



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	May 16, 2025	June 24, 2025

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 comprehensive needs assessment, analyzing student achievement data across various subgroups, which revealed a significant gap in English Language Proficiency. Notably, progress has declined for English learners, one of our largest subgroups, as measured by the ELPI score, although additional data from math and language arts domains prompted deeper conversations about the reasons for this decline. Despite the drop in English language proficiency, other major subgroups—such as socioeconomically disadvantaged students, students with disabilities, and Hispanic populations—demonstrated growth from the 2022-2023 to the 2023-2024 school year. Students with disabilities, however, showed lower proficiency in mathematics compared to their peers, while English learners, low socioeconomic students, and Hispanics made notable progress. While all subgroups continued to make strides toward meeting grade-level standards, collectively, they performed similarly (within the orange metric) on their English Language Arts state exams, approaching grade-level standards. These results, while showing progress, highlight the need to address significant gaps in mathematics and language arts schoolwide.

In response, our district has set an ambitious goal within its Local Control and Accountability Plan (LCAP) to increase college and career readiness, with a particular focus on closing the achievement gap for these identified subgroups. Our school has aligned its goals with the district's plan, breaking them down into specific, measurable targets tailored to our student population.

To achieve these goals, we have developed a multi-faceted strategy, utilizing funding from multiple sources in a coordinated manner. For example, LCAP funds support intensive intervention for high-need English learners, with bilingual tutors providing targeted support in the classroom, alongside two Literacy Support Specialists across K-6. Through this funding, tiered interventions in mathematics and language arts are implemented at every grade level from 1st to 6th. In grades 1-3, students are grouped into reading intervention sessions based on data from state assessments, DIBELS scores, reading fluency passages, and SIPPS screeners. English learners in grades 1-6 are also placed into leveled groups to receive targeted ELD instruction based on their proficiency levels, further enhancing intervention. In addition, math and reading intervention teachers provide 30-minute push-in or pull-out sessions for students requiring additional support.

Funds from the Every Student Succeeds Act (ESSA) are used to support professional development, focusing on research-based strategies for teaching math to socioeconomically disadvantaged students and English learners. This further strengthens our instructional approaches. 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.

A robust system of monitoring and evaluation has been established to track student progress, with a focus on our target subgroups. Regular assessments, including district-mandated and site-level assessments, provide continuous data collection. Leadership teams—comprising grade-level leaders, community schools teams, PBIS teams, literacy teams, and inclusion teams—meet regularly to discuss data and create action plans based on these discussions. This collaborative approach ensures barriers to student achievement are addressed and effective instructional practices are identified. Transparency remains a priority as we share our plan, progress updates, and outcomes with parents and the community. By leveraging ESSA, LCAP, and local funding, our school is committed to providing all students with the support they need to succeed academically, 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 (SSC) conducts regular reviews of the School Plan for Student Achievement (SPSA) during its meetings, typically holding 6 to 7 sessions throughout the year to address specific sections of the plan. This council plays a central role in evaluating site-level data and identifying priority areas for funding and resource allocation. Feedback collected during these sessions directly informs SPSA revisions and budgetary adjustments. The SSC comprises a diverse group of stakeholders, including teachers, intervention specialists, classified staff, parents, administration, and, more recently, students, ensuring a comprehensive representation of the school community.

Members of the English Language Advisory Committee (ELAC), which includes both teachers and parent representatives, are regularly updated on the school's goals and SPSA-related initiatives. ELAC provides targeted feedback, especially around improving access and opportunities for English learners, and their input is formally presented to the SSC for consideration in budgeting and planning decisions. In addition, ELAC reviews relevant data and funding priorities to advocate for programs and resources tailored to the needs of English learners. The school's leadership team convenes monthly to provide strategic direction on addressing the needs of various subgroups, with a focus on data analysis, instructional support, and site-based decision-making. Their insights are shared with the SSC and help guide adjustments to both the SPSA and site budget, particularly in areas such as staffing, intervention support, and professional development. The Literacy Team, composed of intervention teachers and TK-2 educators, meets monthly to assess and refine the literacy plan developed in August 2024. Their review of literacy data and identification of instructional barriers directly influence resource requests and instructional priorities submitted to the SSC for potential inclusion in the SPSA and budget. Input from students, parents, and staff is gathered through LCAP and Panorama surveys, which provide valuable insights into socioemotional needs, school climate, and instructional practices. These survey results are reviewed and discussed with site leadership, SSC, ELAC, and other community groups. The insights gathered contribute to the identification of SPSA goals and inform how site funds, including Title I resources, are allocated to meet stakeholder needs. "Coffee with the Principal" and Title I meetings are held at the beginning of the year to inform the community about Title I funding priorities. Feedback gathered from these forums is brought back to the SSC for consideration throughout the year. The SSC monitors implementation and adjusts strategies to ensure funds are being used effectively to meet student needs. The Community Schools Council, in partnership with ELAC, launched a Parent Academy in 2023–2024, designed to empower parents in areas such as literacy, financial literacy, community involvement, English language development, and fostering positive lifestyle habits. These initiatives are continuously evaluated for effectiveness, and parent feedback is used to advocate for additional supports and inform resource distribution through the SPSA process. Financial literacy initiatives and ongoing parent engagement opportunities are shared with both ELAC and the Community Schools Council, whose feedback loops into SSC discussions on family and community support allocations. The Attendance Team meets monthly to address chronic absenteeism by implementing targeted interventions for students with the greatest needs, including students with disabilities and those who are socioeconomically disadvantaged. Attendance data and intervention outcomes are shared with the SSC to inform progress monitoring and funding decisions related to student support services. In response to feedback from the District Advisory Committee, the Community Schools Council implemented PALS (Peer Advisory Leaders) in 2024–2025, a student leadership initiative designed to represent all student demographics. Similarly, the Early Act Community Service Club, introduced in 2024–2025 based on parent feedback, offers students structured opportunities for community service. Both initiatives demonstrate how stakeholder feedback leads to program development, which is reviewed by the SSC for alignment with SPSA goals and funding priorities. Through these collaborative structures and continuous feedback loops, Mission Bell ensures that planning, budgeting, and program implementation remain responsive to the evolving needs of its students, families, and broader school community.

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.

CAASPP ELPI Very Low (Red)
CAASPP ELA Low (Orange)

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.

The only student group that fell into "Red" in the performance category is ELPI. No other student group fell into red within the following indicators: including chronic absenteeism, suspension rate, Math, and ELA.

