



Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mission Bell Elementary School	33 67090 6032189	04/26/24	June 24, 2024

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Mission Bell Elementary School for meeting ESSA’s planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Our school conducted a thorough needs assessment, analyzing student achievement data across various subgroups. This analysis revealed a concerning gap in math and language arts schools. Our socioeconomically disadvantaged students and English learners have demonstrated lower proficiency than their peers in mathematics. Our students with disabilities, however, scored higher in mathematics than their peers. Although language arts scores were slightly higher schoolwide, similar results were found with our socioeconomically disadvantaged and English learners. In response, our district developed a comprehensive goal within its Local Control and Accountability Plan (LCAP) to significantly increase college and career readiness, particularly emphasizing closing the gap for these identified subgroups. Our school mirrored this goal, breaking it down into specific, measurable targets aligned with our student population.

To achieve this goal, we developed a multi-faceted strategy leveraging funding from multiple sources in a coordinated manner. For example, LCAP funds support the implementation of an intensive intervention-based approach by servicing high-need English language learners with bilingual tutors, as mentioned as an action plan to support English learners in the classroom, in addition to utilizing two Literacy Support Specialists throughout K-6. Funds from the Every Student Succeeds Act (ESSA) are designated for professional development. They are focused on research-based strategies for teaching math to socioeconomically disadvantaged students and English learners to enhance our instructional approaches further. Recognizing the importance of family engagement, we also utilize local funds to provide translation services for parent workshops, empowering families to support their children's academic success.

We've established a robust system of monitoring and evaluation. Regular assessments track the progress of all students, with particular attention paid to our target subgroups. We've set a clear timeline for analyzing this data, allowing us to quickly identify the most effective strategies and modify our approach to maximize learning gains. Transparency remains a priority, and we actively share our plan, progress updates, and outcomes with parents and community members. This integrated approach, drawing from ESSA, the LCAP, and local funding streams, demonstrates our school's deep commitment to ensuring that every student receives the support they need to excel in academics, regardless of background or language proficiency.

Educational Partner Involvement

How, when, and with whom did your Mission Bell Elementary 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. Within the school year, 6 to 7 meetings are held to address various sections within the school plan. Members of the School Site Council are comprised of teachers, classified staff, parents, administration, and occasionally students. Members of the English Language Advisory Committee, comprised of teachers' guidance and parent-run, are informed of the goals and asked for input as it relates to English learners and how to provide better access and opportunities to be successful. The school's leadership team meets monthly and provides input on addressing subgroups' needs at Mission Bell. Our Literacy Team, comprised of Intervention teachers and teachers in TK-2, meets monthly to discuss and implement a literacy plan for the following year as well as track and manage data collected during the year about efficient processes used to teach literacy. Students, parents, and staff groups provide input via LCAP and Panorama surveys. Panorama surveys provide input from students in grades 3-6 that range from socioemotional needs to school climate. LCAP surveys are provided, and information is gathered from parents and staff members. Data outcomes are reviewed and analyzed within the SPSA on an ongoing basis to address needs brought forth by both members. Coffee with the Principal/Title 1 meetings are held at the beginning of the year to discuss the school's priority with Title 1 monies and are monitored and tracked through School Site Council meetings. With the addition of Community Schools during the 2023-2024 year, a Community School Council was created to address the needs of the "whole child" as well as integrate services the community has. With the Community School's Council and English Language Advisory Committee, English classes for parents were implemented so that our English-learner families could build their English skills and be successful in the community. Additional Financial Literacy classes were developed in response to needs brought forth by the English Language Advisory Committee and Community Schools Council. The Community School's Council and School Site Council collaborate and work closely together to use resources that all address the needs identified in the SPSA. Attendance Team meets monthly to address chronic absenteeism and implement interventions for students with the highest needs, often students

with disabilities and students who are socioeconomically disadvantaged. Attendance data is brought to every School Site Council to dissect and monitor progress. Community Schools Council responded to the District Advisory Committee with a site-specific request to get students involved in more extracurricular activities and implemented early processes of PALS (Peer Advisory Leaders) for students in the 4th - 6th campus that represent all student demographics on campus with the goal of full implementation in 2024-2025.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Based on a review of the California School Dashboard, Mission Bell Elementary's performance was Red in the English language arts domain. Based on these results, there has been a decline in performance among our English learners, our socioeconomically disadvantaged, and our students with disabilities. In order to address this need, two literacy support teachers continued their efforts to provide intensive intervention to selected cohorts who demonstrated regression from the previous academic school year. Paired with our specialists were Bilingual Tutors who also provided intervention to pre-selected English learners for more rigorous and individualized instruction. Small group and individual intervention strategies focused on literacy were implemented in August, and progress monitoring has occurred throughout the year. A measurement tool to assess growth and progress within the language arts domain were NWEA reading scores, NWEA fluency scores, and DIBELS assessments. NWEA benchmarks provided in August were compared to benchmark scores in Winter, and adjustments and resources were adapted to meet needs. In addition to utilizing NWEA benchmark scores and DIBELS assessments, intervention programs like SIPPS, Science of Reading strategies, and Quality Teaching for English Learners (QTEL) professional development were outlined for primary teachers to become familiar with and apply to their pedagogy.

Based on a review of the California School Dashboard, Mission Bell Elementary's performance was Red in the Mathematics domain. These results show that performance has declined with our English learners and socioeconomically disadvantaged students. However, with our students with disabilities, there has been an increase in their performance by 4.1 points, placing this subgroup into the "orange" category. In order to address this need, a mathematics support teacher continued their effort to provide intensive intervention to selected cohorts who demonstrated regression from the previous academic school year. This specialist pushed inside classrooms to provide intervention services to students who needed foundational skills to excel within grade-level content. Our math specialist also provided professional development, sample strategies, and lessons on how to fill educational gaps found in collected data. Small group and individual intervention strategies focusing on number sense and number talks were implemented in August, and progress monitoring has occurred throughout the year. A measurement tool to assess growth and progress within the language arts domain was NWEA math scores and grade-level assessments. NWEA benchmarks provided in August were compared to benchmark scores in Winter, and adjustments and resources were adapted to meet needs. In addition to utilizing NWEA benchmark scores, this support teacher, along with teachers in grades K-3, also attended professional development from RCOE to develop strategies for teaching number sense and numerical fluency and attended Quality Teaching for English Learners (QTEL) professional development, which outlined for primary teachers how to build interaction with English Learners and to not only become familiar with these strategies but to apply to their pedagogy.

Overall, however, we had an "orange" performance category with our suspension rate with an overrepresentation of students who fell into more than one subgroup, including students with disabilities, Hispanic, and socioeconomically disadvantaged.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

There are no other student groups that fall into "Red" in the performance category (including chronic absenteeism, suspension rate, and ELPI).

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Based on Dashboard data, it is clear that English Learners, Socioeconomically Disadvantaged, and Students with Disabilities continue to be our priority and focus for intervention services in Language Arts. With this in mind, funds from the Literacy Coach and Reading Specialists grant that was awarded to us in the latter half of the 2023-2024 school year will be used to implement an equitable literacy plan with a primary focus on grades K-3 that addresses all three subgroups mentioned. Within Mathematics, English learners and our socioeconomically disadvantaged pupils are our target subgroups for improving their number sense and fluency. Our English Learner Progress shows that we have maintained our progress from previous years, with 50% of English Learners progressing towards English proficiency. Strategic measures during the 2023-2024 school year were made to move our status from maintained to improved, including parent and student information sessions, Quality Teaching for English Learners (QTEL), professional development for teachers, and testing practice and awareness for students prior to examination season.

Based on collected data from state-level assessments, if scores were to be analyzed in more detail, our results show a need to focus on informative writing within our 3rd through 6th-grade cohorts, with insufficient evidence often being examined as a reason for poor performance. However, locally collected data from district assessments (NWEA) show that in the Spring of 2022-2023, students struggled slightly more with Mathematics than with Language Arts as a whole. More specifically, 61% of students fell within the 1st-20th percentile for overall achievement within Mathematics versus 59% of students who fell within the 1st-20th percentile in Language Arts. Subsequently, these percentage results were higher than the Fall of 2022-2023 achievement results, demonstrating evidence of regression within the 2022-2023 school year. Locally collected Student Supports and Environment Surveys and Social-Emotional Learning: Student Competency & Well-Being Measure Surveys demonstrated a decline in social-emotional wellness within our sixth-grade cohort. This provided evidence of a need to focus on student wellness in addition to academics.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Mission Bell Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	1.3%	1.61%	1.07%	5	6	4
Asian	0.3%	0.81%	0.8%	1	3	3
Filipino	%	%	0%			0
Hispanic/Latino	96.0%	95.16%	94.1%	363	354	351
Pacific Islander	%	%	0%			0
White	1.9%	1.88%	2.41%	7	7	9
Multiple/No Response	%	%	0.54%			2
Total Enrollment				378	372	373

Enrollment By Grade Level

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

Conclusions based on this data:

1. Enrollment has remained consistent from the 2021-2022 to 2022-2023 school year.
2. A slight increase in multiple ethnic backgrounds from the 2021-2022 to 2022-2023 school year.
3. A slight decrease in first grade enrollment and a substantial increase in fourth grade enrollment from the 2021-2022 to 2022-2023 school year.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	189	187	195	50%	50.3%	52.3%
Fluent English Proficient (FEP)	40	38	34	10.60%	10.2%	9.1%
Reclassified Fluent English Proficient (RFEP)	14	7	12	7%	4%	6%

