

School Year:

2020-21



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 St.
Jurupa Valley, CA 92509-2599

County-District-School (CDS) Code

33 67090 6032189

Principal

Joan Lauritzen

District Name

Jurupa Unified School District

SPSA Revision Date

May 28, 2020

Schoolsite Council (SSC) Approval Date

May 28, 2020

Local Board Approval Date

June 22, 2020

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 stakeholders at Mission Bell are appropriately included in the school community with parents, faculty, staff, and community all contributing to the academic success and social development of the students.

Our motto is: "Mission Bell knows no limits to the academic success of each child." 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 a little more than 19,000 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 with twenty-four students attending the morning session and twenty-four students attending the afternoon session. Two preschool teachers and four preschool aides staff the preschool. Numerous parents volunteer in the preschool classrooms. 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 latter comprised mostly of transportation and warehousing. The main neighborhoods in the school's attendance area are the apartments and homes and back homes, including small ranches, immediately surrounding the school.

Mission Bell is a schoolwide Title I school. Mission Bell School presently serves 397 students in grade TK-6. 92% of the school's population participates in the free and reduced lunch program. English language learners represent 52% of the student population. Approximately 97% of the students are Hispanic, and 3% are other nationalities. GATE students are identified beginning in 2nd grade and are served in grades 2-6. Mission Bell currently has 8 students identified as GATE. Students receiving special education services are served by a resource specialist and a speech/language pathologist as well as teachers and aides in two SDC classes. A library is available to students and parents. Every student in grades 2-6 has a Chromebook which they use in the classroom on a daily basis. The Chromebooks are also sent home with the students each day. All transitional kindergarten through first grade classes have 1:1 Chromebooks for use at school. Every Wednesday is a minimum day for planning and staff development activities.

Mission Bell is an AVID elementary school. This is a foundational component of the AVID College Readiness System. We have completed four years of implementation. There are currently 9 teachers who have attended Summer Institute and trained in AVID strategies.

Mission Bell offers grade level parent workshops as well as parent education classes offered through PICO. We have a variety of assemblies throughout the year including, Imagination Machine, Discovery Cube, Jurupa Water District, Kaiser Theater, UCR Gluck Fellows, and Anti-Bullying. 6th grade students participate in Cesar Chavez Day competition as well as an art competition sponsored by Riverside County Habitat and Conservation Agency. Students have had the opportunity to participate in field trips to Aquarium of the Pacific, Riley's Farms, Hidden Valley Nature Center, Downtown Riverside, Skyland Ranch Science Camp, Camp High Trails 6th grade science camp, Santa Ana River bottom, University of California Riverside and University of Redlands.

Almost 200 students have joined the 100 Mile Club earning miles during PE or during Family Walk Night and community walk nights. Physical education is done four times per week to ensure that students participate in 100 minutes of PE per every 10 days.

Mission Bell has recently undergone an extensive renovation which included a new office, library, staff lounge and MPR. 11 classrooms have been updated with new drywall, carpet, lighting, windows and cabinetry. The quad area was redone with stadium seating and landscaping. A new lunch shelter was added.

SPSA Highlights

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

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

*Impact Teams

AVID

Primary Reading Intervention

Guided Reading Intervention

AVID Strong (PBIS)

The use of Impact Team strategies was expanded and refined to include the addition of two new grade levels accompanied with professional development, grade level specific coaching, and an emphasis on Impact practices during grade level collaboration and planning times. Professional development and coaching will be provided from consultants, district TSA's, previously trained grade level teams, and site administration.

The deepening of understanding of AVID strategies and implementation will be accomplished through the continued efforts to send untrained staff to AVID trainings and by modeling by trained staff including the administrator.

Primary intervention will continue to be implemented in grades kindergarten through third. Training and support to administer assessments will be provided to differentiate instruction in order to meet the ultimate goal of all students reading at grade level upon leaving third grade. Training will largely center on small group and guided reading implementation. Bilingual tutors will be included in the training, collaboration, and planning to reach this goal.

Similarly to Primary Intervention, a reading intervention teacher has been committed to the effort of supporting successful readers in grades four through six. 5th & 6th grade teachers began guided reading interventions in 2019-20.

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

Mission Bell's greatest progress came in the area of percentage of proficient students in both ELA (increase of 10.9%) and math (increase of 7%) (decr and in our reduction of suspensions (decrease of 1%).

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

According to the California School Dashboard, our greatest need is in the area of chronic absenteeism which increased 2.3%.

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

Our special education students showed the greatest disparities in their academic progress according to the most recent California Dashboard results. They are currently 109 points from meeting the standard in ELA, and 131 points from meeting the standard in math. These are both a decrease from the previous year. The push for more inclusion and mainstreaming will provide more access to the core.

Purpose and Description

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

Schoolwide Program

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

Under ESSA requirements, the school's School Plan for Student Achievement is fully aligned with the district's LCAP plan. It includes the three goals of College and Career Readiness, Safe and Orderly Environment, and Parent and Student Engagement. With specific identification of Chronic Absenteeism data as being low this year. In collaboration with district staff, we analyzed performance data on statewide assessments and well as local DIBELS indicators to identify areas of need and modification. In response to site level practices under Goal 1.0 College and Career, we are reviewing and implementing more inclusive practices as well as supporting our SDC teachers in use of Core Curriculum. We will also ensure through SST process with general education staff that first best instruction is done in the classrooms and that necessary interventions are provided and recorded. Under Goal 2.0 Safe and Orderly Environment, we will continue with attendance support and AVID reinforcement concepts through PBIS. Under Goal 3.0 Parent and Student Engagement, we have had widespread renovation on our office and MPR and our parents have indicated through survey results that 96% feel that the school has a good image and they are greeted warmly. We will continue our current parent engagement practices. Due to COVID-19 school closures, a parent survey was not sent home this year.

As a Title I Schoolwide program, we do a Comprehensive Needs Assessment annually, develop our SPSA with stakeholder involvement, include strategies that support state standards and address the needs of all children but particularly those at risk of not meeting these standards with activities, strategies, and interventions that are evidence-based and outlined as part of our SPSA. 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 as part of the school's ongoing practices and identification of support strategies. 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.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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. Now with the new SPSA format, data outcomes are reviewed and analysis done on current actions and practices and addressed through program improvements into the following year. An annual meeting with district staff to review this data, planning, and monitoring provides support to resource allocations and program planning.

Resource Inequities

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

Due to enrollment declines as well as Free and Reduced Lunch count and unduplicated decreases, our funding has declined. At the annual meeting with district staff, resources were reviewed for possible changes in 2020-2021 and district staff are continuing to fund one literacy teacher as well as the entire salary for the health care aide.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.24%	%	0%	1		0
African American	0.24%	0.26%	0.76%	1	1	3
Asian	0.24%	%	0.25%	1		1
Filipino	%	%	0%			0
Hispanic/Latino	96.21%	96.84%	96.69%	406	368	380
Pacific Islander	%	%	0%			0
White	2.61%	2.37%	1.78%	11	9	7
Multiple/No Response	0.24%	0.26%	0%	1	1	2
	Total Enrollment			422	380	393

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	55	65	61
Grade 1	61	41	57
Grade 2	59	64	53
Grade3	58	54	64
Grade 4	59	50	51
Grade 5	56	54	48
Grade 6	74	52	59
Total Enrollment	422	380	393

Conclusions based on this data:

1. The Hispanic/Latino subgroup continues to be our largest subgroup while the White subgroup continues to decrease in percentage.
2. Our enrollment drops each year as fewer students as students are not grandfathered in due to boundary changes.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Mathematics



Yellow

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Blue

Conclusions based on this data:

1. Chronic absenteeism is a concern and has increased by 2.3%. This was a trend seen across the district and is being addressed through district analysis.
2. Suspensions decreased significantly for a blue performance level of 1% with our overall rate of .9%. All of our student groups declined with Students with Disabilities declining the most by 6%.
3. Our ELA and math scores went up by 10.9 points and 7 points relatively with our Students with Disabilities making the largest growth with 17.4 points in ELA and 15.3 points in mathematics.

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 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

Continue to monitor implementation of ELD, impact teams, UOS implementation, AVID strategies, and Balanced Math strategies.

Expand and refine Impact Team and AVID strategies.

Continue small group instruction/intervention in grades K-4 with fuller expansion to 5th and 6th grades. Refine early literacy strategies. Continued attendance at training in all academic areas in order to more fully implement district initiatives.