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 California Dashboard data, it is evident that English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities continue to be our priority subgroups for targeted intervention services in Language Arts. In response, funds from the Literacy Coach and Reading Specialists Grant—awarded during the second half of the 2023–2024 school year—were used to implement an equitable literacy plan with a primary focus on grades K–3. This plan specifically addresses the needs of all three priority subgroups. All K–3 students were placed into leveled reading intervention groups to ensure early literacy development and provide foundational support across all primary classrooms with expected gains to be found in the 2025–2026 school year. In Mathematics, English Learners and Socioeconomically Disadvantaged students also remained key subgroups for intervention, with a particular emphasis on improving number sense and fluency. NWEA assessment data from Fall 2023 indicated a need to target instruction in grades 1, 2, 4, and 5 to close learning gaps. Additionally, English Learner Progress Indicators (ELPI) revealed an 18% decline in proficiency, highlighting an urgent need to strengthen supports for English language development. In response, several strategic actions were implemented during the 2024–2025 school year to improve ELPI outcomes. These included:

- Parent and student information sessions about the annual ELPAC exam
- Implementation of a Walk to Talk model in grades 3–6, grouping English learners by proficiency level to deliver targeted instruction

- Quality Teaching for English Learners (QTEL) training for all remaining instructional staff

- Ongoing professional development on effective ELD instruction

- Establishment of a monthly schoolwide ELD focus area to build instructional consistency and awareness

- ELPAC practice and preparation sessions to familiarize students with the test format and expectations

- Administration of ELPAC by administration, Literacy Coach, Bilingual Tutors, and Literacy Team members to get real-time data on progress and areas of concern to focus on during the 2025–2026 school year

State-level assessment data and district-mandated NWEA scores further indicate a schoolwide need to strengthen informative writing, particularly in grades 3–6. A common challenge identified was the lack of sufficient evidence in students' written responses, often contributing to underperformance. Locally collected NWEA data from Winter 2024–2025 also showed that students in grades 1–3 struggled more in Language Arts than in Math despite early literacy efforts. While grades 4 and 5 demonstrated growth in Language Arts, the progress fell just short of the expected benchmarks from Fall to Winter. Additionally however, 99% of general education students in grades 1–3 were assessed using DIBELS and demonstrated growth, though not yet at a pace sufficient for students to meet grade-level expectations quickly. SIPPS data collected in primary classrooms revealed that only 3 out of 122 students (approximately 2.5%) needed to be moved to a lower reading group due to challenges, while 5 students (approximately 4.1%) progressed to an advanced group based on their growth and the rest on target to fulfil student growth expectations. Finally, results from the Student Supports and Environment Survey and the Social-Emotional Learning: Student Competency & Well-Being Measure Survey indicated a decline in emotional regulation and an increase in challenging feelings among students in grades 3–6. These findings highlight the need to prioritize emotional well-being alongside academic supports, reinforcing our commitment to the whole-child approach.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0%	0%	0%	0	0	0
African American	1.61%	1.07%	1.09%	6	4	4
Asian	0.81%	0.8%	0%	3	3	0
Filipino	0%	0%	0%	0	0	0
Hispanic/Latino	95.16%	94.1%	94.01%	354	351	345
Pacific Islander	0%	0%	0%	0	0	0
White	1.88%	2.41%	4.09%	7	9	15
Multiple/No Response	0%	0.54%	0.27%	0	2	1
Total Enrollment				372	373	367

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten			15
Kindergarten	48	57	35
Grade 1	47	31	53
Grade 2	53	55	39
Grade 3	67	53	59
Grade 4	44	74	55
Grade 5	63	47	67
Grade 6	50	56	44
Total Enrollment	372	373	367

Conclusions based on this data:

- Enrollment of White students has increased by approximately 2%, with early data indicating concerns about high chronic absenteeism.
- Kindergarten enrollment has decreased by 38% from last year (57 students) to this year (35 students), and by 23% compared to the year prior (48 students), suggesting a downward trend in K over the past three years.

3. 3rd grade (16%) and 5th grade (18%) have the highest enrollments, highlighting the need to focus on 6th and 4th grade instruction next 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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	187	195	194	50.0%	50.3%	52.9%
Fluent English Proficient (FEP)	38	34	30	10.6%	10.2%	8.2%
Reclassified Fluent English Proficient (RFEP)	7	12	13	7%	4%	6.7%

Conclusions based on this data:

1. The English learner population has grown by 3%, indicating a rising need to focus on ELPI progress across the school.
2. The Fluent English Proficient population has decreased by 2%, while newcomer enrollment has increased, impacting overall proficiency levels.
3. Reclassifications to Fluent English Proficient have decreased by 4%, with individual scores showing improvement, but not reaching the required thresholds for reclassification.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	69	53	56	68	52	55	68	52	55	98.6	98.1	98.2
Grade 4	48	72	53	47	70	53	47	70	53	97.9	97.2	100
Grade 5	60	47	67	60	47	64	60	47	64	100.0	100.0	95.5
Grade 6	53	56	43	53	55	43	53	55	43	100.0	98.2	100
All Grades	230	228	219	228	224	215	228	224	215	99.1	98.2	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2335.	2340.	2346.	1.47	1.92	1.82	10.29	11.54	12.73	20.59	30.77	25.45	67.65	55.77	60.00
Grade 4	2411.	2358.	2382.	6.38	2.86	1.89	17.02	7.14	11.32	27.66	8.57	22.64	48.94	81.43	64.15
Grade 5	2403.	2395.	2398.	1.67	6.38	6.25	15.00	10.64	9.38	20.00	12.77	17.19	63.33	70.21	67.19
Grade 6	2462.	2459.	2490.	1.89	1.82	11.63	22.64	23.64	25.58	26.42	29.09	20.93	49.06	45.45	41.86
All Grades	N/A	N/A	N/A	2.63	3.13	5.12	15.79	12.95	13.95	23.25	19.64	21.40	58.33	64.29	59.53

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.88	0.00	1.82	55.88	63.46	50.91	38.24	36.54	47.27
Grade 4	4.26	2.86	0.00	61.70	40.00	66.04	34.04	57.14	33.96
Grade 5	3.33	4.26	4.69	53.33	44.68	45.31	43.33	51.06	50.00
Grade 6	7.55	1.82	18.60	52.83	47.27	37.21	39.62	50.91	44.19
All Grades	5.26	2.23	5.58	55.70	48.21	50.23	39.04	49.55	44.19

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	1.47	0.00	0.00	32.35	50.00	50.91	66.18	50.00	49.09
Grade 4	4.26	1.43	1.92	55.32	42.86	50.00	40.43	55.71	48.08
Grade 5	3.33	4.26	4.69	38.33	36.17	35.94	58.33	59.57	59.38
Grade 6	5.66	10.91	13.95	47.17	45.45	51.16	47.17	43.64	34.88
All Grades	3.51	4.02	4.67	42.11	43.75	46.26	54.39	52.23	49.07