Conclusions based on this data:

1. English learner population has increased by 2%.
2. Fluent English Proficient population has decreased by 1.1%.
3. Reclassifications to Fluent English Proficient has increased from 7 students from 2020-2021 to 11 students in 2022-2023.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	47	69	53	0	68	52	0	68	52	0.0	98.6	98.1
Grade 4	65	48	72	0	47	70	0	47	70	0.0	97.9	97.2
Grade 5	53	60	47	0	60	47	0	60	47	0.0	100.0	100.0
Grade 6	48	53	56	0	53	55	0	53	55	0.0	100.0	98.2
All Grades	213	230	228	0	228	224	0	228	224	0.0	99.1	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2335.	2340.		1.47	1.92		10.29	11.54		20.59	30.77		67.65	55.77
Grade 4		2411.	2358.		6.38	2.86		17.02	7.14		27.66	8.57		48.94	81.43
Grade 5		2403.	2395.		1.67	6.38		15.00	10.64		20.00	12.77		63.33	70.21
Grade 6		2462.	2459.		1.89	1.82		22.64	23.64		26.42	29.09		49.06	45.45
All Grades	N/A	N/A	N/A		2.63	3.13		15.79	12.95		23.25	19.64		58.33	64.29

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.88	0.00		55.88	63.46		38.24	36.54
Grade 4		4.26	2.86		61.70	40.00		34.04	57.14
Grade 5		3.33	4.26		53.33	44.68		43.33	51.06
Grade 6		7.55	1.82		52.83	47.27		39.62	50.91
Grade 11	NA			NA			NA		
All Grades		5.26	2.23		55.70	48.21		39.04	49.55

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.47	0.00		32.35	50.00		66.18	50.00
Grade 4		4.26	1.43		55.32	42.86		40.43	55.71
Grade 5		3.33	4.26		38.33	36.17		58.33	59.57
Grade 6		5.66	10.91		47.17	45.45		47.17	43.64
Grade 11	NA			NA			NA		
All Grades		3.51	4.02		42.11	43.75		54.39	52.23

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.41	1.92		60.29	53.85		35.29	44.23
Grade 4		6.38	5.71		74.47	50.00		19.15	44.29
Grade 5		3.33	6.38		63.33	46.81		33.33	46.81
Grade 6		9.43	5.45		64.15	72.73		26.42	21.82
Grade 11	NA			NA			NA		
All Grades		5.70	4.91		64.91	55.80		29.39	39.29

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.41	7.69		50.00	50.00		45.59	42.31
Grade 4		4.26	4.29		63.83	47.14		31.91	48.57
Grade 5		1.67	4.26		60.00	40.43		38.33	55.32
Grade 6		7.55	9.09		56.60	60.00		35.85	30.91
All Grades		4.39	6.25		57.02	49.55		38.60	44.20

Conclusions based on this data:

1. Data shows that students have struggled more with the writing and reading domains of the language arts summative assessment rather than the listening and research domains.
2. Based on trends, fifth grade demonstrated the greatest need for support and intervention based on scores in the writing, listening, and research language arts summative assessment domains.
3. 81% of students in fourth grade did not meet the standards for the language arts summative assessment which was addressed with intervention services provided during the 2023-2024 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	47	69	53	0	69	53	0	69	53	0.0	100.0	100.0
Grade 4	65	48	72	0	48	71	0	48	71	0.0	100.0	98.6
Grade 5	53	60	47	0	60	47	0	60	47	0.0	100.0	100.0
Grade 6	48	53	56	0	53	56	0	53	56	0.0	100.0	100.0
All Grades	213	230	228	0	230	227	0	230	227	0.0	100.0	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2349.	2357.		2.90	0.00		11.59	20.75		24.64	20.75		60.87	58.49
Grade 4		2422.	2378.		4.17	1.41		8.33	7.04		56.25	23.94		31.25	67.61
Grade 5		2397.	2403.		0.00	2.13		3.33	6.38		21.67	10.64		75.00	80.85
Grade 6		2441.	2452.		1.89	0.00		13.21	16.07		24.53	30.36		60.38	53.57
All Grades	N/A	N/A	N/A		2.17	0.88		9.13	12.33		30.43	22.03		58.26	64.76

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.25	5.66		31.88	47.17		60.87	47.17
Grade 4		4.17	1.41		54.17	26.76		41.67	71.83
Grade 5		0.00	4.26		26.67	25.53		73.33	70.21
Grade 6		5.66	5.36		32.08	48.21		62.26	46.43
All Grades		4.35	3.96		35.22	36.56		60.43	59.47

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.25	5.66		30.43	39.62		62.32	54.72
Grade 4		6.25	5.63		54.17	22.54		39.58	71.83
Grade 5		1.67	0.00		25.00	31.91		73.33	68.09
Grade 6		0.00	1.79		39.62	41.07		60.38	57.14
All Grades		3.91	3.52		36.09	33.04		60.00	63.44

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.35	3.77		53.62	56.60		42.03	39.62
Grade 4		2.08	1.41		62.50	47.89		35.42	50.70
Grade 5		3.33	2.13		48.33	36.17		48.33	61.70
Grade 6		3.77	1.79		50.94	66.07		45.28	32.14
All Grades		3.48	2.20		53.48	51.98		43.04	45.81

Conclusions based on this data:

1. Data shows that students have struggled more with problem solving, modeling, and data analysis of the mathematics summative assessment more than the concepts and procedures and communicating reasoning domains.
2. Data trends show a roughly 10% growth of students in the third grade 2021-2022 cohort not meeting the standards of the mathematics summative assessment as a fourth grader in 2022-2023, demonstrating a need for upper grade intervention in fifth grade.
3. Sixth grade has significantly decreased their percentage below standard (10-12%) from 2021-2022 to 2022-2023 in communicating and reasoning and concepts and procedures domains.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1407.7	1391.8	1448.2	1422.5	1404.2	1456.8	1373.0	1362.5	1428.1	29	30	36
1	1433.8	1439.7	1452.7	1447.7	1452.6	1451.6	1419.4	1426.3	1453.1	29	26	23
2	1472.1	1463.1	1471.3	1472.4	1459.4	1482.3	1471.2	1466.3	1460.0	34	29	27
3	1469.0	1476.1	1472.9	1460.8	1474.5	1466.5	1476.8	1477.1	1478.9	23	31	28
4	1493.1	1506.2	1500.4	1483.4	1495.0	1499.0	1502.5	1517.0	1501.2	28	23	27
5	1515.0	1511.2	1509.7	1498.6	1505.8	1497.4	1531.0	1516.1	1521.5	22	28	23
6	1503.7	1539.0	1536.3	1497.9	1543.2	1548.7	1509.1	1534.2	1523.6	15	21	24
All Grades										180	188	188

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.90	0.00	25.00	24.14	40.00	30.56	55.17	40.00	41.67	13.79	20.00	2.78	29	30	36
1	3.45	3.85	4.35	27.59	26.92	47.83	44.83	57.69	34.78	24.14	11.54	13.04	29	26	23
2	8.82	13.79	3.70	47.06	37.93	59.26	38.24	27.59	22.22	5.88	20.69	14.81	34	29	27
3	0.00	9.68	3.57	34.78	16.13	39.29	43.48	58.06	32.14	21.74	16.13	25.00	23	31	28
4	7.14	21.74	11.11	39.29	43.48	40.74	32.14	21.74	33.33	21.43	13.04	14.81	28	23	27
5	4.55	17.86	13.04	59.09	25.00	39.13	22.73	46.43	30.43	13.64	10.71	17.39	22	28	23
6	7.14	28.57	20.83	21.43	42.86	45.83	50.00	19.05	20.83	21.43	9.52	12.50	14	21	24
All Grades	5.59	12.77	12.23	36.87	32.45	42.55	40.78	39.89	31.38	16.76	14.89	13.83	179	188	188

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.34	6.67	27.78	34.48	43.33	36.11	41.38	30.00	33.33	13.79	20.00	2.78	29	30	36
1	3.45	19.23	8.70	41.38	46.15	47.83	48.28	26.92	30.43	6.90	7.69	13.04	29	26	23
2	14.71	13.79	37.04	50.00	48.28	29.63	29.41	17.24	29.63	5.88	20.69	3.70	34	29	27
3	8.70	12.90	17.86	39.13	51.61	39.29	30.43	22.58	21.43	21.74	12.90	21.43	23	31	28
4	7.14	26.09	40.74	60.71	47.83	33.33	17.86	17.39	14.81	14.29	8.70	11.11	28	23	27
5	22.73	28.57	21.74	54.55	32.14	47.83	4.55	28.57	17.39	18.18	10.71	13.04	22	28	23
6	7.14	52.38	58.33	57.14	28.57	29.17	28.57	9.52	4.17	7.14	9.52	8.33	14	21	24
All Grades	10.61	21.28	30.32	47.49	43.09	37.23	29.61	22.34	22.34	12.29	13.30	10.11	179	188	188