Implement more inclusive practices with Students with Disabilities and provide support for this to happen. Continue to support SDC teachers in their use of Wonders. Ensure that the Student Success Team works closely with general ed teachers to ensure the first best instruction is done in the classrooms and that necessary interventions are provided and recorded. Work closely with the RSP teacher, school psychologist, and SLP to support students with disabilities.

Meet in a central location during collaboration time to more closely monitor data analysis and strategic planning.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P2 State Standards (Conditions of Learning)	LCAP Staff Survey Data on CCSS Implementation	
P4 Statewide Assessments ELA Data Dashboard	CAASPP ELA Actual Progress, Fall 2018 School: -43.1 points below standard; Decreased 4.3 points SED: -43.3 points below standard; Decreased 3.4 points EL: -47.3 points below standard; Decreased 6.4 points	CAASPP ELA Actual Progress, Fall 2021 Schoolwide increase of +3 Points; Student Groups +5 Points

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	SWD:- 125.8 points below standard; Decreased 22.6 points	
P4 Statewide Assessments Math Data Dashboard	CAASPP Math Actual Progress, Fall 2018 School: -63.3 points below standard; Decreased 4.2 points SED: -63.3 points below standard; Decreased 3 points EL: -67.5 points below standard; Decreased 8.2 points SWD:-144.9 points below standard; Decreased 22.2 points	CAASPP Math Actual Progress, Fall 2021 Schoolwide increase of +3 Points; Student Groups +5 Points
P4 Statewide Assessments - ELPAC	English Learner Actual Progress 4 Well Developed: 23.3% 3 Moderately Developed: 43.6% 2 Somewhat Developed: 17.2% 1 Beginning Stage: 15.9%	English Learner Expected Outcome: An increase of at least 1% in the first three levels, with a decline of 3% in the Beginning Stage.
P8 Other student outcomes - DIBELS	DIBELS- Kinder: FSF Benchmark 2-42 First: NWF Benchmark 2- 62 Second: DORF Benchmark 2-66 DORF-A Benchmark 2-86.8 Third: DORF Benchmark 2-85.6 DORF-A Benchmark 2-94.5%	The expected outcome is to be or above the benchmark in each grade level.
P8 Other student outcomes - SBAC Reading Claim #1	Actual: SBAC Reading Claim #1 School year 2017-2018 57.4% Near or Above Standard	Schoolwide increase of +3 Points; Student Groups +5 Points

Planned Strategies/Activities

Action 1.1

1.1 CCSS Implementation for ELA and Mathematics and Assessment

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. Teachers will use the results of district/site assessments to modify instruction and implement changes for students needing interventions and to improve instruction. Mission Bell teachers will have weekly grade level meetings on minimum days to collaborate, analyze data, and plan using CCSS, Impact Teams and AVID strategies. Teachers will monitor student progress and align instruction to the needs of the students.</p>	<p><u>X</u> All Students <u>X</u> Other student group(s) Students with disabilities</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5,342.00</p> <p>Materials and supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$4,412.00</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,476.00</p> <p>Clerical Support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000.00</p> <p>EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$62765.00</p> <p>CSR Intervention (70%) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$104470</p> <p>CSR Intervention (30%) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$44773</p> <p>Incentives and rewards 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000.00</p> <p>Print</p>
<p>B. Materials and supplies will be purchased to supplement the core program to better meet the needs of all learners. Materials and supplies will be used to enhance direct instruction, centers, and small group activities. Copies and print orders will be used to print the supplemental materials needed to meet students' needs.</p>		
<p>C. Subs will be provided to provide time for teachers to meet to plan instruction, provide input at IEP and SST meetings and perform other duties as required.</p>		
<p>D. The principal will monitor instruction to ensure that all students receive adequate strategic and universal access in all academic areas. Teachers will use strategies learned through continuous staff development to provide standards-based lessons in order to differentiate instruction and meet the needs of all students. Strategies including collaborative conversations, close reading, and daily writing will be used in the classrooms. Balanced Math strategies will be used to support the rigor and philosophy of CCSS. Impact team strategies of formative assessments, peer review, co-construction of success criteria will be utilized.</p>		
<p>E. 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>F. Students will be offered incentives to do their best on the state testing in the way of a reward party, principal challenge, and perfect attendance during the testing period.</p>		

5700-5799: Transfers Of Direct Costs
 LCFF Suppl/Conc -- 0707
 \$1,000.00

Action 1.2

1.2 Early, Strategic and Intensive 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 will continue to provide required strategic intervention time for benchmark and strategic learners at all grade levels. Strategic intervention will provide the reteaching needed for EL and other at-risk students in small group settings using a variety of instructional materials and differentiated instruction. Time is set aside daily for Strategic Intervention beyond the core program.</p> <p>B. The Grade Span Adjustment (GSA) early literacy CSR intervention teacher will provide small group instruction and teacher support for first through third grade classes. The GSA intervention teacher will use McGraw Hill Extra Support materials, the HM Intervention Toolkit, Read Naturally Live, district sight word lists, DIBELS assessments, Signs for Sounds, and additional supplemental materials to provide further instruction in standards as indicated by the regular classroom teacher.</p> <p>C. Kindergarten and TK teachers will provide strategic intervention in primary classrooms every day.</p> <p>D. Tutors from Costco will work with at-risk second grade students for 1 hour a week (for 10 weeks) providing instruction in language arts.</p> <p>E. The “pull out”, replacement curriculum mode transitioned to a primarily “push in” model in grades 4-6 with the upper grade intervention teacher providing small group instruction in each classroom.</p> <p>F. The upper grade SDC teacher will implement the Wonders program for up to 20 4th-6th grade regular and special education students in her classroom.</p>	<p><u>X</u> All Students</p>	<p>Duplo/Konica Lease/Maintenance 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2,400.00</p> <p>Duplo/Konica Lease/Maintenance 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2,890.00</p> <p>CSR Intervention (.50) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$73248</p> <p>CSR Intervention (.50) 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$73248</p>

- G. Site Intervention teachers will provide support for identified students primarily in the classroom.
- H. The use of an online universal screener in grades 4-6 (Istation) will help identify students for intervention services and provide progress monitoring.
- I. Intervention groups will no longer be permanent; they will be flexible and change throughout the year.
- J. Guided reading groups will be utilized in classrooms to provide differentiation during literacy instruction.
- K. The Communication Enhancement Program (CEP) at Mission Bell is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.

Action 1.3

1.3 AVID Elementary

	<u>X</u>	Modified Action
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. Students in grades 4-6 will receive agendas to organize their assignments and schedules. Agendas will also allow teachers, parents, and students to correspond on a daily basis. Students in grades TK-3 will have folders in which to organize materials and parent correspondence. Students will receive additional supplies to help them be college and career ready.</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, 3-ring binders, agendas, Nicky Folders, chart paper, highlighters, pencils, pencil pouches, white board markers, and books.</p>	<p><u>X</u> All Students</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,500.00</p>

Action 1.4

1.4 Staff Development

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
A. Mission Bell will provide teachers opportunities for training in the areas the district has chosen along with in-house collaborative PD.	<u>X</u> All Students	
B. Teachers will be trained in Impact Teams protocols to enhance the analysis of student data and to help students take ownership of their learning.		

Action 1.5

1.5 English Language Development (ELD)

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
A. English Learner students in grades TK/K will receive 20 minutes of ELD daily, and English Learner students in grades 1-6 will receive a minimum of 30 minutes of daily ELD instruction to increase their English proficiency.	<u>X</u> Other student group(s) English Learners	Bilingual Language Tutor (BLT) 3 hr. 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$24355
B. Bilingual language tutors will be available to provide primary language assistance during regular classroom instruction in English. BLTs will assist in administering the ELPAC, with additional hours as needed to complete on schedule.		Bilingual Language Tutor (BLT) 3 hr. (70%) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$21642
C. Teachers will provide pre-teaching and reteaching of standards to assist students in mastery and thorough understanding of CCSS. Teachers will reinforce current classroom instruction in a small group format. Teachers will provide extra practice time for struggling EL students.		Bilingual Language Tutor (BLT) 3 hr. (30) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$5546

D. The English Learner's Advisory Committee (ELAC) will advise the principal and staff on programs and services related to the EL program.

Action 1.6

1.6 Preschool Transition

X

Unchanged 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. Pre-school and TK/Kindergarten teachers will meet. There will be joint activities between pre-school and TK/K students.