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.41	1.92	5.45	60.29	53.85	65.45	35.29	44.23	29.09
Grade 4	6.38	5.71	3.77	74.47	50.00	69.81	19.15	44.29	26.42
Grade 5	3.33	6.38	4.69	63.33	46.81	57.81	33.33	46.81	37.50
Grade 6	9.43	5.45	4.65	64.15	72.73	79.07	26.42	21.82	16.28
All Grades	5.70	4.91	4.65	64.91	55.80	66.98	29.39	39.29	28.37

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.41	7.69	0.00	50.00	50.00	61.82	45.59	42.31	38.18
Grade 4	4.26	4.29	3.77	63.83	47.14	58.49	31.91	48.57	37.74
Grade 5	1.67	4.26	6.25	60.00	40.43	45.31	38.33	55.32	48.44
Grade 6	7.55	9.09	9.30	56.60	60.00	69.77	35.85	30.91	20.93
All Grades	4.39	6.25	4.65	57.02	49.55	57.67	38.60	44.20	37.67

Conclusions based on this data:

1. The percentage of students not meeting the standard for ELA decreased by 4.76%, with the most notable reductions in fourth grade, indicating the effectiveness of strategic literacy interventions.
2. The listening domain remains the strongest area of content, with 67% of students meeting or approaching standard, outperforming research, writing, and reading.

3. Based on all collected domains, 5th grade (2023-2024) is the lowest performing cohort for language arts, with nearly half of the students below standard in all areas, highlighting the urgent need for targeted intervention in 6th grade (2024-2025).

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	69	53	56	69	53	55	69	53	55	100.0	100.0	98.2
Grade 4	48	72	53	48	71	53	48	71	53	100.0	98.6	100
Grade 5	60	47	67	60	47	67	60	47	67	100.0	100.0	100
Grade 6	53	56	43	53	56	43	53	56	43	100.0	100.0	100
All Grades	230	228	219	230	227	218	230	227	218	100.0	99.6	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2349.	2357.	2358.	2.90	0.00	0.00	11.59	20.75	18.18	24.64	20.75	21.82	60.87	58.49	60.00
Grade 4	2422.	2378.	2400.	4.17	1.41	0.00	8.33	7.04	13.21	56.25	23.94	35.85	31.25	67.61	50.94
Grade 5	2397.	2403.	2406.	0.00	2.13	4.48	3.33	6.38	5.97	21.67	10.64	25.37	75.00	80.85	64.18
Grade 6	2441.	2452.	2464.	1.89	0.00	4.65	13.21	16.07	16.28	24.53	30.36	30.23	60.38	53.57	48.84
All Grades	N/A	N/A	N/A	2.17	0.88	2.29	9.13	12.33	12.84	30.43	22.03	27.98	58.26	64.76	56.88

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.25	5.66	7.27	30.43	39.62	34.55	62.32	54.72	58.18
Grade 4	6.25	5.63	3.77	54.17	22.54	35.85	39.58	71.83	60.38
Grade 5	1.67	0.00	2.99	25.00	31.91	34.33	73.33	68.09	62.69
Grade 6	0.00	1.79	4.65	39.62	41.07	51.16	60.38	57.14	44.19
All Grades	3.91	3.52	4.59	36.09	33.04	38.07	60.00	63.44	57.34

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	4.35	3.77	0.00	53.62	56.60	56.36	42.03	39.62	43.64
Grade 4	2.08	1.41	1.89	62.50	47.89	58.49	35.42	50.70	39.62
Grade 5	3.33	2.13	5.97	48.33	36.17	44.78	48.33	61.70	49.25
Grade 6	3.77	1.79	6.98	50.94	66.07	51.16	45.28	32.14	41.86
All Grades	3.48	2.20	3.67	53.48	51.98	52.29	43.04	45.81	44.04

Conclusions based on this data:

1. 6th grade students increased the standard exceeded metric in math by 1.41% and reduced the below standard metric by 7.88%, demonstrating overall improvement in math performance
2. 4th grade students who received math intervention services increased their standard met metric by 6.17% and reduced their below standard metric by 16.67%, highlighting the effectiveness of the intervention.
3. While metrics in the below standard range for Communicating Reasoning and Problem Solving & Modeling/Data Analysis have decreased over time, 57% of students remain below standard in Problem Solving & Modeling/Data Analysis, indicating a continued need for rigorous instruction in this domain.

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/eng/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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1391.8	1448.2	1422.8	1404.2	1456.8	1437.2	1362.5	1428.1	1389.1	30	36	27
1	1439.7	1452.7	1444.3	1452.6	1451.6	1459.8	1426.3	1453.1	1428.3	26	23	27
2	1463.1	1471.3	1475.5	1459.4	1482.3	1466.4	1466.3	1460.0	1484.1	29	27	22
3	1476.1	1472.9	1462.3	1474.5	1466.5	1451.0	1477.1	1478.9	1473.3	31	28	27
4	1506.2	1500.4	1485.7	1495.0	1499.0	1472.5	1517.0	1501.2	1498.5	23	27	29
5	1511.2	1509.7	1497.9	1505.8	1497.4	1488.3	1516.1	1521.5	1507.1	28	23	28
6	1539.0	1536.3	1535.9	1543.2	1548.7	1538.9	1534.2	1523.6	1532.4	21	24	20
All Grades										188	188	180

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	25.00	11.11	40.00	30.56	44.44	40.00	41.67	33.33	20.00	2.78	11.11	30	36	27
1	3.85	4.35	3.70	26.92	47.83	44.44	57.69	34.78	29.63	11.54	13.04	22.22	26	23	27
2	13.79	3.70	4.55	37.93	59.26	63.64	27.59	22.22	22.73	20.69	14.81	9.09	29	27	22
3	9.68	3.57	0.00	16.13	39.29	11.11	58.06	32.14	59.26	16.13	25.00	29.63	31	28	27
4	21.74	11.11	3.45	43.48	40.74	37.93	21.74	33.33	31.03	13.04	14.81	27.59	23	27	29
5	17.86	13.04	7.14	25.00	39.13	42.86	46.43	30.43	25.00	10.71	17.39	25.00	28	23	28
6	28.57	20.83	25.00	42.86	45.83	50.00	19.05	20.83	15.00	9.52	12.50	10.00	21	24	20
All Grades	12.77	12.23	7.22	32.45	42.55	41.11	39.89	31.38	31.67	14.89	13.83	20.00	188	188	180