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.45	0.00	13.89	10.34	16.67	33.33	55.17	66.67	41.67	31.03	16.67	11.11	29	30	36
1	0.00	3.85	8.70	24.14	19.23	39.13	27.59	30.77	39.13	48.28	46.15	13.04	29	26	23
2	8.82	10.34	3.70	38.24	31.03	37.04	35.29	31.03	33.33	17.65	27.59	25.93	34	29	27
3	0.00	6.45	0.00	21.74	6.45	21.43	52.17	51.61	50.00	26.09	35.48	28.57	23	31	28
4	14.29	8.70	3.70	21.43	34.78	29.63	32.14	39.13	44.44	32.14	17.39	22.22	28	23	27
5	4.55	7.14	8.70	22.73	17.86	21.74	50.00	42.86	43.48	22.73	32.14	26.09	22	28	23
6	7.14	4.76	4.17	0.00	23.81	33.33	50.00	57.14	29.17	42.86	14.29	33.33	14	21	24
All Grades	5.59	5.85	6.38	21.79	20.74	30.85	41.90	45.74	40.43	30.73	27.66	22.34	179	188	188

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.90	16.67	33.33	79.31	70.00	61.11	13.79	13.33	5.56	29	30	36
1	13.79	19.23	8.70	82.76	69.23	82.61	3.45	11.54	8.70	29	26	23
2	14.71	17.24	14.81	76.47	68.97	74.07	8.82	13.79	11.11	34	29	27
3	21.74	45.16	7.14	56.52	41.94	64.29	21.74	12.90	28.57	23	31	28
4	35.71	47.83	29.63	42.86	43.48	59.26	21.43	8.70	11.11	28	23	27
5	40.91	14.29	39.13	54.55	82.14	52.17	4.55	3.57	8.70	22	28	23
6	0.00	33.33	20.83	85.71	57.14	66.67	14.29	9.52	12.50	14	21	24
All Grades	19.55	27.13	22.34	68.16	62.23	65.43	12.29	10.64	12.23	179	188	188

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.24	0.00	33.33	55.17	63.33	61.11	27.59	36.67	5.56	29	30	36
1	6.90	15.38	8.70	82.76	73.08	78.26	10.34	11.54	13.04	29	26	23
2	17.65	24.14	59.26	67.65	55.17	29.63	14.71	20.69	11.11	34	29	27
3	17.39	25.81	39.29	56.52	48.39	28.57	26.09	25.81	32.14	23	31	28
4	10.71	21.74	33.33	75.00	69.57	51.85	14.29	8.70	14.81	28	23	27
5	40.91	42.86	30.43	36.36	10.71	52.17	22.73	46.43	17.39	22	28	23
6	35.71	71.43	75.00	42.86	19.05	16.67	21.43	9.52	8.33	14	21	24
All Grades	18.99	27.13	39.89	62.01	48.94	45.74	18.99	23.94	14.36	179	188	188

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	3.33	13.89	79.31	76.67	80.56	20.69	20.00	5.56	29	30	36
1	3.45	7.69	17.39	44.83	30.77	69.57	51.72	61.54	13.04	29	26	23
2	14.71	13.79	14.81	67.65	55.17	62.96	17.65	31.03	22.22	34	29	27
3	0.00	3.23	0.00	65.22	35.48	57.14	34.78	61.29	42.86	23	31	28
4	14.29	8.70	3.70	42.86	69.57	59.26	42.86	21.74	37.04	28	23	27
5	4.55	7.14	8.70	72.73	46.43	52.17	22.73	46.43	39.13	22	28	23
6	7.14	4.76	4.17	14.29	57.14	54.17	78.57	38.10	41.67	14	21	24
All Grades	6.70	6.91	9.04	58.10	52.66	63.30	35.20	40.43	27.66	179	188	188

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.24	10.00	36.11	51.72	73.33	44.44	31.03	16.67	19.44	29	30	36
1	0.00	3.85	13.04	65.52	65.38	73.91	34.48	30.77	13.04	29	26	23
2	14.71	13.79	0.00	55.88	62.07	85.19	29.41	24.14	14.81	34	29	27
3	0.00	16.13	3.57	82.61	64.52	78.57	17.39	19.35	17.86	23	31	28
4	10.71	26.09	18.52	64.29	65.22	62.96	25.00	8.70	18.52	28	23	27
5	4.55	10.71	13.04	86.36	71.43	73.91	9.09	17.86	13.04	22	28	23
6	14.29	4.76	12.50	78.57	90.48	75.00	7.14	4.76	12.50	14	21	24
All Grades	8.94	12.23	14.89	67.04	69.68	69.15	24.02	18.09	15.96	179	188	188

Conclusions based on this data:

1. In 2022-2023 12.23% of students in K-6 reached a Level 4 in English Language proficiency, this percentage was maintained from 2021-2022.

2. There was roughly a 10% growth in Level 3 English Language proficiency in grades K-6 from 2021-2022 to 2022-2023.
3. Historically, the speaking and listening domains have a trend of scoring drastically higher than the reading and writing portions of the exam, demonstrating a need for literacy support.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
373	93.6	52.3	0.5
Total Number of Students enrolled in Mission Bell Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	195	52.3
Foster Youth	2	0.5
Homeless	2	0.5
Socioeconomically Disadvantaged	349	93.6
Students with Disabilities	81	21.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.1
Asian	3	0.8
Hispanic	351	94.1
Two or More Races	2	0.5
White	9	2.4

Conclusions based on this data:

1. More than 50% of our students fall into two or more subgroups (including students with disabilities, English learners, and socioeconomically disadvantaged).
2. Roughly 20% of our students fall into three or more subgroups (including students with disabilities, English learners, and socioeconomically disadvantaged).

3. Much of the student population has remained consistent from the 2021-2022 school year to the 2022-2023 school year with a slight increase in the students with disabilities population.

School and Student Performance Data

Overall Performance

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	Chronic Absenteeism Yellow	Suspension Rate Orange
Mathematics Red		
English Learner Progress Yellow		

Conclusions based on this data:

1. English Learner Progress has increased 1% from the 2021-2022 school year to the 2022-2023 school year from 49.3% to 50.3%.
2. All student groups performed in the red metric in English Language Arts demonstrating a need to focus resources and site goals in this area. (Student groups include: Hispanic, English learners, students with disabilities, and socioeconomically disadvantaged students)

3. Suspension rates increased in students with disabilities and socioeconomically disadvantaged students from 2021-2022 to 2022-2023 school year, going from medium to high.

School and Student Performance Data

Academic Performance English Language Arts

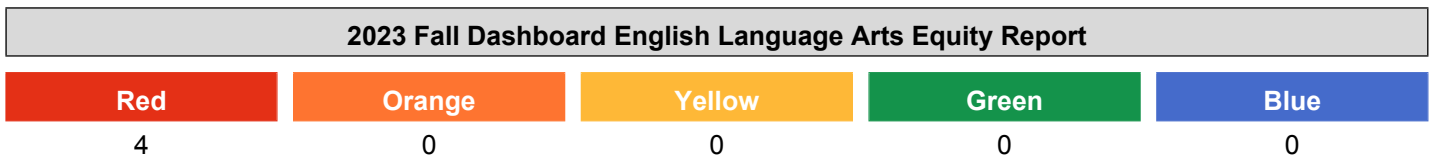
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Red 96.2 points below standard Decreased Significantly -15.2 points 220 Students	<p>English Learners</p>  Red 100.8 points below standard Decreased -12 points 118 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p>  Red 97.1 points below standard Decreased -13.4 points 206 Students	<p>Students with Disabilities</p>  Red 168.1 points below standard Decreased -4.8 points 68 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 95.8 points below standard Decreased -14.1 points 207 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 5 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
115.9 points below standard Decreased -8.3 points 97 Students	31 points below standard Decreased Significantly -26.2 points 21 Students	104.5 points below standard Decreased Significantly -30.6 points 86 Students

Conclusions based on this data:

1. All major subgroups (English learners, socioeconomically disadvantaged, and students with disabilities) have decreased in performance level not meeting the standard for the English Language Arts assessment.
2. During the 2022-2023 school year there was an increase in students being below the standard compared to the 2021-2022 school year in English Language Arts. (81 points compared to 96.2)
3. Students with disabilities decreased the least of all major subgroups below the standard in the English Language Arts assessment.

School and Student Performance Data

Academic Performance Mathematics

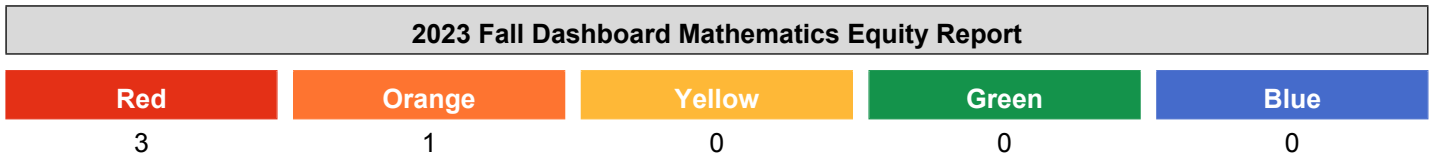
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Red 100.3 points below standard Decreased -4.5 points 221 Students	English Learners  Red 102.7 points below standard Decreased -5.9 points 118 Students	Foster Youth Less than 11 Students 0 Students
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged  Red 99.9 points below standard Decreased -3.7 points 207 Students	Students with Disabilities  Orange 178.3 points below standard Increased +4.1 points 68 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 99.7 points below standard Decreased -4.1 points 207 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 5 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
118 points below standard Decreased -6.2 points 97 Students	31.7 points below standard Maintained -1.9 points 21 Students	110.1 points below standard Decreased -13.7 points 86 Students

Conclusions based on this data:

1. Out of all major subgroups, students with disabilities scored relatively higher in performance level with the Mathematics assessment (in the orange range compared to red).
2. Students who were in two or more subgroups (English learners, socioeconomically disadvantaged, and Hispanic) had an increase in below standard results from the 2021-2022 school year to the 2022-2023 school year in Mathematics.
3. During the 2022-2023 school year there was an increase in students being below the standard compared to the 2021-2022 school year in Mathematics. (95.8 points compared to 100.3)

School and Student Performance Data

Academic Performance English Learner Progress

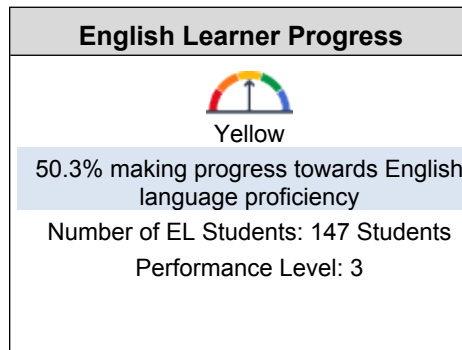
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
27	46	4	70

Conclusions based on this data:

- In 2022-2023 roughly 18% of English learners decreased one ELPI level, this is 2% less than the decreased one ELPI percentage found in 2021-2022.
- In 2022-2023 roughly 31% of English learners maintained their ELPI 1, 2L, 2H, 3L, or 3H level, this is about 1% higher than the maintained ELPI 1, 2L, 2H, 3L, or 3H percentage found in 2021-2022.
- In 2022-2023 there was roughly a 1.3% growth of English learner progress towards English language proficiency compared to the 2021-2022 school year.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 35.8% Chronically Absent Declined Significantly -5.4 394 Students	 Yellow 29.8% Chronically Absent Declined Significantly -7.6 208 Students	Less than 11 Students 3 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 6 Students	 Yellow 34.7% Chronically Absent Declined Significantly -5.2 372 Students	 Orange 40.4% Chronically Absent Declined -8.9 94 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">5 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p>Less than 11 Students</p> <p align="center">4 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Yellow</p> <p>34.3% Chronically Absent</p> <p>Declined Significantly -6.1</p> <p align="center">370 Students</p>	<p>Less than 11 Students</p> <p align="center">5 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p>Less than 11 Students</p> <p align="center">10 Students</p>

Conclusions based on this data:

1. Students with disabilities continued to demonstrate higher chronic absenteeism than any other subgroup with 40.4% of students being chronically absent.
2. Although students with disabilities demonstrated higher chronic absenteeism, this subgroups chronic absenteeism decreased from 2021-2022 to 2022-2023 from 49.4% to 40.4%.
3. All subgroups at Mission Bell Elementary had a decrease in chronic absenteeism from 2021-2022 to 2022-2023.

School and Student Performance Data

Conditions & Climate Suspension Rate

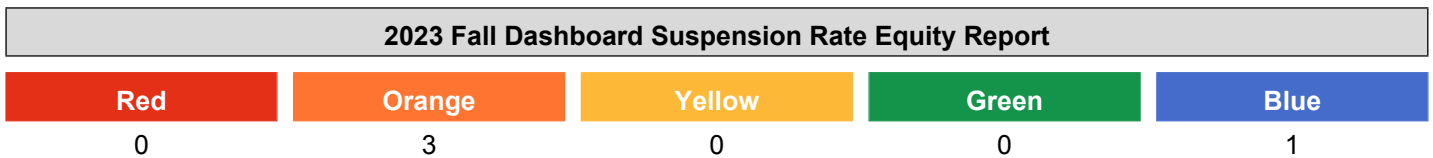
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group												
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">1.7% suspended at least one day</td> </tr> <tr> <td>Increased 1.3 402 Students</td> </tr> </tbody> </table>	All Students	 Orange	1.7% suspended at least one day	Increased 1.3 402 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0% suspended at least one day</td> </tr> <tr> <td>Maintained 0 211 Students</td> </tr> </tbody> </table>	English Learners	 Blue	0% suspended at least one day	Maintained 0 211 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 3 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 3 Students
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<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 6 Students</td> </tr> </tbody> </table>	Homeless	Less than 11 Students 6 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">1.9% suspended at least one day</td> </tr> <tr> <td>Increased 1.3 377 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Orange	1.9% suspended at least one day	Increased 1.3 377 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">4.1% suspended at least one day</td> </tr> <tr> <td>Increased 1.7 97 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Orange	4.1% suspended at least one day	Increased 1.7 97 Students
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2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	 No Performance Color 0 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.3% suspended at least one day Increased 1.1 377 Students	Less than 11 Students 6 Students	 No Performance Color 0 Students	Less than 11 Students 10 Students

Conclusions based on this data:

1. Students with disabilities were overrepresented in suspension rate data with an increase in suspensions from the 2021-2022 school year to 2022-2023 from 2.4% to 4.1% suspended at least once.
2. English learners continued to maintain very low suspension rates from the 2021-2022 school year to 2022-2023.
3. Student suspension rates from the 2021-2022 school year to 2022-2023 increased by a little more than 0.5%.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All students will be college and career ready.

The aim of college and career readiness is to ensure all students graduate high school prepared for their futures. This means equipping them with the academic foundation, critical thinking skills, and real-world experience to succeed in either higher education or directly in their chosen career path. By fostering college and career readiness, we empower students to transition smoothly into their next chapter and contribute meaningfully to the workforce.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will be college and career-ready.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the Dashboard and locally collected data, there continues to be a demonstrated need for students struggling more with the writing and reading domains of the language arts summative assessment. Dashboard scores show all subgroups falling in the red metric for the language arts summative assessment. At the same time, locally collected data (NWEA) in Spring 2023 has 63% of our students in grades 1st-6th within the 1st-20th achievement percentile for reading, though in Spring 2024, that percentage dropped to 50%, demonstrating progress made during the 2023-2024 school year. Furthermore, though English Language Proficiency was maintained via Dashboard from the previous year, this subgroup still performed in the red metric on the language arts summative assessment. To combat this, literacy intervention and math specialists assessed all students at the beginning of the year to make leveled cohorts based on literacy needs. Small-group instruction featuring a general education teacher, a bilingual tutor, a literacy specialist, and/or tutors were utilized to provide direct literacy instruction. Beyond that, to address English learners, all teachers in the 1st to 3rd (including our Special Education instructors) were trained in quality interactions for English learners' professional development. Additional Mathematical professional development with a target focus in grades K-3rd, sponsored by RCOE, with an English learner lens in mind, was conducted throughout the year to develop number fluency and number sense. This was in response to locally collected data (NWEA) from Spring 2023, which showed 63% of our students in grades 1st-6th within the 1st-20th achievement percentile for Math. However, in Spring 2024, that percentage dropped to 46%, demonstrating progress made during the 2023-2024 school year. This was done to ensure all primary students who fell into more than one subgroup were addressed through a strategic professional development approach. Furthermore, literacy intervention and math specialists met monthly to have "data talks" with all grade levels to assess individual progress with intensive intervention groups. They also provided a trainer-of-trainee approach to teachers to build their capacity for vocabulary instruction, number fluency, and SIPPS training.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)</p>	<p>ELA</p> <p>All Students: 96.2 points below standard Socioeconomically Disadvantaged: 97.1 points below standard English Learners: 100.8 points below standard Students with Disabilities: 168.1 points below standard Foster Youth: NA Students experiencing Homelessness: African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: 95.8 points below standard Pacific Islander: NA Two or More Races: NA White: NA</p>	<p>ELA</p> <p>All Students: 86.2 points below standard Socioeconomically Disadvantaged: 87.1 points below standard English Learners: 90.8 points below standard Students with Disabilities: 158.1 points below standard Foster Youth: NA Students experiencing Homelessness: African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: 85.8 points below standard Pacific Islander: NA Two or More Races: NA White: NA</p>
<p>P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)</p>	<p>MATH</p> <p>All Students: 100.3 points below standard Socioeconomically Disadvantaged: 99.9 points below standard English Learners: 102.7 points below standard Students with Disabilities: 178.3 points below standard Foster Youth: NA Students experiencing Homelessness: African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: 99.7 points below standard Pacific Islander: NA Two or More Races: NA White: NA</p>	<p>MATH</p> <p>All Students: 90.3 points below standard Socioeconomically Disadvantaged: 89.9 points below standard English Learners: 92.7 points below standard Students with Disabilities: 168.3 points below standard Foster Youth: NA Students experiencing Homelessness: African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: 89.7 points below standard Pacific Islander: NA Two or More Races: NA White: NA</p>
<p>P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)</p>	<p>Current Percentage of English Learners making progress: 50.3% Status Level: Medium</p>	<p>Current Percentage of English Learners making progress: 60.3% Status Level: Low</p>
<p>P4: English Learner Reclassification Rate during 2023-24 School Year</p>	<p>Reclassified Results 2023-24</p> <p>18.45%</p>	<p>Reclassified 2024-2025 Goal</p> <p>20%</p>
<p>LCFF Priority 8: Other Student Outcomes - NWEA ELA</p>	<p>For the 2023-24 school year, MBE students actual growth in ELA: *Note: Data references percentages of students scoring average to high</p>	<p>For the 2024-25 school year, MBE students will continue to work toward meeting expected ELA growth norms. *Note: Data references percentages of students scoring average to high</p>