X Other student group(s)
Preschool/Head Start

C. Registration information for TK and kindergarten will be in the spring in both English and Spanish. The school will hold transition meetings for parents.

D. Pre-school teachers will encourage parent involvement in activities. Pre-school parents will be invited to all school activities and functions.

Action 1.7

1.7 Technology

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

A. Students in TK-1 have 1:1 access to Chromebooks to be used in the classroom. Every student in grades 2-6 has daily access to a Chromebook to use at school and at home. Teacher computers are on a districtwide replacement cycle.

X All Students

Software Licenses
5000-5999: Services And Other Operating Expenditures
Title I Basic -- 3010
\$1,000.00

B. Students will use digital resources such as AR, STAR Literacy, and RAZ Kids to increase their reading, writing, and comprehension skills. Social Studies Weekly may be purchased for 4th and 5th grades.

Software Licenses
5000-5999: Services And Other Operating
Expenditures
LCFF Suppl/Conc -- 0707
\$2,000.00

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:

On the California Healthy Kids Survey (CHKS) 98% of 5th grade students feel there is a high or moderate amount of caring adults in school. 96% feel they have a connection to school while 92% have academic motivation. 98% of students are happy to be at school and 100% feel teachers treat them fairly at least most of the time. 96% of 5th grade students feel safe some to all of the time. 100% of 5th graders feel that alcohol is always bad to some extent while 2% feel that marijuana is not bad at all. 4% of students have smoked or used electronic cigarettes at least once while 22% have either had alcohol or inhalants. No students reported using marijuana.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5 School attendance rate:	School attendance rate: Actual: 96.81%	Maintain or increase by .5%
P5 Chronic Absenteeism rate Data Dashboard	Chronic absenteeism rate: 2018-2019 Actual: School-10.3% (increase of 2.3%) District-9.7%	Decrease by .5%
P6 Pupil Suspension rate Data Dashboard	Pupil Suspension rate: 2017-2018 Actual: School-2.0% (increase of .5%); District-3.6%; State-3.5%	Decrease by 2%
P6 Surveys of pupils, parents, teachers on sense of safety:	2018-2019 LCAP Actual: (Based on 14 responses/ Parents: 100% feel their children are safe Students: 98% feel they are safe Staff: 90% feel they are safe	More parent responses on LCAP survey so data is more valid.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	CHKS Actual: 2018-2019 96% of 5th grade students feel safe at least some/all of the time. The break down was as follows: 50% feel safe all the time 34% feel safe most of the time 12% feel safe some of the time 4% report never feeling safe	

Planned Strategies/Activities

Action 2.1

Safe Environment Activities

	<input checked="" type="checkbox"/> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. The school will create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through the following activities: <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/lock down drills. 	<input checked="" type="checkbox"/> All Students	Health Care Aide (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$26285

B. Referrals to PICO mental health providers will be submitted for students experiencing behavioral, social and emotional, or family issues.

Action 2.2

Safe School Education and Planning

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. Mission Bell will educate students on drug, alcohol, and tobacco prevention.</p> <p>B. All students will participate in Red Ribbon Week activities.</p> <p>C. Mission Bell will educate students on bullying and violence prevention through AVID Strong and behavior, social and emotional learning.</p> <p>D. Mission Bell will instruct all students in digital citizenship by using the resources available through Common Sense Media and other sources.</p> <p>E. Mission Bell will revise the Safe School Plan to include three essential components: assuring each student a safe and healthy physical environment; assuring each student a safe, nurturing, and respectful emotional environment; developing each student's resiliency skills.</p> <p>F. The school will develop and practice disaster procedures.</p>	<p><u>X</u> All Students</p>	

Action 2.3

AVID Concepts Reinforcement

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
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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

B. Staff will continue to implement AVID Strong traits through training, social skills lessons, monthly incentives, positive praise and reinforcement and public area expectations. Staff and principal will monitor 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.

X All Students

Action 2.4

Physical Fitness and Healthy Living

X Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. Upper-grade teachers will assess students on physical fitness levels throughout the year and track their progress toward fitness.</p>		
<p>B. Teachers will provide physical education instruction for 200 minutes every 10 days. Teachers in grades 1-3 and 4-6 will work together to provide standards-based P.E. instruction. All teachers will be informed of the physical fitness standards in order to support and develop the necessary skills by the time the students reach 5th grade.</p>		
<p>C. Mission Bell will facilitate and encourage participation in the 100 Mile Club program. Mission Bell will host a monthly Family Night run for the 100 Mile Club.</p>		
<p>D. Third grade students will participate in the Gluck Move More Program if schedules permit.</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 6: School Climate (Engagement)

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

On our parent survey, 96% felt that the school had a good image in the community. 90% felt they were greeted warmly when they were on campus and 93% of parents attended parent/teacher conferences as well as at least one activity of meeting. 96% of parents feel their child is safe while on campus and 98% feel they are a valued member of their child's education.

We will try to increase/expand classes, events and trainings next year. These additions would be noted in Goal 3. The budget will determine to what extent classes will be offered.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3 Parent Engagement	Parent Survey Results 2018-2019 School Wide Effectiveness: Agree Disagree Unsure 1. The school has a good image in the community 91 2 6 2. I am valued as a partner in my child's education 96 2 2 3. My child is safe when at school 88 6 6 4. I am greeted warmly when I visit the school 83 13 4 5. School information is provided in home language 98 2 0 6. I receive ongoing communication of school wide activities 96 4 0	Increase of at least 1% in all questions surveyed.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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Parent Involvement:		
1. I communicate regularly with my child's teacher		
96	4	0
2. Staff views parent involvement as important		
93	4	2
3. Meeting times are established in an effort to acc. parents		
90	6	4
4. I am encouraged to volunteer in the classroom		
81	9	11
5. Interpreters are available if needed		
79	9	13
6. I attend the parent/teacher conferences		
85	11	4
7. I attended at least one school meeting		
98	2	2
8. I attended parent trainings and workshops		
55	23	21
9. I know about the college-going culture of the school		
85	4	11
10. I am aware of the school's effort related to PBIS		
96	0	4
Facilities and School Culture:		
Good	Bad	Unsure
1. Overall appearance and cleanliness		
89	0	11
2. Safety		
85	13	2
3. Friendliness and approachability of staff		
80	4	16
4. The school's overall culture		
92	2	6

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P3 Student Engagement

CHKS Actual: 2018-2019
 73% of students will report they feel connected to the school.
 81% of our students feel happy to be at our school most of the time/all the time.
 65% of our students feel like they are part of this school most of the time/all the time.

Increase of students feeling connected to school.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P6 Survey of Staff Engagement	Staff: 2018-2019 Based on 11 participants Welcoming environment: 77% Strongly agree/ Moderately agree Staff Actual: Collaborative Culture: 88% Strongly Agree/Agree Opportunities to be involved with School and District Decision Making: 66 % state yes	Increase in all areas by 1%.

Planned Strategies/Activities

Action 3.1

Welcoming and Engaging Environment

	X Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. A room will be designated as a meeting room for parent classes which may include, but not limited to, ESL, Triple P Parenting, Latino Family Literacy, and Nutrition. The offerings will be determined by available resources.</p> <p>B. Parents will be encouraged to join the Parent Teacher Organization (PTO)/Booster Club and attend meetings. Parents will be encouraged to volunteer/observe in classrooms.</p> <p>C. Students will be encouraged to volunteer for school events (i.e. Book Buddies, Santa's Breakfast, AVID Rewards, Family BBQ, etc.).</p> <p>D. The school will utilize the Q Communication System to inform parents of upcoming events. The school will utilize school and teacher websites to provide parental access to the school calendar, online educational resources, and access to teachers through email. Teachers may also use Remind and Class Dojo.</p>	X All Students	<p>Workshop Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$1105.00</p> <p>Childcare and interpretation 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$377.00</p> <p>Childcare and interpretation 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$100.00</p>

E. The school will hold Parent Workshops and Family Nights to provide opportunities to acquire information, strategies, and materials to support student academic achievement. Parents will be taught skills and strategies to use at home in tutoring their own children and to foster greater academic success. Supervision will be provided for students and non-school age siblings to enable parents to attend workshops and meetings as long as funds allow.

F. Classified employees will assist with clerical and supervision needs for parent workshops.

G. Home-school communications will be provided in Spanish and English including translators for IEPs, parent conferences, and student study team meetings.