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	6.67	27.78	14.81	43.33	36.11	51.85	30.00	33.33	18.52	20.00	2.78	14.81	30	36	27
1	19.23	8.70	25.93	46.15	47.83	29.63	26.92	30.43	40.74	7.69	13.04	3.70	26	23	27
2	13.79	37.04	9.09	48.28	29.63	59.09	17.24	29.63	18.18	20.69	3.70	13.64	29	27	22
3	12.90	17.86	3.70	51.61	39.29	37.04	22.58	21.43	33.33	12.90	21.43	25.93	31	28	27
4	26.09	40.74	6.90	47.83	33.33	48.28	17.39	14.81	24.14	8.70	11.11	20.69	23	27	29
5	28.57	21.74	28.57	32.14	47.83	35.71	28.57	17.39	10.71	10.71	13.04	25.00	28	23	28
6	52.38	58.33	45.00	28.57	29.17	40.00	9.52	4.17	15.00	9.52	8.33	0.00	21	24	20
All Grades	21.28	30.32	18.33	43.09	37.23	42.78	22.34	22.34	23.33	13.30	10.11	15.56	188	188	180

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	13.89	7.41	16.67	33.33	22.22	66.67	41.67	55.56	16.67	11.11	14.81	30	36	27
1	3.85	8.70	3.70	19.23	39.13	29.63	30.77	39.13	25.93	46.15	13.04	40.74	26	23	27
2	10.34	3.70	4.55	31.03	37.04	59.09	31.03	33.33	27.27	27.59	25.93	9.09	29	27	22
3	6.45	0.00	0.00	6.45	21.43	3.70	51.61	50.00	59.26	35.48	28.57	37.04	31	28	27
4	8.70	3.70	6.90	34.78	29.63	24.14	39.13	44.44	31.03	17.39	22.22	37.93	23	27	29
5	7.14	8.70	3.57	17.86	21.74	17.86	42.86	43.48	50.00	32.14	26.09	28.57	28	23	28
6	4.76	4.17	0.00	23.81	33.33	35.00	57.14	29.17	45.00	14.29	33.33	20.00	21	24	20
All Grades	5.85	6.38	3.89	20.74	30.85	26.11	45.74	40.43	42.22	27.66	22.34	27.78	188	188	180

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	16.67	33.33	18.52	70.00	61.11	77.78	13.33	5.56	3.70	30	36	27
1	19.23	8.70	33.33	69.23	82.61	55.56	11.54	8.70	11.11	26	23	27
2	17.24	14.81	9.09	68.97	74.07	77.27	13.79	11.11	13.64	29	27	22
3	45.16	7.14	22.22	41.94	64.29	55.56	12.90	28.57	22.22	31	28	27
4	47.83	29.63	34.48	43.48	59.26	44.83	8.70	11.11	20.69	23	27	29
5	14.29	39.13	7.14	82.14	52.17	71.43	3.57	8.70	21.43	28	23	28
6	33.33	20.83	25.00	57.14	66.67	60.00	9.52	12.50	15.00	21	24	20
All Grades	27.13	22.34	21.67	62.23	65.43	62.78	10.64	12.23	15.56	188	188	180

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	33.33	22.22	63.33	61.11	59.26	36.67	5.56	18.52	30	36	27
1	15.38	8.70	7.41	73.08	78.26	85.19	11.54	13.04	7.41	26	23	27
2	24.14	59.26	9.09	55.17	29.63	90.91	20.69	11.11	0.00	29	27	22
3	25.81	39.29	0.00	48.39	28.57	51.85	25.81	32.14	48.15	31	28	27
4	21.74	33.33	3.45	69.57	51.85	62.07	8.70	14.81	34.48	23	27	29
5	42.86	30.43	46.43	10.71	52.17	21.43	46.43	17.39	32.14	28	23	28
6	71.43	75.00	75.00	19.05	16.67	25.00	9.52	8.33	0.00	21	24	20
All Grades	27.13	39.89	21.67	48.94	45.74	56.67	23.94	14.36	21.67	188	188	180

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	3.33	13.89	0.00	76.67	80.56	92.59	20.00	5.56	7.41	30	36	27
1	7.69	17.39	18.52	30.77	69.57	33.33	61.54	13.04	48.15	26	23	27
2	13.79	14.81	4.55	55.17	62.96	86.36	31.03	22.22	9.09	29	27	22
3	3.23	0.00	0.00	35.48	57.14	55.56	61.29	42.86	44.44	31	28	27
4	8.70	3.70	0.00	69.57	59.26	55.17	21.74	37.04	44.83	23	27	29
5	7.14	8.70	14.29	46.43	52.17	57.14	46.43	39.13	28.57	28	23	28
6	4.76	4.17	5.00	57.14	54.17	55.00	38.10	41.67	40.00	21	24	20
All Grades	6.91	9.04	6.11	52.66	63.30	61.67	40.43	27.66	32.22	188	188	180

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	10.00	36.11	22.22	73.33	44.44	55.56	16.67	19.44	22.22	30	36	27
1	3.85	13.04	3.70	65.38	73.91	62.96	30.77	13.04	33.33	26	23	27
2	13.79	0.00	13.64	62.07	85.19	81.82	24.14	14.81	4.55	29	27	22
3	16.13	3.57	0.00	64.52	78.57	85.19	19.35	17.86	14.81	31	28	27
4	26.09	18.52	13.79	65.22	62.96	65.52	8.70	18.52	20.69	23	27	29
5	10.71	13.04	7.14	71.43	73.91	67.86	17.86	13.04	25.00	28	23	28
6	4.76	12.50	25.00	90.48	75.00	65.00	4.76	12.50	10.00	21	24	20
All Grades	12.23	14.89	11.67	69.68	69.15	68.89	18.09	15.96	19.44	188	188	180

Conclusions based on this data:

1. Data shows that on average 64.44% of English Language Learners are somewhat or moderately developed in the reading, writing, and listening domains, highlighting the need to focus on improving the speaking portion of the ELPAC, where only 56% of students are meeting similar trends.
2. With 32.22% of English Language Learners at a Level 1 in the reading domain, there is a clear need for focused literacy intervention and targeted ELD instruction tailored to their current level.
3. Despite writing being the least represented beginning level domain at 19.44%, there is a continued need to focus on writing instruction due to a 3.48% increase in beginning level scores from 2022-2023 to 2023-2024, with the rise in newcomer enrollment in kinder, 5th, and 3rd grades influencing the data.

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
367	93.7%	52.9%	0.8%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	194	52.9%
Foster Youth	3	0.8%
Homeless	3	0.8%
Socioeconomically Disadvantaged	344	93.7%
Students with Disabilities	78	21.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.1%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	345	94%
Two or More Races	1	0.3%
Pacific Islander	0	0.0%
White	15	4.1%

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 21% 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 2022-2023 school year to the 2024-2025 school year with a slight increase in the students with disabilities population.