	<p>Kindergarten Fall to Spring Growth: Decreased 54% (61% compared to 23%)</p> <p>First Grade Fall to Spring Growth: Maintained in meeting grade level (20%)</p> <p>Second Grade Fall to Spring Growth: Increased by 4% (21% compared to 25%)</p> <p>Third Grade Fall to Spring Growth: Increased by 2% (23% compared to 25%)</p> <p>Fourth Grade Fall to Spring Growth: Increased by 10% (25% compared to 35%)</p> <p>Fifth Grade Fall to Spring Growth: Decreased by 4% (27% compared to 23%)</p> <p>Sixth Grade Fall to Spring Growth: Increased by 2% (37% compared to 39%)</p>	<p>Kindergarten Fall to Spring Growth Percentage: 30% increase</p> <p>First Grade Fall to Spring Growth Percentage: 10% increase</p> <p>Second Grade Fall to Spring Growth Percentage: 5% increase</p> <p>Third Grade Fall to Spring Growth Percentage: 5% increase</p> <p>Fourth Grade Fall to Spring Growth Percentage: 5% increase</p> <p>Fifth Grade Fall to Spring Growth Percentage: 7% increase</p> <p>Sixth Grade Fall to Spring Growth Percentage: 6% increase</p>
LCFF Priority 8: Other Student Outcomes - NWEA Math	<p>For the 2023-24 school year, MBE students actual growth in Math:</p> <p>*Note: Data references percentages of students scoring average to high</p> <p>Kindergarten Fall to Spring Growth: Increased by 7% (50% compared to 57%)</p> <p>First Grade Fall to Spring Growth: Maintained in meeting grade level (28%)</p> <p>Second Grade Fall to Spring Growth: Decreased by 8% (46% compared to 38%)</p> <p>Third Grade Fall to Spring Growth: Decreased by 2% (27% compared to 25%)</p> <p>Fourth Grade Fall to Spring Growth: Decreased by 4% (31% compared to 27%)</p> <p>Fifth Grade Fall to Spring Growth: Increased by 7% (16% compared to 23%)</p> <p>Sixth Grade Fall to Spring Growth: Increased by 10% (24% compared to 34%)</p>	<p>For the 2024-25 school year, MBE students will continue to work toward meeting expected Math growth norms.</p> <p>*Note: Data references percentages of students scoring average to high</p> <p>Kindergarten Fall to Spring Growth Percentage: 3% increase</p> <p>First Grade Fall to Spring Growth Percentage: 7% increase</p> <p>Second Grade Fall to Spring Growth Percentage: 10% increase</p> <p>Third Grade Fall to Spring Growth Percentage: 5% increase</p> <p>Fourth Grade Fall to Spring Growth Percentage: 6% increase</p> <p>Fifth Grade Fall to Spring Growth Percentage: 7% increase</p> <p>Sixth Grade Fall to Spring Growth Percentage: 6% increase</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	CCSS Implementation A. Mission Bell teachers will use the results of district/site assessments to modify instruction,	All Students	1380 LCFF Suppl/Conc -- 0707

	<p>implement changes for students needing interventions, and improve instruction in ELA, Math, and ELD. Mission Bell teachers will have weekly grade-level meetings on minimum days to collaborate, analyze data, and plan instruction based on data results. Teachers will monitor student progress and align instruction to the needs of the students. Teachers will consider planning to address the academic needs of English Learners, Hispanics, Socioeconomically Disadvantaged, and Students with Disabilities.</p> <p>B. Literacy and Math Support teachers will participate in grade-level meetings to collaborate and plan differentiated instruction for diverse student needs.</p> <p>C. Vertical grade-level collaboration will happen at least once each trimester. Grade-level teams will meet in a central location to facilitate the process.</p> <p>D. The principal will meet with grade-level teams to discuss short- and long-term learning goals for all students, emphasizing English Learners, Hispanics, Socioeconomically Disadvantaged, and Students with Disabilities.</p> <p>E. Teachers will utilize Wednesdays instead of release days to further plan with grade-level team members and support personnel such as Literacy and Math Support teachers, SDC teachers, and Education Specialists. Substitute teachers will cover classroom teachers' release days.</p> <p>F. Mission Bell's Media Clerk will coordinate the distribution and collection of textbooks and ancillary materials necessary for teachers to implement the grade-level Common Core standards instruction. The Media Clerk will also provide technical and technology-related support to teachers and students. In addition, the Media Clerk will plan and guide Makerspace activities.</p> <p>G. The district will continue to inventory and purchase all consumable components and needed materials in grades TK-6 to fully implement the CCSS.</p> <p>H. Students will be offered incentives to do their best on the state testing.</p>		<p>4000-4999: Books And Supplies Materials and Supplies</p> <p>2789.00 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Substitute Teachers</p> <p>1500.00 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Clerical Support</p> <p>69,946 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries EMCC Salary</p> <p>112,351 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Support Teacher Salary Split Funded</p> <p>19,827 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Support Teacher Salary Split Funded</p> <p>1000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Incentives and Rewards</p> <p>1000 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Print</p>
<p>1.2</p>	<p>Intervention Intervention programs will be implemented as required.</p> <p>A. Mission Bell teachers will continue differentiating instruction for diverse learners such as English Learners, Hispanics, Socioeconomically Disadvantaged, and Students with Disabilities.</p>	<p>All Students</p>	<p>5290.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Duplo/Konica Lease/Maintenance</p> <p>183,640 LCFF District -- 500 0707</p>

	<p>B. Mission Bell teachers will use a variety of assessment data to inform instruction. Assessments include a universal screener, NWEA, SIPPS, running records, and formal and informal assessments.</p> <p>C. Site Literacy and Math Support teachers will provide support for identified students in all grade levels.</p> <p>D. Costco tutors will work with at-risk students for one hour a week (for 10 weeks), providing instruction in language arts.</p> <p>E. Guided reading groups will be utilized in classrooms to provide differentiation during literacy instruction.</p> <p>F. Haggerty's teaching materials were purchased for TK-2 with an intensive intervention component purchased for 3-6 as a tier 1 strategy to support reading foundational skills and phonemic awareness.</p>		1000-1999: Certificated Personnel Salaries Support Teacher Salary 100%
1.3	<p>College and Career Readiness</p> <p>A. The site will provide elementary materials for TK-6 grade students who need replenishment from the previous year.</p> <p>B. College & Career Readiness 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 College and Career Readiness strategies and college awareness. These materials may include but are not limited to, college flags and paraphernalia.</p>	All Students	1,834 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies
1.4	<p>Staff Development</p> <p>A. Mission Bell teachers will receive professional development opportunities that support ELA, Math, ELD, Social Studies, and Science instruction.</p> <p>B. Teachers have the opportunity to participate in district-provided online professional development through Hanover.</p> <p>C. Teachers will have opportunities to participate in College and Career strategies training.</p>	All Students	500.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Conferences/Professional Development
1.5	<p>EL Support</p> <p>A. TK/K English Language Learners students will receive 20 minutes of Designated ELD daily. English Language Learners in grades 1-6 will receive a minimum of 30 minutes of daily Designated ELD instruction. Integrated ELD will happen throughout the day.</p>	All English Learners	81,093 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries (2) Bilingual Language Tutors (BLT) Salaries 3 hrs 3562 Title III LEP -- 4203

	<p>B. Bilingual language tutors (BLTs) will provide primary language support to English Language Learners during classroom instruction and assist in administering the ELPAC.</p> <p>E. The principal will present valuable information to ELAC parents and encourage them to provide input related to English Language Learner services and programs.</p> <p>F. The principal and literacy team will provide EL Literacy Nights to build early literacy support for parents</p>		1000-1999: Certificated Personnel Salaries Teacher Hourly
1.6	<p>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>B. Registration information for TK and kindergarten will be in the spring in both English and Spanish.</p> <p>C. Pre-school teachers will encourage parent involvement in activities.</p>	Preschool students	
1.7	<p>Technology</p> <p>A. TK - 1st-grade students have access to a Chromebook in the classroom. 2nd through 6th-grade students have a Chromebook that can be taken home daily.</p>	All Students	500 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Software Licenses
1.13			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

1.1 By having grade levels meet weekly to collaborate and analyze data there was been academic gains made through district-mandated assessment tools (NWEA) in all grade levels from the Fall to Winter quarter (action A). Opportunities for grade levels to collaborate and do data talks with intervention specialists monthly provided intensive discussions about individual student learning and how specialists are responding (action B). Grade levels were given release day opportunities to collaborate vertically to outline focus standards and get training from literacy and math specialists to better support our designated subgroups, i.e. English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities (action C, D, and E). Incentive and awareness assemblies were provided to students and parents to encourage participation and best attempts, the results showed increased attendance and a quicker completion rate for state assessments like ELPAC (action H).

1.2 Intervention specialists provided support to all grade levels and created cohorts of students with like needs to provide academic support. Students in those cohorts were consistently monitored and over a quarter graduated from needing

services. Most students within those cohorts were a part of one of at least one major subgroup i.e. English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities (action A and C). Utilization of a universal screener was used to build cohorts for intervention specialists and their progress was monitored by SIPPS, NWEA, running records, and a variety of assessment tools. These tools were used and compared by classroom teachers and intervention specialists to identify growth and need (action B). Costco Tutors continued to partner with Mission Bell but worked with fourth-grade at-risk students only for 1 hour a week for 10 weeks during the Fall trimester with a focus on literacy. NWEA academic growth from Fall to Winter showed that eight out of twelve focus students made literacy gains. During the Spring trimester, Costco Tutors then extended their partnership for an additional 10 weeks this time focusing on at-risk students within second grade (action D).

