

Goals, Strategies, & Proposed Expenditures

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

Basis for this Goal

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

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Evaluation and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

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 may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Evaluation and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - 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.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Evaluation and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. 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).
5. 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
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program