School and Student Performance Data

Overall Performance






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

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



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div><p>Orange</p></div>	<div>Chronic Absenteeism</div> <div><p>Yellow</p></div>	<div>Suspension Rate</div> <div><p>Green</p></div>
<div>Mathematics</div> <div><p>Yellow</p></div>		
<div>English Learner Progress</div> <div><p>Red</p></div>		

Conclusions based on this data:

- English Learner Progress has decreased 17.9% from the 2022-2023 school year to the 2023-2024 school year from 50.3% to 32.5% demonstrating an increasing need to implement Quality Teaching for English Language Learners.
- All student groups performed in the orange metric in English Language Arts demonstrating improvement (previously red) in the sites ability to focus on this content area and implement instructional change. (Student groups include: Hispanic, English learners, students with disabilities, and socioeconomically disadvantaged students)

3. Suspension rates decreased in students with disabilities, English Learners, and socioeconomically disadvantaged students from 2022-2023 to 2023-2024 school year, going from orange to green.

School and Student Performance Data

Academic Performance English Language Arts

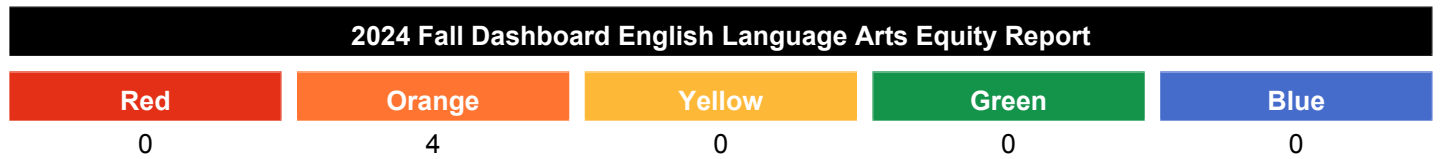
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>79.4 points below standard</div> <div>Increased 16.8 points</div> <div>213 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>84.2 points below standard</div> <div>Increased 16.6 points</div> <div>118 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>5 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>3 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>81.2 points below standard</div> <div>Increased 15.9 points</div> <div>197 Students</div>

Students with Disabilities  Orange 156.9 points below standard Increased 11.2 points 58 Students	African American  No Performance Color Less than 11 Students 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 80.8 points below standard Increased 15.0 points 202 Students
Two or More Races  No Performance Color Less than 11 Students 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students 6 Students

Conclusions based on this data:

1. All major subgroups (English learners, socioeconomically disadvantaged, and students with disabilities) have increased in performance level getting closer to meeting the standard for the English Language Arts assessment.
2. During the 2023-2024 school year there was a decrease in students being below the standard compared to the 2022-2023 school year in English Language Arts. (96.2 points compared to 79.4).
3. English Learners saw the greatest increase among all major subgroups, with a 16.6-point gain, yet remain below standard, outperforming students with disabilities on the English Language Arts assessment.

School and Student Performance Data

Academic Performance Mathematics

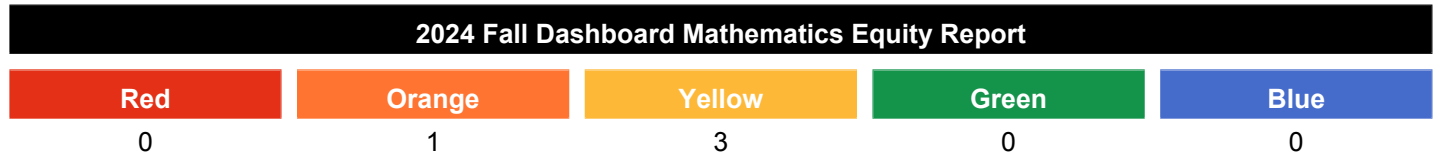
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>89.6 points below standard</div> <div>Increased 10.7 points</div> <div>213 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>89.6 points below standard</div> <div>Increased 13.1 points</div> <div>118 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>5 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>3 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>90.2 points below standard</div> <div>Increased 9.7 points</div> <div>197 Students</div>

Students with Disabilities  Orange 170.0 points below standard Increased 8.3 points 58 Students	African American  No Performance Color Less than 11 Students 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 91.8 points below standard Increased 7.9 points 202 Students
Two or More Races  No Performance Color Less than 11 Students 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students 6 Students

Conclusions based on this data:

1. Out of all major subgroups, English learners, scored relatively higher in performance level with the Mathematics assessment (13.1 points gained).
2. Students who were in two or more subgroups (English learners, socioeconomically disadvantaged, and Hispanic) had a decrease in below standard results from the 2022-2023 school year to the 2023-2024 school year in Mathematics.
3. During the 2023-2024 school year there was a decrease in students being below the standard compared to the 2022-2023 school year in Mathematics. (89.6 compared to 100.3)

School and Student Performance Data



Academic Performance English Learner Progress

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

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
32.5% making progress.	making progress.
Number Students: 151 Students	Number Students: 3 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26.5%	40.4%	0.7%	31.8%

Conclusions based on this data:

1. In 2023-2024, about 40.4% of English learners maintained their ELPI score, indicating a lack of progress on the ELPAC exam despite gains on other CAASPP assessments.
2. In 2023-2024, approximately one-third of English learners regressed by one level, despite individual score improvements on baseline assessments, which were insufficient to advance to the next proficiency band.
3. In the 2023-2024 school year, English learner progress toward English language proficiency declined by 17.9% compared to 2022-2023, highlighting the need for a renewed focus on ELD instruction.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

28.1% Chronically Absent

Declined 7.7

385 Students

English Learners



Yellow

21.3% Chronically Absent

Declined 8.5

202 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - data not displayed for privacy

5 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

5 Students

Homeless



No Performance Color

Fewer than 11 students - data not displayed for privacy

6 Students

Socioeconomically Disadvantaged












Yellow

27.9% Chronically Absent

Declined 6.8

362 Students

Students with Disabilities  Orange 38.3% Chronically Absent Declined 2.1 94 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 27.1% Chronically Absent Declined 7.3 362 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 50% Chronically Absent 0 16 Students

Conclusions based on this data:

1. Students with disabilities exhibited the highest chronic absenteeism rate among all subgroups, with 38.3% chronically absent, though this represents a 2% decrease from the previous year, indicating an additional year of progress.
2. All subgroups at Mission Bell Elementary had a decrease in chronic absenteeism from 2022-2023 to 2023-2024.
3. English Learners continue to experience the fastest decline in chronic absenteeism, dropping by 8.5%, with only 21.3% chronically absent, compared to the overall student average of 28.1%.