1.3 AVID implementation with district support provided students the opportunity to learn organizational management, and note-taking procedures, and receive writing support. Through winter's district-mandated assessment tool (NWEA) results, it was found that fourth and fifth-grade teachers needed more direct support with writing to which both grade levels had the opportunity to receive free AVID writing professional development as well as work vertically to better support English Learners (action A and B). Expected academic gains are in progress through Springs administration of the district-mandated assessment tool (NWEA).

1.4 Primary teachers (1st - 3rd) and Math intervention specialist received professional development opportunities in Math through RCOE to better support English Learners acquisition of number sense and fluency. Primary teachers (K-3) and reading specialists received professional development opportunities through 95% group for Science of Reading to better support the science of reading and how to ensure all learners are gaining skills to be proficient readers, with a focus on English Learners and Students with Disabilities. A sample assessment collected from kindergarten suggests success with professional development opportunities. New teachers received newly adopted curriculum training in Math and Social Studies to better support the integration of materials (action A).

1.5 Primary teachers were given release days to analyze teaching practices with an English Learners lens by receiving professional development geared towards Quality Teaching for English Learners (QTEL) and monitored following professional development for implementation and student growth. Academic gains were found from Fall to Winter quarter through district-mandated assessment tools (NWEA) and literacy and math intervention assessments (action D). Bilingual Tutors continued to be utilized to support English Learners in the classroom, as of 2022-2023 data suggests, 36% of English Learners moved at least one level from their ELPAC score classification demonstrating the continued need and effectiveness of BLT (action B). TK/K receive 20 minutes of ELD instruction while 1st-6th receive 30 minutes of ELD instruction to support English Learners giving teachers opportunities to work in small groups to support them on individual goals (action A). The principal, English Language Facilitator, and Community Schools Teacher on Special Assignment work with the ELAC committee to support needs related to English Language Learner services and programs. Some successes of this integration have been a heavier implementation of translated materials and communications sent home as well as English Support Classes for parents (action E).

1.6 The integration of Pre-school with schoolwide events and procedures allows students the opportunities to become familiar and comfortable with the rest of campus and available to receive opportunities and experiences. Parents are encouraged to receive support from the front office where services are provided in English and Spanish (action A-C).

1.7 Digital academic supports like AR are used to monitor literacy growth and goals to which data suggests major growth in fourth and third grade. STAR Literacy, and Raz Kids continue to support students with comprehension skills and reading fluency (action B). Use of Chromebooks in TK-6 continues to improve technological awareness and ability. Teachers in grades 1st - 6th are all Common Sense Media trained to teach students the importance of digital citizenship and their digital footprint (action A).

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

The only major difference that can be found between the intended implementation and the budgeted expenditures is located in goal 1.7; which addresses technology, using LCFF funds. The total projected expenditures were estimated at around \$6,330 through a combination of books and supplies (4000-4999) and other services and other expenditures (5000-5999). However, during the academic year, there was a need to increase amounts in both object ranges. Access to technology support through purchasing technological devices for certificated and support staff during professional development and for assessments for English Learners was prioritized. The total difference between what was projected (\$6,330) and what was realized was roughly \$2,300. Bringing the implemented total to \$8,530.

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.

The purchase of AR (Goal 1.7 Action B) will be replaced by the purchase of a Tier 1 reading program, Heggerty. The funding of this program purchase will come entirely from the Literacy Coach and Reading Specialist Grant and can be found as an added action on Goal 1.2 action F. Action 1.7; C will be removed from the goal as there has been little evidence that it supports the development of early literacy skills. With the adoption of a Literacy Coach and Reading Specialist Grant resources will be used to build a literacy plan to implement within instruction as opposed to supplemental digital resources. Expected outcomes will be monitored by the following academic year while literacy team members use following release days to propose its eventual implementation to all staff. Referenced WestEd professional development (Goal 1.5 Action D & F) will be replaced by QTEL (Quality Interactions for English Learners) for grades 1-3 to better directly support English learners in the classroom with opportunities to observe a variety of classrooms at different locations within the district to reflect and implement newly learned practices. Extensions of development will be used within collaborative staff meetings. District-provided professional development Quality Teaching for English Learners has been utilized for primary grades in K-3 to support English Learners access and development of language within contextual settings (QTEL). Referenced ELLevation professional development for implementation of ELD standards (Goal 1.5 Action C) will be replaced by QTEL Instructional Rounds and the Hanover platform. The use of both in-person training and digital extensions provides flexibility for teachers to be equipped with instructional strategies within a context that applies to them and with their cohort of English Learners in mind. Early evidence shows successful outcomes of this professional development opportunity as found in early collected Reclassification data. Goal 1.4 Action B will be replaced with Hanover online professional development as opposed to Alludo. Goal 1.3 will be renamed College and Career Readiness to expand the understanding and reach of schoolwide focus. Goal 1.3 Action A will be adjusted to the site providing Elementary materials for TK-6 grade students that need replenishment versus district provided. Goal 1.3 Action C will adjust from just an AVID focus material lens to encompassing college and career readiness overall that expands beyond the program. Various funding reductions were made to allocate the salary increases made during the 2023-2024 school year. Goal 1.1 Action E is adjusted to move release day collaboration meetings to half-day Wednesdays for professional development collaboration opportunities. Goal 1.5 Action F was added for the Literacy Team to support early literacy intervention and support for parents.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All students will have a safe, orderly, and inviting learning environment.

Our goal is to cultivate a learning environment where all students feel safe, respected, and supported. This means creating a space that is orderly and predictable, allowing students to focus on learning. We also want it to be inviting and stimulating, fostering a love of discovery and a sense of belonging.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will have a safe, orderly, and inviting learning environment.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Suspension rates increased for students with disabilities, doubling from the previous year, causing this subgroup to be overrepresented in data. While suspensions for English Learners remained low, having students with disabilities fall into more than one subgroup (socioeconomically disadvantaged) led our suspension rate to increase to 0.5%. In addition, LCAP survey results from students report a low level of connectedness in school. To address this, all staff were trained on trauma-informed practices to address the emotional needs of all students and how to be responsive and proactive to their heightened state. Furthermore, daily Second-Step Lessons were utilized in all classrooms (including special education) to address common themes that led to more intensive behavior, including bullying, self-awareness, mental health, and appropriate relationship building. Calming corners were adopted in selected classrooms (including special education) to encourage students to regulate their emotions to prevent and reduce behavioral outbursts. PBIS strategies like "College & Career Readiness-Strong" and "Caught Doing Good" school-based activities were responsive to character-building and highlighted/celebrated appropriate interactions among students. Many of the items mentioned were also implemented in response to collected Panorama Data from the Spring 2023 Survey, where students demonstrated a higher need to focus on School Safety, School Climate, and Sense of Belonging. While Panorama data from 3rd-5th grade continued to rise positively, our 6th-grade cohort collected data from LCAP, which still demonstrated a need for caring relationships to be formed at school for students. The goal is for our data to trend positively all year and not dip towards the third trimester. Even though our chronic absenteeism decreased from the previous year by 5.4%, students with disabilities again were overrepresented in this Dashboard collected data falling into the orange metric with 40.4% of students being chronically absent. Part two of Trauma-informed practice professional development was offered to staff to address common themes that lead to chronic absenteeism (anxiety, health-related concerns, access to transportation). A Behavioral Health Associate was accessible full-time on campus for referrals for students who demonstrated a high absenteeism rate as it related to socio-emotional wellness as well as a way to develop caring and support relationships. Attendance team meetings were held monthly to track and monitor attendance school-wide as well as high-risk students and students with disabilities. They were held frequently outside of IEPs or SARTS to address concerns impacting attendance, such as healthcare, transportation, and financial barriers.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 1: Safe, Clean Functional School Facilities	Percentage of facilities meeting "Good Repair" status: 100% Source: 2023-24 School Accountability Report Card (SARC)	Percentage of facilities meeting "Good Repair" status: 100% Source: 2024-25 School Accountability Report Card (SARC)
LCFF Priority 5: School Attendance Rate	TK: 88.3889 % K: 89.3477 % 1: 91.4885 % 2: 89.4206 % 3: 91.0496 % 4: 90.6333 % 5: 92.999 % 6: 91.2124 % Source: Student Information System P-2 report	TK: 90% K: 91% 1: 93% 2: 91% 3: 92% 4: 91.5% 5: 93.5% 6: 92.5% Source: Student Information System P-2 report
LCFF Priority 5: Chronic Absenteeism Rate	All Students: 35.8% Socioeconomically Disadvantaged: 34.7% English Learners: 29.8% Students with Disabilities: 40.4% Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: 34.3% Pacific Islander: NA Two or More Races: NA White: NA	All Students: 32.8% Socioeconomically Disadvantaged: 31.7% English Learners: 26.8% Students with Disabilities: 37.4% Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: 31.3% Pacific Islander: NA Two or More Races: NA White: NA
LCFF Priority 6: Pupil Suspension Rate	All Students: 1.7% Socioeconomically Disadvantaged: 1.9% English Learners: 0% Students with Disabilities: 4.1% Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: 1.3% Pacific Islander: NA Two or More Races: NA White: NA	All Students: 0.5% Socioeconomically Disadvantaged: 1% English Learners: 0% Students with Disabilities: 2% Foster Youth: NA Students experiencing Homelessness: NA African American: NA American Indian: NA Asian: NA Filipino: NA Hispanic: 0.5% Pacific Islander: NA Two or More Races: NA White: NA
LCFF Priority 6: Pupil Expulsion Rate	All Students: 0% Socioeconomically Disadvantaged: 0% English Learners: 0% Students with Disabilities: 0% Foster Youth: 0%	All Students: 0% Socioeconomically Disadvantaged: 0% English Learners: 0% Students with Disabilities: 0% Foster Youth: 0%