H. The school will hold a minimum of 6 School Site Council and 4 ELAC meeting throughout the year.

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

Action 3.2

Library Access

	<u>X</u>	Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
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.	<u>X</u> All Students	

Action 3.3

Parent Teacher Conferences

	<u>X</u>	Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
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A. The school will inform parents of student progress with the use of teacher reports, trimester progress reports, and report cards. The school will conduct Parent/Teacher/Student conferences and establish a compact between parent/child/school.

All Students

None Required
None Specified

B. Translators will be available as needed.

\$

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P2 State Standards (Conditions of Learning)		
P4 Statewide Assessments ELA Data Dashboard	CAASPP ELA Actual Progress, Fall 2019 Schoolwide increase of +5 Points; Student Groups +5 Points	CAASPP ELA Actual Progress, Fall 2019 School: -32.9 points below standard; Increased 10.1 points SED: -36.8 points below standard; Increased 6.5 points EL: -37.2 points below standard; Increased 10.1 points SWD:- 109.9 points below standard; Increased 16.5 points
P4 Statewide Assessments Math Data Dashboard	CAASPP Math Actual Progress, Fall 2019 Schoolwide increase of +5 Points; Student Groups +5 Points	CAASPP Math Actual Progress, Fall 2019 School: -56.3 points below standard; Increased 7 points SED: -60.1 points below standard; Increased 3.3 points EL: -61 points below standard; Increased 6.5 points SWD:-131 points below standard; Increased 15.3 points
P4 Statewide Assessments - ELPAC	English Learner Expected Outcome: An increase of at least 1% in the first three levels, with a decline of 3% in the Beginning Stage.	EL students who decreased one level-21.3 EL students who maintained their level-36.3 EL students who progressed at least one level-39.3 EL students who maintained a level 4-2.6

Metric/Indicator

Expected Outcomes

Actual Outcomes

P8 Other student outcomes - DIBELS

The expected outcome is to be or above the benchmark in each grade level.

DIBELS Scores reflect Benchmark 2 results:

Kindergarten:

Overall students made growth in all areas assessed

FSF:

Benchmark 1 goal: 10

Scored: 11.5

Benchmark 2 goal: 30

Scored: 38.4

LNF (Letter Naming Fluency)There is no benchmark goal

Benchmark 1: 8.9

Benchmark 2: 22.8

PSF (Phoneme Segmentation Fluency)

Benchmark goal: 20

Scored: 27

NWF-CLS (Nonsense Word Fluency-Correct Letter Sounds)

Benchmark goal: 17

Scored: 16.1

Kinder teachers provide their own interventions as well as receiving support from both the Primary Literacy teacher and BLT.

First Grade

Overall students made growth in all assessed areas.

NWF-CLS (Nonsense Word Fluency-Correct Letter Sounds)

Benchmark 1 goal: 27

Scored: 26.2

Benchmark 2 goal: 43

Scored: 58.6

NSW-WWT (Nonsense Word Fluency-Whole Words Read)

Benchmark 1 goal: 1

Metric/Indicator

Expected Outcomes

Actual Outcomes

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Scored: 2.4
Benchmark 2 goal: 8
Scored: 15.1

DORF (DIBELS Oral Reading Fluency-Words Correct)
Benchmark 1: not assessed
Benchmark 2 goal: 23
Scored: 29.4

DORF-A (DIBELS Oral Reading Fluency-Accuracy)
Benchmark 1: not assessed
Benchmark 2 goal: 78
Scored: 69.4

Support provided by classroom teacher, kinder teacher, RSP teacher and aide, Primary Literacy teacher, BLT

Second Grade:

Overall students made progressed in assessed areas.

DORF (DIBELS Oral Reading Fluency)
Benchmark 1 goal: 52
Scored: 62.9
Benchmark 2 goal: 72
Scored: 82.2

DORF-A (DIBELS Reading Fluency-Accuracy)
Benchmark 1 goal: 90
Scored: 88.9
Benchmark 2 goal: 96
Scored: 94.6

Support is provided by classroom teacher, Primary Literacy teacher, RSP teacher and aide, BLT.

Third Grade:

Students made growth in all assessed areas.

Metric/Indicator

Expected Outcomes

Actual Outcomes

DORF (DIBELS Oral Reading Fluency)
Benchmark 1 goal: 70
Scored: 65.7
Benchmark 2 goal: 86
Scored: 79

DORF-A (DIBELS Oral Reading Fluency-Accuracy)
Benchmark 1 goal: 95
Scored: 85.3
Benchmark 2 goal: 96
Scored: 79

DAZE
Benchmark 1 goal: 8
Scored: 8.1
Benchmark 2 goal: 11
Scored: 10.7

Support is provided by classroom teacher, Primary Literacy teacher, RSP teacher and aide and BLT.