School and Student Performance Data

Conditions & Climate Suspension Rate

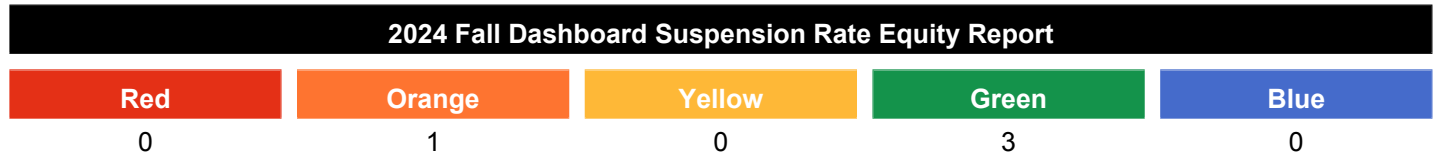
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>1.3% suspended at least one day</div> <div>Declined 0.5%</div> <div>391 Students</div>	<div>English Learners</div> <div></div> <div>Green</div> <div>0.5% suspended at least one day</div> <div>Increased 0.5%</div> <div>204 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>5 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>5 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>6 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>1.4% suspended at least one day</div> <div>Declined 0.5%</div> <div>368 Students</div>

Students with Disabilities  Orange 4.1% suspended at least one day Maintained 0% 97 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Filipino  No Performance Color 0 Students	Hispanic  Green 0.8% suspended at least one day Declined 0.5% 366 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 12.5% suspended at least one day 16 Students

Conclusions based on this data:

1. The suspension rate for students with disabilities remained consistent from the 2022-2023 to the 2023-2024 school year, suggesting a potential correlation with unduplicated student populations.
2. English learners' suspension rates increased by 0.5% from the 2022-2023 to the 2023-2024 school year, suggesting a potential correlation with unduplicated student populations.
3. Student suspension rates from the 2022-2023 school year to 2023-2024 declined 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 targeted support in the writing domain of the Language Arts summative assessment. While Dashboard scores show all subgroups have moved into the orange performance band for Language Arts—an improvement from the previous year—district-collected scores still indicate a high percentage of insufficient writing samples. These samples often reflected either minimal student writing or responses that were off-topic, a trend also observed at Mission Bell. Additionally, locally collected data (NWEA) from Fall 2024 showed that 51% of students in grades 1st–6th fell within the 1st–20th achievement percentile for reading. By Winter 2024, that number had slightly improved to 50%, indicating slow but measurable progress during the 2024–2025 school year. It is important to note that the NWEA assessment does not include a writing component, reinforcing the need for separate measures and interventions focused on writing skills. English Language Proficiency scores declined by 17.9% on the Dashboard, moving our school into the red performance band. However, English Learners still performed in the orange metric on the Language Arts Dashboard assessment. This discrepancy highlights a divergence between English language acquisition assessments and Language Arts performance. To address these concerns, literacy intervention and math specialists continued to assess all students at the beginning of the year and placed them into leveled cohorts based on literacy needs. A "Walk to Read" model was implemented in grades K–3, ensuring all students received tiered reading support aligned to their current level. These groups were facilitated by general education teachers, bilingual tutors, literacy specialists, and additional intervention staff. To support English learners, all teachers in grades 1st–3rd—including Special Education instructors—continued professional development in Quality Interactions for English Learners. In addition, a "Walk to Talk" model was launched in grades 3–6 to provide targeted ELD instruction at each student's proficiency level, supporting acquisition of the English language. For mathematics, intervention support was provided for grades 1st–6th, with demonstration lessons and coaching focused on grades 2nd, 4th, and 6th. Locally collected NWEA data from Fall 2024 showed 49% of students in grades 1st–6th scoring within the 1st–20th achievement percentile in Math. By Winter 2025, this dropped to 46%, indicating slow but steady progress. Some grade levels demonstrated significant gains—4th grade dropped from 53% to 47% in the 1st–20th percentile band, and 6th grade improved from 58% to 43%. These efforts were part of a strategic professional development plan designed to address students who belong to multiple subgroups. Literacy and math specialists continued to hold monthly "data talks" with grade-level teams to review individual student progress and refine intervention strategies. A trainer-of-trainers approach was used to build instructional capacity among teachers, with a focus on vocabulary development, 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
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	<p>ELA</p> <p>All Students: 79.4 points below standard English Learners: 84.2 points below standard Long-Term English Learners: NA Foster Youth: NA Homeless: NA Socioeconomically Disadvantaged: 81.2 points below standard Students with Disabilities: 156.9 points below standard African American: NA Asian: NA Filipino: NA Hispanic: 80.8 points below standard Native Hawaiian or Pacific Islander: NA White: NA Two or More Races: NA</p> <p>Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p>	<p>ELA</p> <p>All Students: 69.4 points below standard English Learners: 74.2 points below standard Long-Term English Learners: NA Foster Youth: NA Homeless: NA Socioeconomically Disadvantaged: 71.2 points below standard Students with Disabilities: 153.9 points below standard African American: NA Asian: NA Filipino: NA Hispanic: 70.8 points below standard Native Hawaiian or Pacific Islander: NA White: NA Two or More Races: NA</p> <p>Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p>
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	<p>MATH</p> <p>All Students: 89.6 points below standard English Learners: 89.6 points below standard Long-Term English Learners: NA Foster Youth: NA Homeless: NA Socioeconomically Disadvantaged: 90.2 points below standard Students with Disabilities: 170 points below standard African American: NA Asian: NA Filipino: NA Hispanic: 91.8 points below standard Native Hawaiian or Pacific Islander: NA White: NA Two or More Races: NA</p> <p>Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p>	<p>MATH</p> <p>All Students: 84.6 points below standard English Learners: 84.6 points below standard Long-Term English Learners: NA Foster Youth: NA Homeless: NA Socioeconomically Disadvantaged: 85.2 points below standard Students with Disabilities: 165 points below standard African American: NA Asian: NA Filipino: NA Hispanic: 91.8 points below standard Native Hawaiian or Pacific Islander: NA White: NA Two or More Races: NA</p> <p>Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p>
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by	Current Percentage of English Learners making progress: 32.5% Status Level: "Red"	Current Percentage of English Learners making progress: 51.7% Status Level: "Orange"