	<p>Students experiencing Homelessness: 0%</p> <p>African American: 0%</p> <p>American Indian: 0%</p> <p>Asian: 0%</p> <p>Filipino: 0%</p> <p>Hispanic: 0%</p> <p>Pacific Islander: 0%</p> <p>Two or More Races: 0%</p> <p>White: 0%</p>	<p>Students experiencing Homelessness: 0%</p> <p>African American: 0%</p> <p>American Indian: 0%</p> <p>Asian: 0%</p> <p>Filipino: 0%</p> <p>Hispanic: 0%</p> <p>Pacific Islander: 0%</p> <p>Two or More Races: 0%</p> <p>White: 0%</p>
LCFF Priority 6: School Climate Survey: School Safety (6th grade)	<p>How safe do you feel when you are at school?</p> <p>Yes, most of the time or Yes, all of the time: 75%</p> <p>Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024</p>	<p>How safe do you feel when you are at school?</p> <p>Yes, most of the time or Yes, all of the time: 80% GOAL</p> <p>Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2025</p>
LCFF Priority 6: School Climate Survey: School Connectedness (6th grade)	<p>I feel connected to my school.</p> <p>Yes, most of the time or Yes, all of the time: Grade 6: 67%</p> <p>Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024</p>	<p>Average reporting "Yes, most of the time or Yes, all of the time: Grade 6: 75% GOAL</p> <p>Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2025</p>
LCFF Priority 6: School Climate Survey: Caring Relationships (6th grade)	<p>Do the teachers and other grown-ups at school care about you? (Average reporting Yes, most of the time or Yes, all of the time: Grade 6: 67%</p> <p>Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024</p>	<p>Do the teachers and other grown-ups at school care about you? (Average reporting Yes, most of the time or Yes, all of the time: Grade 6: 75% GOAL</p> <p>Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2025</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Safe Environment Activities</p> <p>A. The school will create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through the following activities:</p> <ol style="list-style-type: none"> 1. Provide appropriate health care and nursing services. 2. Provide active and effective student supervision at all times. 	All Students	<p>66,939</p> <p>LCFF District -- 500 0707</p> <p>2000-2999: Classified Personnel Salaries</p> <p>(1) Health Care Aide Salary</p> <p>500.00</p> <p>LCFF Suppl/Conc -- 0707</p>

	<p>3. Maintain a clean and orderly campus.</p> <p>4. Participate in Red Ribbon Week activities.</p> <p>5. Follow child abuse reporting procedures.</p> <p>6. Notify teachers of dangerous students.</p> <p>7. Distribute the Discrimination and Harassment policy to employees, students, and parents.</p> <p>8. Provide support in behavior and social-emotional learning.</p> <p>9. Enforce the school and district dress code.</p> <p>10. Enforce school and district rules and procedures.</p> <p>11. Revise and distribute the parent/student handbook.</p> <p>12. Provide a place for a Mobile Health Clinic once a month.</p> <p>13. Conduct monthly fire/lockdown drills.</p> <p>B. Mission Bell will educate students on drug prevention.</p> <p>C. Students will participate in Red Ribbon Week activities.</p> <p>D. Mission Bell will educate students on bullying and violence prevention.</p> <p>E. Mission Bell's Safe School Plan will be revised.</p> <p>F. Referrals to PICO mental health providers will be submitted for students experiencing behavioral, social, emotional, or family issues.</p> <p>G. Mission Bell's Health Care Aide will continue supporting students and updating health office records.</p> <p>H. The addition of PALS (Peer Assistance Leadership) will be implemented for students in 4th-6th grade to reflect the diversity of our student population.</p>		<p>4000-4999: Books And Supplies Materials and Supplies</p> <p>1500.00 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Additional Supervision</p>
<p>2.2</p>	<p>College & Career Readiness Concepts Reinforcement</p> <p>A. Mission Bell will reinforce College & Career Readiness Strong concepts in grades TK-6 by reviewing the principles of being College & Career Readiness Strong at assemblies and other presentations. Students are Always prepared- Very respectful- Intentionally safe- Determined, and responsible</p> <p>B. Staff will continue implementing College & Career Readiness Strong traits through training, social skills lessons, monthly incentives, positive praise and reinforcement, and public area expectations. Mission Bell staff and principal will monitor student behavior and identify needed support services. Appropriate behavior that leads to academic improvement will be recognized and rewarded on a regular basis with AVID Strong coupons and other incentives.</p>	<p>All Students</p>	<p>500.00 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Materials and Supplies</p> <p>1000.00 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Substitute Teachers</p>

	<p>C. Staff will be offered professional development in PBIS to address students' social-emotional well-being better. Students will continue to host morning meetings and incorporate PBIS skills during that time.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

2.1 Consistent use of classified supervision was utilized all year to support safety and awareness of campus activity. Supervision was used to monitor halls, bathrooms, and other “out of sight” areas to ensure students were always in proper locations (action #2 for A). Red Ribbon Week was celebrated to address student wellness and speak out against early drug use in young children, with an overwhelming attendance peak during these conversations (action #4 for A, action B, and action C). Staff was trained with trauma-informed practices in order to identify student wellness needs and be equipped with the tools to respond. Pupil Services provided professional development for certified and classified members, where they were given the opportunity to learn about trauma and how our students respond to it, both academically and educationally. Second-step behavioral support lessons were provided for grades K-6 in order to support the development of social and emotional learning, where lessons happen weekly. A selected cohort of teachers spanning from K-6 was given the opportunity to adopt “calming corners” in their classrooms to provide a therapeutic space for students to regroup under high-stress circumstances (action #8 for A). All staff members were trained in proper child abuse reporting procedures as well as discrimination and harassment policies and procedures through KeenanSafeSchools (actions #5 and #7 for A). Open communication with parents and teachers about students who demonstrate unsafe behavior is maintained by referrals for additional psychiatric services or behavioral health services, with record keeping by the administrative team for accountability. (Action #6 for A and action F). Behavioral assemblies to address bullying and behavioral expectations during unstructured time were had three times throughout the year, with an adoption of Peer Assisted Leadership (PALs) coming into the 2024-2025 school year to assist with peer mediation (action D). The School Safety plan was revised and brought to the School Site Council for approval in January 2024, outlining safety procedures for emergencies. Monthly fire, earthquake, and lockdown drills are emphasized with an emphasis on evacuation procedures, and time is spent on keeping students and staff aware of responsibilities during an emergency. (Action #13 for A and action E). Our Mobile Health Clinic is available to our community members, families, and students monthly for basic health needs at a convenient time and location. Communication between the school and the community is needed to ensure that services are being used at the fullest capacity (action #12 for A). Our Health Care Aide meetings biweekly with the administration to review health visits made to the nurse's office to support persistent visits and address other health impairments that may not be classified. Record logs are kept to support families when addressing concerns (action #1 for A and action G).

2.2 Murals were painted on our campus with the input of students, staff, and the community. One of the murals, in particular, reinforces our AVID concept of being Always prepared - Very respectful - Intentionally safe - Determined and responsible. This concept was developed and designed by a sixth-grade student, and the local community organization REACH OUT brought this design to life on our handball walls (action A). AVID concepts are encouraged throughout the school to support positive behavior intervention support (PBIS). “Caught doing good” tickets and “AVID strong” tickets are used to encourage and highlight improved and desired behaviors. Incentives, rewards, awards, and spotlights are given to students weekly who are observed demonstrating good citizenship and responsibility (action B). The collection of behavior data has been monitored from 2022-2023 to 2023-2024, with a steady decline in major behaviors. A “Kindness” bench was adopted to support relationship building with students where messaging conveyed the importance of students sometimes demonstrating a need for a friend and how to support those that do (action #8 for A, action D for 2.1, and action B for 2.2). Professional development regarding trauma and PBIS was sporadically observed throughout the year, with early evidence showing an increase in student wellness, as found by Panorama Data, compared from Spring 2023 to Fall 2023 (action C).

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

There are no major differences between the intended implementation and the budgeted expenditures that were used to implement strategies and activities to meet our articulated goal.

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.

The majority of the actions listed here will remain in place as we have early collected evidence of effectiveness in their implementation. The continued use of PICO's Behavioral Health Providers has actively been sustained for the 2024-2025 school year due to consistent referrals from staff. An adjustment of major financial commitments to AVID concepts will be made and reflected in future budgets as the district shifts focus away from Elementary AVID. However, fundamental elements of the program that support PBIS initiatives for behavior and responsibility will continue to be prioritized. This adjustment can be in the following year's Goal 1 action 1.3 adjustments. Various funding reductions were made to allocate the salary increases during the 2023-2024 school year. Goal 2.1 Action H has the addition of the implementation of PALs (Peer Assistance Leadership) for students in 4th-6th grade, overseen by our Community Schools TSA, which reflects the diversity of our student population. Members of this student-led organization will support peer interaction, conflict mediation, and leadership skills. Students selected to meet various subgroups, including McKinney-Vento, English Learners, Students with Disabilities, and Socioeconomically Disadvantaged.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.