P8 Other student outcomes - I-Station

ISIP Advanced Reading Results

4th Grade Overall:
Tier 3: 35%
Tier 2: 25%
Tier 1: 40%

5th Grade Overall:
Tier 3: 35%
Tier 2: 25%
Tier 3: 40%

6th Grade Overall:
Tier 3: 31%
Tier 2: 18%
Tier 1: 52%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.1 CCSS Implementation for ELA and Mathematics and Assessment</p> <p>A. Teachers will use the results of district/site assessments to modify instruction and implement changes for students needing interventions and to improve instruction. Mission Bell teachers will have weekly grade level meetings on minimum days to collaborate, analyze data, and plan using CCSS, Impact Teams and AVID strategies. Teachers will monitor student progress and align instruction to the needs of the students.</p> <p>B. Materials and supplies will be purchased to supplement the core program to better meet the needs of all learners. Materials and supplies will be used to enhance direct instruction, centers, and small group activities. Copies and print orders will be used to print the supplemental materials needed to meet students' needs.</p> <p>C. The principal will monitor instruction to ensure that all students receive adequate strategic and universal access in all academic areas. Teachers will use strategies learned through continuous staff development to provide standards-based lessons in order to differentiate instruction and meet the needs of all students. Strategies including collaborative conversations, close reading, and daily writing will be used in the classrooms. Balanced Math</p>	<p>A. Teachers meet regularly to analyze data from DIBELS, I-Station, Accelerated Reader levels, STAR Literacy assessments, UoS posttests, Impact Team tasks and protocols and teacher administered fluency assessments to determine strategic interventions and small group instruction.</p> <p>B. Teachers are given a class budget to purchase necessary materials for their classrooms. Teachers are allowed to send items to the district print shop.</p> <p>C. The principal does regular visits to the classrooms to monitor instruction. Official observations and evaluations are done as prescribed.</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3434.00</p>	<p>Substitute Teacher pay for collaboration None Specified \$3434.00</p>
		<p>Materials and supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$1,244.00</p>	<p>Substitute Teacher pay for collaboration and assessment. None Specified \$280.00</p>
		<p>\$</p>	<p>Clerical Support 2000-2999: Classified Personnel Salaries \$</p>
		<p>Clerical Support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$249.00</p>	<p>Clerical Support 2000-2999: Classified Personnel Salaries \$</p>
		<p>\$</p>	<p>Substitute teacher pay for collaboration and assessment \$</p>
		<p>EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$62765.00</p>	<p>EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$62765.00</p>
		<p>CSR Intervention (70%) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$99624.00</p>	<p>CSR Intervention 70% 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$99624.00</p>
		<p>CSR Intervention (30%)</p>	<p>CSR Intervention 30%</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>strategies will be used to support the rigor and philosophy of CCSS. Impact team strategies of formative assessments, peer review, co-construction of success criteria will be utilized.</p> <p>D. 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>E. Students will be offered incentives to do their best on the state testing in the way of a reward party, principal challenge, and perfect attendance during the testing period.</p>	<p>D. All core curriculum textbooks, and consumable components of the adopted curriculum are provided by the district in order to fully implement CCSS.</p> <p>E. The reward party will be held in March or April just prior to state testing.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$42697.00</p> <p>Incentives and rewards 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000.00</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$42697.00</p> <p>Incentives and rewards 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$669.00</p>
<p>1.2 Early, Strategic and Intensive Intervention Intervention programs will be implemented as required.</p>	<p>1.2 Intervention</p>	<p>Duplo/Konica Lease/Maintenance 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2,400.00</p>	<p>Duplo/Konica Lease/Maintenance 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$1949.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A. Mission Bell will continue to provide required strategic intervention time for benchmark and strategic learners at all grade levels. Strategic intervention will provide the reteaching needed for EL and other at-risk students in small group settings using a variety of instructional materials and differentiated instruction. Time is set aside daily for Strategic Intervention beyond the core program.</p>	<p>A.. Primary and upper grade intervention teachers, as well as classroom teachers (including RSP teacher and aides) and Bilingual Language Tutors, provide daily intervention to at-risk students. DIBELS data is analyzed and groups are changed based on the data and need in grades K-3. Istation, Moby Max and individual fluency assessments are used in Grades 4</p>	<p>\$</p>	<p>Supplemental Standards Based Materials 4000-4999: Books And Supplies \$</p>
<p>B. The Grade Span Adjustment (GSA) early literacy CSR intervention teacher will provide small group instruction and teacher support for first through third grade classes. The GSA intervention teacher will use McGraw Hill Extra Support materials, the HM Intervention Toolkit, Read Naturally Live, district sight word lists, DIBELS assessments, Sights for Sounds, and additional supplemental materials to provide further instruction in standards as indicated by the regular classroom teacher.</p>	<p>and 6 to determine intervention groups. A variety of instructional strategies and materials are used according to need and function. Small reading groups are done daily in all grades. Groups are fluid and are changed after benchmark assessments are administered. Pioneer Valley Guided Reading books are used. These books are provided by the district.</p>	<p>\$</p>	<p>Supplemental Digital Resources (AR, STAR, RAZ Kids, BrainPop, Social Studies Weekly, etc.) 5800: Professional/Consulting Services And Operating Expenditures \$</p>
<p>C. Kindergarten and TK teachers will provide strategic intervention in primary classrooms every day.</p>	<p>B. The primary intervention teachers serves students in grades K-3 providing small group instruction to students with the highest literacy needs.</p>	<p>CSR Intervention (.50) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$72373.00</p>	<p>Salary, EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$72373.00</p>
<p>D. Tutors from Costco will work with at-risk second grade students for 1 hour a week (for 10 weeks) providing instruction in language arts.</p>		<p>\$</p>	<p>Reprographics/Print Shop Requests 5000-5999: Services And Other Operating Expenditures \$</p>
<p>E. The “pull out”, replacement curriculum mode transitioned to a primarily “push in” model beginning with 4th grade in August 2018, and will build</p>		<p>\$</p>	<p>Reprographics/Print Shop Requests 5000-5999: Services And Other Operating Expenditures \$</p>
	<p>C. The morning TK-K teacher provides support to first grade teachers in the afternoon. She works with struggling</p>	<p>CSR Intervention (.50) 1000-1999: Certificated Personnel Salaries</p>	<p>Lamination - IMC 5000-5999: Services And Other Operating Expenditures</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
to 5th and 6th grade over the following two years.	students based on teacher recommendation.	Title I District -- 500 3010 \$72373.00	\$72373.00
F. The upper grade SDC teacher will implement the Wonders program for up to 20 4th-6th grade regular and special education students in her classroom.	D. Costco tutors started working with students at the end of January. They will work with approximately 8 second grade students who have been identified by their teachers as needing additional help.	\$	Technology Supplies 4000-4999: Books And Supplies \$
G. Site Intervention teachers will provide support for identified students primarily in the classroom.	E. The upper grade intervention teacher "pushes in" to all 4-6 grade classrooms with the exception of SDC. She does both intervention and enrichment in Language Arts and math.	\$	Duplo/Konica Lease/Maintenance 5000-5999: Services And Other Operating Expenditures \$
H. The use of an online universal screener (Istation) will help identify students for intervention services and provide progress monitoring.	F. The upper grade SDC teacher now uses Wonders as her textbook for ELA.		
I. Intervention groups will no longer be permanent; they will be flexible and change throughout the year.	There are approximately 30 students in the SST and 504 process with another 20 on monitor status. Annual meetings are held for students on 504s to determine if their needs are being met and to put accommodations in place. Students in the SST process are met on 1-3 times a year to implement interventions, monitor progress and suggest next steps.		
J. Guided reading groups will be utilized in classrooms to provide differentiation during literacy instruction.	There are currently 65 students on IEPs for various qualifying factors. Special Education rules and regulations are followed to ensure		
K. Support will be provided to upper grade teachers including professional development, PD materials, universal screener training, guided reading and progress monitoring resources, and the support of site and district leadership.			
L. The Communication Enhancement Program (CEP) at Mission Bell is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties			

**Planned
Actions/Services**

before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.

**Actual
Actions/Services**

they are receiving all agreed upon services and that they are making appropriate progress. If they are not making adequate progress, the team considers other options and interventions.

G-K. Both Literacy Support teachers push in to classes 4-5 days per week. They provide intervention to students identified using multiple measures. Intervention groups are fluid based on skill, objective and assessment. Guided reading groups are done in all grade levels 1-6. Instruction is provided by classroom teachers, literacy support teachers, Special education teachers, BLTs and instructional aides. Some classrooms have 4 groups going on at a time. All teachers, 1-6 have received professional development on guided reading practices.

The AM and PM kindergarten teachers provide support to each other and also to first grade classes.

L. This past year approximately 6 students have been enrolled in CEP for 10 week sessions to provide

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>speech and/or language support. After 10 weeks they are assessed to see if they should continue or if they have made sufficient progress to be exited.</p>		
<p>1.3 AVID Elementary A. Students in grades 4-6 will receive agendas to organize their assignments and schedules. Agendas will also allow teachers, parents, and students to correspond on a daily basis. Students in grades TK-3 will have folders in which to organize materials and parent correspondence. Students will receive additional supplies to help them be college and career ready.</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, 3-ring binders, agendas, Nicky Folders, chart paper, highlighters, pencils, pencil pouches, white board markers, and books.</p>	<p>A. Agendas were designed to be site specific. Students in grades 4-6 use the agenda as a means of organization and communication. Students are responsible to communicate with parents what they have done that day at school. Parents have been asked to question their child about their day and to have more home conversations. Parents are asked to sign the agenda each day as a check that they have seen it. Students in 3rd grade have a single sheet they fill out each day that lets the parent know what they did in each subject. Parents are to sign this as well. In grades K-2, students take home a behavior log for parent signature.</p> <p>B. Summer Institute trained teachers regularly use strategies they learned in their classrooms. All teachers use note-taking in their classrooms to some degree. The AVID coach will provide a boost on this in March.</p> <p>C. Students have been provided at no cost the following organizational and note-taking supplies:</p>	<p>\$</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$919.00</p>	<p>Teacher hourly 1000-1999: Certificated Personnel Salaries \$</p> <p>\$280.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Agenda 3 Ring Binder with AVID dividers Pencils and pens Colored Pencils or crayons dry erase marker 3 highlighters Post-It notes pencil pouch		
<p>1.4 Staff Development</p> <p>A. Mission Bell will provide teachers opportunities for training in the areas of CCSS, Universal Screening Tool, Step Up to Writing, standards-based planning, data analysis, Balanced Math, and technology integration as needed.</p> <p>B. Teachers will be trained in Impact Teams protocols to enhance the analysis of student data and to help students take ownership of their learning.</p>	<p>A and B. All teachers attended district provided trainings such as NGSS, early literacy and guided reading. Four teams are participating in Impact Teams and learning the protocols and implementing them in their classrooms. Teachers work with each other to reflect on first best instruction and to plan interventions.</p>		
<p>1.5 English Language Development (ELD)</p> <p>A. Students in grades TK-6 will receive a minimum of 30 minutes of daily ELD instruction to increase their English proficiency.</p> <p>B. Bilingual language tutors will be available to provide primary language assistance during regular classroom instruction in English. BLTs will assist in administering the ELPAC, with additional</p>	<p>A. EL students in grades TK-6 receive the required number of minutes of ELD.</p> <p>B. BLTs work with students in grades K-4. They provide support in guided reading, writing and other needs identified by the classroom teacher.</p>	<p>\$</p> <p>Bilingual Language Tutor (BLT) 3 hr. 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$21872.00</p>	<p>Contracts (incentives) 5800: Professional/Consulting Services And Operating Expenditures</p> <p>\$</p> <p>\$21872.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>hours as needed to complete on schedule.</p> <p>C. Teachers will provide pre-teaching and reteaching of standards to assist students in mastery and thorough understanding of CCSS. Teachers will reinforce current classroom instruction in a small group format. Teachers will provide extra practice time for struggling EL students.</p> <p>D. The English Learner's Advisory Committee (ELAC) will advise the principal and staff on programs and services related to the EL program.</p>	<p>C. Teachers use effective research based instructional strategies to help students work towards mastery of grade level standards.</p> <p>D. ELAC meetings are held at least four times per year providing an opportunity for parents to learn more about the programs and services provided to their children. They advise and give suggestions on</p> <p>J. The reward party is scheduled for April in an effort to have students be motivated for the upcoming testing. There will be daily incentives for attendance during the testing period.</p>	<p>Bilingual Language Tutor (BLT) 3 hr. (70%) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$19330.00</p>	<p>\$19330.00</p>
<p>1.6 Preschool Transition</p> <p>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>A-D Preschool students visit the office to become familiar with the office staff. They take a tour of the school at the first of the year and they participate in library visits throughout the year. They participate in monthly</p>	<p>Bilingual Language Tutor (BLT) 3 hr. (30) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$5083.00</p>	<p>\$5083.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B. Pre-school and TK/Kindergarten teachers will meet. There will be joint activities between pre-school and TK/K students.</p> <p>C. 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>D. Pre-school teachers will encourage parent involvement in activities. Pre-school parents will be invited to all school activities and functions.</p>	<p>fire drills and emergency procedures. Preschool and kinder teachers work closely together to ensure transition goes smoothly. The principal participates in the transition meetings to provide information regarding registration and kinder expectations. Preschool is invited to all family activities held by the school. .</p>		
<p>1.7 Technology</p> <p>A. Students in TK-1 have 1:1 access to Chromebooks to be used in the classroom. Every student in grades 2-6 has daily access to a Chromebook to use at school and at home. Teacher computers are on a districtwide replacement cycle.</p> <p>B. Students will use digital resources such as AR, STAR, and RAZ Kids to increase their reading, writing, and comprehension skills. Social Studies Weekly may be purchased for 4th and 5th grades. (PTO funded)</p>	<p>A. Chrome books are available for each students whether it be 1:1 take home or 1:1 in the classroom.</p> <p>B. Accelerated Reader is used in grades 3-6. Student are tested to determine their ZPD. They are to check out books from the library or from classroom libraries in their appropriate level. A goal is set and monitored for each student each trimester. They are held accountable to reach that goal and to increase their reading levels. Data shows that many students are making significant growth. Raz Kids is used in 1st and 2nd grades.</p>	<p>\$</p>	<p>GSA CSR Intervention Teacher Salary (.30) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$</p>
		<p>\$</p>	<p>GSA CSR Intervention Teacher Salary (.70) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	4th and 5th grade teachers use Social Studies Weekly to teach not only grade level social studies content but also reading skills and strategies.		
		\$	CSR Intervention Teacher (.50) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$
		\$	CSR Intervention Teacher (.50) 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$
		\$	Bilingual Language Tutors (1.0) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$
		\$	Materials and Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$
		\$	Bilingual Language Tutor (1.0) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$