ELPAC on CASDB through English Learner Progress Indicator (ELPI)		
P4: English Learner Reclassification Rate during 2023-24 School Year	Reclassified Results 2023-24 3.49%	Reclassified 2024-2025 Goal 10%
LCFF Priority 8: Other Student Outcomes - NWEA ELA	Achievement Percentile: 20th All Grades: 20th All Grades (EL): 15th All Grades (Students with Disabilities): 3rd Grade 1: 15th Grade 2: 20th Grade 3: 25th Grade 4: 21st Grade 5: 24th Grade 6: 14th	Achievement Percentile: 25th All Grades: 25th All Grades (EL): 20th All Grades (Students with Disabilities): 5th Grade 1: 20th Grade 2: 25th Grade 3: 30th Grade 4: 25th Grade 5: 30th Grade 6: 20th
LCFF Priority 8: Other Student Outcomes - NWEA Math	Achievement Percentile: 22nd All Grades: 22nd All Grades (EL): 18th All Grades (Students with Disabilities): 3rd Grade 1: 27th Grade 2: 19th Grade 3: 27th Grade 4: 22nd Grade 5: 20th Grade 6: 27th	Achievement Percentile: 28th All Grades: 28th All Grades (EL): 23rd All Grades (Students with Disabilities): 8th Grade 1: 32nd Grade 2: 25th Grade 3: 32nd Grade 4: 27th Grade 5: 25th Grade 6: 32nd

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	<p>CCSS Implementation</p> <p>A. Mission Bell teachers will use the results of district/site assessments to modify instruction, 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>	All Students	<p>2979.00</p> <p>Title I Basic -- 3010</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Substitute Teachers</p> <p>70,938</p> <p>LCFF District -- 500 0707</p> <p>2000-2999: Classified Personnel Salaries</p> <p>EMCC Salary</p> <p>2,718</p> <p>LCFF District -- 500 0707</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Support Teacher Salary Split Funded</p> <p>99,204</p> <p>Title I Basic -- 3010</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>1000-1999: Certificated Personnel Salaries Support Teacher Salary Split Funded</p> <p>33,974 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Support Teacher Salary Split Funded</p> <p>1500.00 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Clerical Support</p>
1.2	<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>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>	All Students	<p>183,934 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries Support Teacher Salary 100%</p> <p>3061.00 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Duplo/Konica Lease/Maintenance</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.		
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	
1.4	<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	4,993 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Substitute Teachers for 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> <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>	All English Learners	70,412 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries (2) Bilingual Language Tutors (BLT) Salaries 3 hrs 3,432 Title III LEP -- 4203 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</p>	Preschool students	

	<p>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>		
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	<p>500</p> <p>LCFF Suppl/Conc -- 0707</p> <p>5000-5999: Services And</p> <p>Other Operating Expenditures</p> <p>Software Licenses</p>

Annual Review

SPSA Year Reviewed: 2024-25

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 Weekly grade-level collaboration and data analysis meetings have led to measurable academic gains across all grade levels, as evidenced by school-mandated assessment tools (DIBELS/SIPPS) from the Fall to Winter quarter (action A). These meetings have been refined to focus exclusively on data analysis, incorporating intervention specialists, bilingual tutors, and the newly added literacy coach to enhance discussions on student progress and intervention strategies (action B). Grade levels were also given dedicated release days to collaborate vertically, outlining focus standards and receiving targeted training from literacy and math specialists to better support designated subgroups, including English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities (actions C, D, and E). Additionally, support lessons were implemented by administration, the math intervention teacher, and the reading intervention teacher, providing demonstration lessons specifically for focus grades where cohort data indicated relative weaknesses (e.g., current 6th graders who showed lower performance as 5th graders). While incentive and awareness assemblies initially aimed to encourage participation and effort in state assessments, analysis showed that quicker ELPAC completion rates did not correlate with higher ELPI scores as reported on the dashboard (action H). Consequently, the focus of ELPAC awareness efforts shifted from incentives to emphasizing the cultural and educational importance of the assessment for families and parents, ensuring a deeper understanding of its purpose and impact.

1.2 Intervention specialists provided targeted academic support across all grade levels by forming cohorts of students with similar needs. These cohorts were closely monitored, and roughly under a quarter of the students successfully graduated from needing services. The majority of students in these cohorts belonged to at least one major subgroup, including English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities (actions A and C). A universal screener was utilized to build intervention cohorts, with progress tracked through SIPPS, NWEA, running records, and various assessment tools. Classroom teachers and intervention specialists collaborated to analyze these assessments, ensuring a comprehensive understanding of student growth and areas of need (action B). All primary students (1st-3rd grade) received targeted phonics instruction at their level, resulting in measurable growth from the Fall to Winter benchmark, as indicated by DIBELS assessments. Notably, nearly all these students were part of at least one major subgroup (actions A and C). Costco Tutors maintained their partnership with Mission Bell, expanding their focus to include Kindergarten in addition to 4th grade. They provided targeted literacy support for one hour per week over ten weeks, with three cohorts running from Fall to Spring, ultimately servicing over 30 students schoolwide. NWEA district data revealed growth in 4th grade that correlates with the intervention provided by Costco Tutors, while Kindergarten students demonstrated readiness for SIPPS reading group placement following their participation (action D).

1.3 To ensure students are college- and career-ready, they were provided with essential tools for success in instruction, including materials and organizational items to support note-taking procedures and innovative applications of learning. Despite these provisions, individual ELPAC and SBAC scores revealed that writing remained an area of concern and focus for grades 4-6. As a result, teachers received professional development from administration on state examination expectations for writing, calibration of instructional practices, and a deeper understanding of writing rubrics. Additionally, a literacy intervention teacher worked specifically with 4th and 6th grades to support classroom teachers by providing demonstration lessons on strengthening vocabulary development and writing skills. To further enhance instructional effectiveness, all teachers underwent QTEL training to better support English Language Development (ELD) instruction. Expected academic gains from these initiatives are anticipated to impact Language Arts SBAC scores as well as the school's ELPI score (actions A and B).

1.4 Literacy intervention teachers continued receiving training in literacy, while a newly formed literacy team participated in demonstration PD to replicate an effective intervention model. Grades 4 and 5 received PD from RCOE on number sense and math routines, including our Special Education partners (Action D). All staff were trained on QTEL (Quality Teaching for English Learners), and primary staff (1st-3rd) and BLTs received ongoing SIPPS training to refine their intervention blocks. Teachers also participated in PD on inclusion practices, differentiation models, and had continued access to newly adopted curriculum materials and training if needed. As a result, 98% of students in 1st-3rd grade showed growth on DIBELS, highlighting the effectiveness of these interventions. The Science of Reading training from the previous year helped maintain consistency in language and materials across primary classrooms. Notable improvements were seen in NWEA scores in 4th and 6th grades, particularly in classrooms that received demo lessons from intervention teachers, linking this to a reduction in red cohorts. Action A supports these efforts by ensuring all staff are equipped with the training and resources needed to integrate newly adopted materials into their instruction effectively.