We strive to build a strong school community where all students feel like valued members. This involves creating engaging educational practices that spark curiosity and make learning relevant. We also foster partnerships with parents and community members, allowing them to contribute to the learning experience and creating a support system that extends beyond the classroom walls. This collaborative approach ensures students feel connected, supported, and empowered to thrive. Our goal is to respond to the needs of our community in real-time and create a school culture that is responsive. Parents and community members are welcomed on campus and with the adoption of Community Schools we have worked tirelessly to include stakeholders into the conversation of our children's education.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will feel connected to their school community through engaging educational practices and partnerships with parents and the community.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Through locally collected LCAP surveys, data has shown low parent engagement/involvement through low parent participation in surveys and low parent presence at local events. Though the data collected is relatively high in satisfaction towards school and district, the collected sample still remained low. However, during the 2023-2024 school year, roughly 10% of our parents completed the LCAP survey, which is higher than in previous years. To continue to tackle this in future years, unique approaches will continue to be done to encourage parent participation and involvement on campus. During the 2023-2024 school year, we were adopted as a Community School with a key focus on developing and strengthening parent relationships. A Community School Parent Room was created to promote an "open-campus" environment and a designated space for parents to commune and connect. Resources in this room include canned goods, clothing, healthcare, and financial services. Parents were invited in this space to sign up for summer school, get financial literacy support, complete surveys, and more. In addition to that, other opportunities included ESL classes for parents, parent volunteers to share their career/small business during College and Career Week, parent volunteers to help paint and design school murals, triannual Family Picnics, and Community Schools Parent Conference approaches.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent & Family Engagement: California School Parent Survey LCFF Priority 3	School staff take parent concerns seriously. The percentage of parents who "Strongly agree or agree" with "This school encourages me to be an active partner with the school in educating my child." 93% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024"	School staff take parent concerns seriously. The percentage of parents who "Strongly agree or agree" with "This school encourages me to be an active partner with the school in educating my child." 95% GOAL Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2025"
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	School is welcoming to and facilitates parent involvement. The percentage of staff who "strongly agree or agree" with "School is welcoming to and facilitates parent involvement." 91% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024"	School is welcoming to and facilitates parent involvement. The percentage of staff who "strongly agree or agree" with "School is welcoming to and facilitates parent involvement." 95% GOAL Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2025"
Parent & Family Engagement: California School Parent Survey LCFF Priority 3	Teachers communicate with parents about what students are expected to learn in class. The percentage of parents who "Strongly agree or agree" with "Teachers communicate with parents about what students are expected to learn in class." 93% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024"	Teachers communicate with parents about what students are expected to learn in class. The percentage of parents who "Strongly agree or agree" with "Teachers communicate with parents about what students are expected to learn in class." 95% GOAL Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2025"
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	Teachers at this school communicate with parents about what their children are expected to learn in class. The percentage of staff who "strongly agree or agree" with "Teachers at this school communicate with parents about what their children are expected to learn in class." 94%	Teachers at this school communicate with parents about what their children are expected to learn in class. The percentage of staff who "strongly agree or agree" with "Teachers at this school communicate with parents about what their children are expected to learn in class." 96% GOAL

	Source: California School Staff Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024	Source: California School Staff Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2025
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
<p>3.1</p>	<p>Parent Engagement</p> <p>A. Parents will be offered various parent classes and services, such as Back to School Night, Parent Nights, Family Math Nights, and Open House, if the state, county, and local health guidelines permit. Babysitting will be provided. Classified employees will assist with clerical and supervision needs for parent workshops.</p> <p>B. Parents will be encouraged to join the Booster Club, and help with school activities and fundraising. Parents will also be encouraged to volunteer in classrooms if the state, county, and local health guidelines permit.</p> <p>C. Students will be encouraged to volunteer for school events.</p> <p>D. The school will utilize the ParentSquare, Class Dojo, Digital Marquee, and social media platforms to inform parents of upcoming events.</p> <p>E. Home-school communications will be provided in Spanish and English, including translators for IEPs, parent conferences, and Student Success Team meetings.</p> <p>F. The school will invite parents to join the School Site Council and ELAC, which will meet throughout the school year.</p> <p>G. The school will hold 100 Mile Club Family Night events.</p> <p>H. Family Literacy Night: Members of the literacy team will be present to guide and instruct parents on foundational literacy skills. Babysitting services will be provided.</p> <p>I. Adoption of Community Schools, Community Schools TSA, Community Schools Parent Room, and Community Schools outreach parent events</p>	<p>All Students</p>	<p>1500.00 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries Teacher Hourly</p> <p>1,225.00 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies Refreshments and Snacks</p>
<p>3.2</p>	<p>Library Access</p> <p>A. Mission Bell will provide parents and students with daily access to the library. The library media center clerk is available for 8 hours each day. Her</p>	<p>All Students</p>	

	<p>time before and after school will be spent supporting parent and student outreach and providing additional access to library resources.</p> <p>B. Books and other materials will be made available for parents as needed to support literacy.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

3.1 Back to School Night had an overwhelming presence over previous years due to outreach during the Summer of 2023. Parents were informed of the session as well as new information impacting the school, i.e., hours of operation, new administration, and focus goals for the year (action A). The timely use of ParentSquare, Class Dojo, Digital Marquee, and all social media platforms informing parents of news and updates garners, on average, 100-200 engagements per post with a positive engagement score of 70-90% (action D). All communication is translated to service 52% of our families who are classified as English Learners with multiple translators available for Parent Conferences, IEPs, SSTs, and Behavioral Health Assessments. The School Site Council and English Language Advisory Council are comprised of various parents that reach many subgroups at Mission Bell, including representation for English Learners, Students with Disabilities, McKinney Vento, Newcomers, and Socioeconomically Disadvantaged to discuss and respond to the vast needs of our population (action F). 100 Mile Family Night happened every Tuesday of the year with a profuse 80% of students participating (action G). Students at various middle schools and high schools within the district volunteer with TK/K classrooms to support early literacy and small group instruction while offering tutoring hours for those in search of community service (action C). Additional outreach parent classes, including ESL, Financial Literacy, and Opening Doors: An Early Literacy Program, were established with consistent attendance and interest from parents. Babysitting was provided for infants and children below 5 by classified staff. The adoption of a parent room was created to encourage parent participation and engagement with the implementation of Community Schools.

3.2. This year, Library access was encouraged and implemented so that parents could check books under their child’s school account while a district process was finalized. The Scholastic Book Fair was brought to the school three times during the school year, and parents organized and facilitated the process. Additional literacy implementation through book giveaways was utilized to encourage access to literacy (actions A and B).

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

No major differences between the intended implementation and the budgeted expenditures occurred at this time. Additional books were purchased and provided through sponsorships and grants from national grant opportunities which allowed for more access to literature schoolwide without having to increase the proposed expenditures in Goal 3.2.

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.

3.1 Booster Club was not started or created during the 2023-2024 school year but will be implemented come 2024-2023. This can be found in Goal 3.1 under action B. Fundraising was sponsored by individual grade levels and community partnerships/donations in order to fund activities and field trips. A uniform approach will be given moving forward to allocate fundraising more efficiently

3.3 An added action (action F) of Family Literacy Nights has been updated to Goal 3.1 but will be funded entirely through a Literacy Coach and Reading Specialist Grant. The purpose of this activity is to support our quest to ensure all students in TK-3 can read. Teachers on the literacy team will be paid hourly, and classified staff will be paid for babysitting services.

3.1 Added Action I to include the new adoption of being a Community School. Within that adoption is provided a Teacher on Special Assignment, a Community Schools Parent Room, and Community Schools enrichment parenting classes that focus on literacy, financial literacy, community outreach, and engagement.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$287538
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$559,376.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

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

State or Local Programs	Allocation (\$)
LCFF District -- 500 0707	\$320,525.00
LCFF Suppl/Conc -- 0707	\$117,424.00
Title I Basic -- 3010	\$116,640.00
Title I Parent Involvement -- 3010 1902	\$1,225.00
Title III LEP -- 4203	\$3,562.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$559,376.00

Total of federal, state, and/or local funds for this school: \$559,376.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	116640	0.00
Title I Parent Involvement -- 3010 1902	1225	0.00
Title III LEP -- 4203	3562	0.00
LCFF Suppl/Conc -- 0707	117424	0.00
LCFF District -- 500 0707	320525	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	320,525.00
LCFF Suppl/Conc -- 0707	117,424.00
Title I Basic -- 3010	116,640.00
Title I Parent Involvement -- 3010 1902	1,225.00
Title III LEP -- 4203	3,562.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	324,669.00
2000-2999: Classified Personnel Salaries	220,978.00
4000-4999: Books And Supplies	6,439.00
5000-5999: Services And Other Operating Expenditures	7,290.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	183,640.00

2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	136,885.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	20,827.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	84,093.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	5,214.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	7,290.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	116,640.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	1,225.00
1000-1999: Certificated Personnel Salaries	Title III LEP -- 4203	3,562.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	486,212.00
Goal 2	70,439.00
Goal 3	2,725.00

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
Angelena Aguilera	Principal
Kathy Nitta	Other School Staff
Sonya Avina-Martinez	Classroom Teacher
Joanne Tyler	Classroom Teacher
Angelica Quintero	Other School Staff Parent or Community Member
Alejandra Hernandez	Classroom Teacher
Mireya Ruvalcaba	Parent or Community Member
Natalie Frias	Parent or Community Member
Elizabeth Manus	Parent or Community Member
Nayeli Castelan	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 4/26/24.

Attested:



Principal, Angelena Aguilera on 4/26/2024



SSC Chairperson, Joanne Tyler on 4/26/24

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the “Strategy/Activity #” for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either “All Students” or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA’s LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA’s LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

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

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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