Analysis

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

All teachers are implementing CCSS through the use of UOS units and other resources. Grade level teams meet weekly to collaborate and plan instruction and intervention. Four grade levels are working as "Impact Teams" and are learning protocols to more deeply look at student work, co-create success criteria, help students self and peer assess and make improvements in instruction. Year 3 teams have delved into other protocols such as micro-teaching.

Small group intervention, including guided reading, is done on a daily basis in grades K-6 with some classrooms having 3-4 groups going at a time based on need and availability of personnel. DIBELS data is used to group students in intensive and strategic groups with BLTs and the primary literacy teacher assisting the classroom teacher in providing targeted intervention. In 4-6 grades, students are progress monitored using Istation on a monthly basis and grouping and needs are determined. The RSP teacher or aide, the upper grade intervention teacher and the classroom teacher all provide small group support. In 5th grade, the upper grade intervention teacher and the RSP teacher or aide provide small group support as well. MobyMax is used as a way to progress monitor at this time students who do not have I-Station licenses. Impact Team work will continue in following years with more grade levels implementing.

Classroom schedules and observation reflect that both designated and integrated ELD is fully implemented in each classroom TK-6 for those students identified as English Learners. Bilingual Language Tutors work in those classrooms with Level 1 and Level 2 EL students.

Students in grades 1-2 have access to Raz Kids to help increase their reading levels and to give them more access to books. Students in grades 3-6 use Accelerated Reading and STAR Literacy. Midyear STAR Literacy reports show an average IRL and GE increase of one year for each grade level.

Teachers in grades 4-6 implement AVID strategies as do those teachers in grades K-3 who have attended AVID Summer Institute. Teachers who have not attended official AVID training have been provided professional development on AVID strategies and are expected to use them in their classrooms. Students in all grade levels are provided with agendas, binders (4-6), pencil pouch or box, crayons or color pencils, highlighters, pens, pencils, and binder dividers. All grade levels hold students responsible for talking with their parents each night and explain what they are doing each day in class.

Student Success Team meetings are held on approximately 30-35 students to provide support and interventions to determine if further testing might be needed. The RSP teacher, school psychologist and speech pathologist are invited to attend SST meetings as needed.

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

The planned strategies and actions have been implemented as described. All of our implementations are used to support and challenge students by using first, best instruction. Our interventions are working and we are seeing growth in most areas. Combo classes prove challenging. We have a high percentage of students on IEPs in some grade levels.

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

There were no significant differences between proposed and actual 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.

Continue to monitor implementation of ELD, impact teams, UOS implementation, AVID strategies and Balanced Math strategies.

Expand and refine Impact Team and AVID strategies.

Continue small group instruction/intervention in grades K-6. Refine early literacy strategies. Continued attendance at trainings in all academic areas in order to more fully implement district initiatives.

Implement more inclusive practices with Students with Disabilities and provide supports for this to happen. Continue to support SDC teachers in their use of Wonders. Ensure that School Success Team works closely with general ed teachers to ensure first best instruction is done in the classrooms and that necessary interventions are provided and recorded. Work closely with the RSP teacher, school psychologist and SLP to support students with disabilities.

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P5 School attendance rate:	Maintain or increase by .5%	School Attendance Rate 2018-2019: School attendance rate: Actual: 96.1396% Our attendance rate increased by .76%
P5 Chronic Absenteeism rate Data Dashboard	Decrease by .5%	Chronic absenteeism rate: 2018-2019 Actual: School-10.3% (increase of 2.3%) District-9.7% SWD: (15%) 15.8% increase of 3.3% EL: (52%) 6.5% increase of 1% Hisp: (99%) 10.2% increase of 2.3% SED: (92%) 9.9% increase of 1.5%
P6 Pupil Suspension rate Data Dashboard	Decrease by 1%	Pupil Suspension rate: 2018-2019 Actual: School-.9% (decrease of 1%); District-3.6%;
P6 Surveys of pupils, parents, teachers on sense of safety:	Increase parent survey responses and increase positive responses on survey results focusing on safe and orderly school practices	2018-2019 LCAP Actual : Parents: 91% feel their children are moderately to extremely safe Students: 98% feel they are moderately to extremely safe Staff: 90% feel students are moderately to extremely safe CHKS: 2018-2019

Metric/Indicator	Expected Outcomes	Actual Outcomes
		96% of 5th grade students feel safe at least some/all of the time. The break down was as follows: 50% feel safe all the time 34% feel safe most of the time 12% feel safe some of the time 4% report never feeling safe

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 appropriate campus supervision. 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. Implement the Positive Behavioral Intervention and Support Program (PBIS). 9. Enforce the school and district dress code. 10. Enforce school and district rules and procedures. 	<p>A. A health care aide provides first aide services as well as keeps all health files up to date and ensures that all students have the necessary immunization. She also coordinates all health services with the district nurse including the monitoring of a diabetic student. She does all the scheduling for the Borrego Health Clinic as well as the mobile Riverside County clinic.</p> <p>Campus supervisors provide supervision before school as well as at morning and lunch recesses. Additional playground games have been installed helping to spread students out on the playground to have them more engaged in play. A Gaga Ball pit was installed as part of an Eagle Scout project and a new pole was installed enabling the hanging of a volleyball net.</p> <p>The campus is kept in a neat and orderly condition</p>	<p>Health Care Aide (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$7843.00</p> <p>Health Care Aide (.50) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$13858.00</p> <p>\$</p>	<p>Health Care Aide (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$7843.00</p> <p>Health Care Aide (.50) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$13858.00</p> <p>Mental Health Intern 5800: Professional/Consulting Services And Operating Expenditures \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>11. Revise and distribute the parent/student handbook.</p> <p>12. Review school/district rules and policies each trimester during grade-level assemblies.</p> <p>13. Host a Mobile Health Clinic once a month.</p> <p>14. Conduct monthly fire/lock down drills.</p> <p>15. Provide active and effective student supervision at all times.</p> <p>B. A Mental Health Intern will provide services two times per week to students experiencing behavioral, social and emotional, or family issues.</p>	<p>All students participated in Red Ribbon Week activities under the direction of our PTO.</p> <p>All staff members completed the mandatory child abuse training.</p> <p>Teachers are notified on a monthly basis via email of any students who have been suspended.</p> <p>The discrimination harassment policies have been distributed to staff, students and students. Staff have viewed a video related to hostile environment. The handbook is revised and distributed as well as linked on the school website.</p> <p>School rules and district dress code are enforced. Students are reminded of these rules and regulations on a frequent basis. Area expectations are posted in areas around the campus.</p> <p>Monthly fire drills are done as are twice yearly emergency drills. The school safety plan is updated and reviewed annually.</p> <p>We currently have one mental health intern on campus. She provides individual and group counseling to students.. Clinicians from the Wylie Center will be located on campus in the near future.</p>		
Safe School Education and Planning	A-F. Students participate in Red Ribbon Week activities that help to		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A. Mission Bell will educate students on drug, alcohol, and tobacco prevention.</p> <p>B. All students will participate in Red Ribbon Week activities.</p> <p>C. Mission Bell will educate students on bullying and violence prevention through AVID Strong strategies.</p> <p>D. Mission Bell will instruct all students in digital citizenship by using the resources available through Common Sense Media and other sources.</p> <p>E. Mission Bell will revise the Safe School Plan to include three essential components: assuring each student a safe and healthy physical environment; assuring each student a safe, nurturing, and respectful emotional environment; developing each student's resiliency skills.</p> <p>F. The school will develop and practice disaster procedures.</p>	<p>educate students on the dangers of drugs, tobacco and alcohol abuse.</p> <p>Students are reminded daily in the classrooms of AVID Strong behavior. They are rewarded weekly, monthly and each trimester. Kindness month activities focusing on service to school, home and community were available to students. An assembly was presented entitled, "Leading with Kindness".</p> <p>All teachers have verified that they have taught the required digital citizen lessons. The media clerk also presents lessons regarding online safety. Student online presence and use is monitored using GoGuardian. If there are concerns, parents are notified.</p> <p>The Safe School's Coordinator worked with teachers and administration to update and revise the Safe School Plan. The disaster plan is reviewed and updated after each disaster drill. During and after construction, evacuation routes were modified or changed. Egress options are assessed as classrooms are moved to other areas.</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>Mission Bell staff review and model AVID strong behaviors both in the classroom and about campus. Students are held to high level of</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, and public area expectations. Staff and principal will monitor 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>behavior expectations. Rules are reviewed often.</p> <p>All teachers do a morning meeting at least weekly. In these meetings, students are able to express their thoughts and concerns to their teacher and classmates.</p> <p>In an effort to teach empathy and giving, we have participated in The Leukemia and Lymphoma Society's "Pennies for Patients" the past two years. Our students have really risen to the occasion and have far surpassed our goal both years.</p> <p>Mentors from the Riverside County Public Defenders' and District Attorney's offices work with at-risk 5th and 6th grade students to encourage and support them in their school and personal lives.</p>		
<p>Physical Fitness and Healthy Living A. Upper-grade teachers will assess students on physical fitness levels throughout the year and track their progress toward fitness.</p> <p>B. Teachers will provide physical education instruction for 200 minutes every 10 days. Teachers in grades 1-3 and 4-6 will work together to provide standards-based P.E. instruction. All teachers will be informed of the physical fitness standards in order to support and</p>	<p>PE is held 4 days a week in grades 1-6 for 30 minutes. Half of the students walk the track to earn 100 Mile Club miles while the other half rotate between stations. In the upper grades, these stations consist of activities and exercises geared to get them ready for the PFT (Physical Fitness Test).</p> <p>We have more than 200 students who have signed up to participate in 100 Mile Club. They earn miles during PE</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>develop the necessary skills by the time the students reach 5th grade.</p> <p>C. Mission Bell will facilitate and encourage participation in the 100 Mile Club program. Mission Bell will host a monthly Family Night run for the 100 Mile Club.</p> <p>D. Third grade students will participate in the Gluck Move More Program if schedules permit.</p>	<p>and recess time as well as at monthly family walk/run nights.</p> <p>GLUCK Fellows from UCR provide dance and exercise instruction to all third grade classes for 10 weeks. The students performed their dance at the February ELAC meeting.</p>		

Analysis

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

Many strategies/activities and incentives have been put in place to make school an inviting and safe environment and to encourage attendance. Students are recognized for their positive contributions in class as well as to the school as a whole. 6th grade students presented AVID Strong skits outlining the expected behaviors in different areas of the campus. These behaviors are reinforced at student assemblies and rewarded weekly, monthly and trimesterly.

Our mental health intern has been instrumental in addressing student mental health issues as well as family issues.

Teachers meet regularly in the SST process for students they are concerned about academically, behaviorally or socially. The school psychologist works closely with the team to provide help to teachers, especially special education teachers.

An incentive was provided to encourage students to sign up early for 100 Mile Club and to earn their shirts. Thus far, almost half of our students have earned their shirts. Both upper and lower grade PE times focus on earning miles as well as learning skills.

Our health clerk does an excellent job of managing all health needs and ensuring that students are properly provided care in case of an accident. She keeps all student health files up-to-date and accurate. It was due to her diligence that Mission Bell had the highest percentage of dental applications returned.

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

For the most part our strategies and incentives are working. Our suspension rate has dropped significantly. While our attendance rate improved, our chronic absenteeism increased. Our special education population has more students chronically absent than the general population. Many of these students have conditions that prevent good attendance.

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

There were no differences between proposed and actual expenditures other than the fact that district picked up the Health Clerk salary mid-year.

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.

Our continued need to improve our safe, orderly and inviting learning environment will be monitored and addressed through the LCAP survey. We will continue to work on increasing attendance with incentives and connectedness while decreasing chronic absenteeism through the SART and SARB process.

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P3 Parent Engagement	Increase of at least 1% in all questions surveyed.	Parent Engagement data from LCAP Survey 2018-19 Satisfaction with the school - Extremely Satisfied/Moderately Satisfied: 91% Effectiveness of the front office staff communication with parents - Extremely effectively/Moderately effectively: 100% Informed of school-wide activities - Extremely well informed/Moderately well informed: 100% Informed of classroom activities - Extremely well informed/Moderately well informed: 100% Welcoming environment - Strongly agree/Moderately agree: 100% Satisfaction with Instruction - Extremely satisfied/Moderately Satisfied: 91% Opportunities to be involved with school and district decision making: Yes 82% Reading Support Services meet student needs - Extremely Satisfied/Moderately Satisfied: 91% Math Support Services meet student needs - Extremely Satisfied/Moderately Satisfied: 91%

Metric/Indicator	Expected Outcomes	Actual Outcomes
		How high or low are standards for behavior - High and Very High: 76%
P3 Student Engagement	Increase of students feeling connected to school.	<p>Student Engagement data from LCAP survey 2018-2019:</p> <p>Overall satisfaction - Strongly agree/Moderately agree: 76%</p> <p>Positive learning environment - Strongly agree/Moderately agree: 100%</p>
P6 Survey of Staff Engagement	Increase in all areas by 1%.	<p>Staff Surveys on Sense of School Connectedness 2018-2018</p> <p>Positive climate - Extremely/Moderately: 83%</p> <p>Collaborative culture - Strongly Agree/Agree 72%</p> <p>Opportunities to be involved with school and district decision making - Yes: 73%</p>

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Welcoming and Engaging Environment</p> <p>A. Parent Education Room will be available for monthly classes for parents including, but not limited to, ESL, Triple P Parenting, Latino Family Literacy, and Nutrition.</p> <p>B. Parents will be encouraged to join the Parent Teacher Organization (PTO)/Booster Club and attend monthly meetings. Parents will be encouraged to volunteer/observe in classrooms.</p>	<p>A. The office staff provides a welcoming environment. There have been no complaints this year regarding any of the office staff.</p> <p>Parent Education Room has been removed from campus. Technology classes were offered with very few parents attending. Latino Family Literacy is being offered to parents of TK-2 grade students. AVID Parent</p>	<p>Workshop Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$1105.00</p> <p>Childcare and interpretation 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$325.00</p>	<p>Workshop Materials and Supplies 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$0.00</p> <p>Childcare and interpretation 2000-2999: Classified Personnel Salaries \$143.99</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>C. Students will be encouraged to volunteer for school events (i.e. Book Buddies, Santa's Breakfast, AVID Rewards, Family BBQ, etc.).</p>	<p>meetings have been held with minimal attendance.</p>	<p>Childcare and interpretation 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$648.00</p>	<p>Childcare and interpretation 2000-2999: Classified Personnel Salaries \$0.00</p>
<p>D. The school will utilize the Intouch Communication System to inform parents of upcoming events. The school will utilize school and teacher websites to provide parental access to the school calendar, online educational resources, and access to teachers through email.</p>	<p>There has been a large increase to our family activities such as our dances, BBQ and Art Fair, Santa's Breakfast, Donuts with Dad and Muffins with Moms.</p>	<p>Childcare and interpretation 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$170.00</p>	<p>Childcare and interpretation 2000-2999: Classified Personnel Salaries \$0.00</p>
<p>E. The school will hold Parent Workshops and Family Nights to provide opportunities to acquire information, strategies, and materials to support student academic achievement. Parents will be taught skills and strategies to use at home in tutoring their own children and to foster greater academic success. Supervision will be provided for students and non-school age siblings to enable parents to attend workshops and meetings as long as funds allow.</p>	<p>6th grade students have volunteered to help at events as well as doing Book Buddies each Wednesday with our kindergarten and primary SDC classes.</p>	<p>\$</p>	<p>Parent Technology Class 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$</p>
<p>F. Classified employees will assist with clerical and supervision needs for parent workshops.</p>	<p>Parent communication has increased significantly this year. Each teacher sends messages/pictures/reminders to almost 100% of their parents. The school website is kept up-to-date on events as well as the Facebook and Instagram page. Q Communication is used as well as Peachjar, and hard copy flyers.</p>		
<p>G. Home-school communications will be provided in Spanish and English including translators for IEPs, parent conferences, and student study team meetings.</p>	<p>Each grade level has held a parent meeting to discuss grade level standards, expectations and how parents can best support their children in school. Kindergarten and TK have done several workshops. Childcare was provided by classified personnel for a few of the meetings.</p>		
<p>H. The school will hold a minimum of 6 School Site Council and 4 ELAC meeting throughout the year.</p>	<p>Flyers are sent home in English and Spanish and interpretation is provided to all parents requiring it for meetings with teachers and staff.</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>I. The school will hold 100 Mile Club Family Night events.</p>	<p>There have currently been three School Site Council meetings and three ELAC meetings in accordance with requirements. We have large turnouts for ELAC meetings due to student performances at the meeting.</p> <p>Monthly Family Walk Nights for 100 Mile Club are held.</p>		
<p>Library Access 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. Library hours have been sent home to notify parents that they are able to visit before and after school.</p>		
<p>Parent Teacher Conferences A. The school will inform parents of student progress with the use of teacher reports, trimester progress reports, and report cards. The school will conduct Parent/Teacher/Student conferences and establish a compact between parent/child/school. B. Translators will be available as needed.</p>	<p>C. Progress reports and report cards are sent out as required. Parent/Teacher Conferences were held in October with an 80% attendance rate. Teachers continue to reach out to parents to conference via phone or at a later time. Parents are also informed of academic or behavioral concerns in SST meetings. Interpreters are available when needed.</p>	<p>None Required None Specified \$</p>	<p>\$</p>

Analysis

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

The renovation of the school, especially the front office, has contributed to the overall welcoming environment of the school. The new quad area is inviting and a great place to hold whole school performances. We have started having monthly flag ceremonies with student performances to bring the parents to the school. Many families attend the trimester family picnics. We hold a family activity monthly. Facebook and Instagram posts as well as the website are kept up to date

with announcements. Grade levels have held parent meetings to set expectations and inform parents of grade level standards. Most, if not all, teachers are using Remind to keep in touch with their parents.

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

The strategies and activities we have in place are good but have not increased parent involvement in the classroom. They come to school wide events but are hesitant to volunteer in the classrooms. The reasons for this include lack of childcare and language barriers. Having a small staff also makes it difficult as there are fewer people who are willing to help out and stay late for events.

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

There were no significant discrepancies between proposed and estimated actual 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.

We will try to increase/expand classes, events and trainings next year. These additions would be noted in Goal 3. The budget will determine to what extent classes will be offered.

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	200,651.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	462,934.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	133000.00	0.00
Title I Parent Involvement -- 3010 1902	1482.00	0.00
Title I District -- 500 3010	73248.00	0.00
Title III LEP -- 4203	5546.00	0.00
LCFF Suppl/Conc -- 0707	87360.00	0.00
LCFF District -- 500 0707	162298.00	0.00

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
Jim Beckley	Classroom Teacher
Maria Y. Perez	Parent or Community Member
Joan Lauritzen	Principal
Joanne Tyler	Classroom Teacher
Yesenia Acuna	Parent or Community Member
Linda Baca	Other School Staff
Patricia Perez	Parent or Community Member
Mireya Ruvalcaba	Parent or Community Member
Kathy Nitta	Classroom Teacher
Falisha Mendoza	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



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/28/20.

Attested:



Principal, Joan Lauritzen on 5/28/20



SSC Chairperson, Joanne Tyler on 5/28/20

Title I School-Level Parental Involvement Policy Mission Bell Elementary

Mission Bell has developed a written Title I parental involvement policy with input from Title I parents. The school site annually involves parents in the joint development and agreement of the policy, which is reviewed as part of Single Plan for Student Achievement (SPSA) and through site advisory groups, i.e., School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented and Special Education advisories, and Parent Teacher Organization (PTO). It has distributed the policy to parents of Title I students. The policy will be provided in the informational materials that are distributed to parents at the beginning of the year. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Mission Bell, the following practices have been established:

The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

- During annual meeting at Back to School night in August.

The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

- A flexible number of meetings will be held at varying times based on parent needs and will include child-care and translation services, if needed.

The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.

- An annual survey of parents is conducted to assess needs, determine barriers, and evaluate the effectiveness of the parent involvement activities.
- Included as part of the annual review of the Single Plan for Student Achievement (SPSA) through School Site Council (SSC), English Learner Advisory Committee (ELAC), Gifted and Talented and Special Education advisories; The school provides parents of Title I students with timely information about Title I programs.
 - Through parent newsletters or flyers, Back-to-School nights, SSC, ELAC, and PTO.

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

- At parent-teacher conferences, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and local standards and national norms will be explained to parents including curriculum being used, grade level expectations for proficiency, data reporting for state and local assessments and available intervention in reading, language arts, and mathematics for students needing assistance.

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

- Through informal parent requests for meetings, Back-to-School nights, SSC, ELAC, and PTO.

School-Parent Compact

Mission Bell distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The school-parent compact is distributed through parent-teacher conferences or mailed to parents not in attendance. A copy of the compact is attached as part of the policy.

Building Capacity for Involvement

Mission Bell engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student

academic achievement. To help reach these goals, the school has established the following practices.

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- At parent-teacher conference, informal parent requests, parent trainings, and through teacher's ongoing parent communication, information on standards mastery, assessment data, intervention, and how to support parents in monitoring their child's education are provided.

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

- Training to empower parents to support and assist their children's education. This may include such activities as: Family Math Training, ESL classes, Positive Parenting classes and Science Fair Night.

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

- At staff meetings, parent survey results are reviewed and strategies for parent engagement and partnerships are discussed and integrated in SPSA.

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

- Coordination of parent involvement activities at the site are done by a parent volunteer, an employee, a staff committee, the leadership team, and/or the SSC.
- Appropriate roles for community organizations will be developed and may include: Adopt-a-school, supporting academic excellence through awards recognition assemblies, supplying the school with needed materials, equipment, career information, and role modeling.
- Through parent newsletters, kindergarten orientations, and referral to viable parent resources.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

- School information, including communication about the Title I program, will be distributed in all the major languages spoken by the families of the students at the school.

The school provides support for parental involvement activities requested by Title I parents.

- Parent involvement strategies within the SPSA are integrated based on parent input through survey data.
- Parents may submit comments through the Principal and/or the SSC if they are not satisfied with the school plan activities.

Accessibility

Mission Bell provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- All parents, including parents with limited English proficiency are provided information and school reports in a format and language through the use of translation of parent materials and interpreters for parents at meetings.
- Access to all facilities and parking are provided to parents with disabilities.