1.5 Primary teachers were given release days to analyze teaching practices through an English Learner lens, with PD focused on SIPPS and monitored implementation from QTEL for student growth. While academic gains from Fall to Winter, as seen through NWEA benchmarks, showed some areas of celebration and some stagnation, further analysis revealed that English Learners showed overall improvement. For instance, 1% of English Learners were in the green cohort (at grade level) for their Reading benchmark in Fall, but that number increased to 4% in Winter, with the red cohort reducing by 1%. In math, the yellow cohort (nearing grade level) improved from 7% to 18%, demonstrating an increase in academic language within the math domain. Action D contributed to these improvements. Bilingual Tutors continued supporting English Learners in the classroom, and while reclassification numbers decreased from 2022-2023 to 2023-2024, a strategic schoolwide approach was implemented to develop a focused ELD schedule and monthly focus areas to strengthen instruction (Action B). TK/K received 20 minutes of ELD instruction, while 1st-6th grade received 30 minutes, giving teachers time to work in small groups on individual goals (Action A). ELD groups were formed with students who are at similar levels so that direct instruction could be better provided to make notable impacts to their proficiency. The principal, English Language Facilitator, and Community Schools Teacher on Special Assignment collaborated with the ELAC committee to address the needs of English Learners. Successes included consistent implementation of translated materials and communications, as well as literacy access for Spanish-speaking families, with initiatives like practicing English in the classroom, outreach to local libraries for library cards, and award recognitions for parents participating in ESL classes (Action E).

1.6 The integration of preschool with schoolwide events and procedures provides students with valuable opportunities to familiarize themselves with the broader campus, fostering a sense of comfort and belonging. This integration ensures that preschool students are seamlessly introduced to school routines and have access to the same experiences and resources as their peers. This allows administration to build relationships with students and families for a smoother transition once school age is reached. Parents are actively encouraged to engage with the front office, where bilingual support is provided in both English and Spanish, ensuring that all families have access to the services and resources they need to support their children's success (Action A-C).

1.7 The use of Chromebooks in TK-6 continues to enhance technological awareness and proficiency among students. In addition to this, access to free programs like PearDeck supports younger students in engaging with interactive tools such as drag-and-drop features, which helps them access digital assessments like NWEA without technology barriers impacting their ability to demonstrate academic growth. Teachers in grades 1st-6th are all trained by Common Sense Media to teach students about digital citizenship and the importance of managing their digital footprint (Action A). Free platforms such as ClassDojo, xTra Math, Prodigy, and EPIC remain valuable tools for building fluency and number sense, providing cost-effective solutions for skill development (Action B). The purchase of Amplify, funded through the literacy grant, has further supported the monitoring and growth of literacy goals, with data indicating notable progress in 1st-3rd grade literacy development.

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 overall between the expected/planned budget and the actual realized budget for the implementation of the strategies and activities aligned to the articulated goal. The budgets associated with Action 1.1C, utilizing Title I funds, and Action 1.5A, supported by Title III funds for English Learner (EL) support, are on track to be fully expended by the end of the 2024–2025 school year. Additionally, Literacy Grant funds and Community Schools grant funds have supplemented the implementation efforts by providing additional materials and supplies, coverage through substitute teachers, and compensation for teacher hourly work.

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

As a result of this analysis, several changes will be made to the goal, annual outcomes, metrics, and strategies/activities due to a reduction in federal funding. Many action items and their associated partnered budgeted items will require revision and reduction. Specifically, Action Items 1.1A, 1.1B, 1.1C, and 1.1H will now be supported and funded through Literacy Coach and Reading Specialist Grant funds. Additionally, Community Schools funds will supplement Action Items 1.3A, 1.3B, and 1.3C. Professional development activities outlined in Action Items 1.4A and 1.4C will also be supported through both the Community Schools Grant and the Literacy Coach and Reading Specialist Grant. With the continued implementation of the Literacy Coach and Reading Specialist Grant, resources will be reallocated to support and monitor Tier 1 instruction, shifting focus away from Tier 2 intervention practices. Expected outcomes will continue to be monitored through the end of the academic year, and literacy team members will utilize designated release days to assess the implementation and efficiency of strategies. Furthermore, QTEL (Quality Teaching for English Learners) trainings for grades 1–3 will be dissolved, as 100% of the planned training implementation will be completed during the 2024–2025 school year. Lastly, various funding reductions have also been made to accommodate salary increases that took effect during the 2024–2025 school year. These updates and revisions can be found in the relevant sections of the SPSA.

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 for students with disabilities remained elevated but showed improvement from the previous year, shifting from the red to the orange performance band. This subgroup continues to be overrepresented in suspension data. However, suspensions for English Learners remained low, and a 0.5% decrease in the overall suspension rate—despite the continued intersection of disability and socioeconomic disadvantage—reflects growth in the implementation of restorative practices and behavioral interventions. Despite this progress, LCAP survey results from Winter 2025 reveal a decline in students' emotional well-being compared to Fall 2024. Students reported lower levels in multiple areas: challenging feelings, emotional regulation, teacher-student relationships, valuing school, and school climate. Notably, students expressed increased feelings of anger and a decreased sense of control over their emotions and impulses, despite being socially aware of their behavior. In response, all staff received professional development refreshers in trauma-informed practices focused on meeting the emotional needs of students and de-escalating heightened emotional states. Daily Second Step lessons continued across all classrooms—including special education—addressing critical social-emotional learning areas such as bullying, self-awareness, mental health, and relationship-building. To further support self-regulation, calming corners were implemented in 70% of classrooms, helping students proactively manage their emotions and reduce behavioral outbursts. In alignment with PBIS, campus-wide initiatives such as "College & Career Readiness-Strong" and "Caught Doing Good" promoted positive behavior. Additionally, a new slogan, B.R.U.I.N.S. (Brave – Resilient – Unified – Influential – Noble – Safe), was introduced alongside a new "Bruins of the Week" recognition program to celebrate strong character and citizenship. These efforts were also informed by Panorama data from Spring 2023, which previously identified student needs around school safety, climate, and sense of belonging. The goal moving forward is for student experience data to trend positively by Spring 2025, particularly in areas related to teacher-student relationships and emotional regulation, which have now been clearly identified as focal points. On the attendance front, chronic absenteeism improved, decreasing by 7.7% from the previous year. Still, students with disabilities remain overrepresented, with 38.3% chronically absent—down from 40.4%—landing this subgroup in the orange performance band. Proactive steps were taken early in the school year, including pre-intervention meetings and parent check-ins in August and September, targeting students with prior negative attendance trends. SART meetings followed in December, taking into account the medical needs of students with disabilities. Monthly attendance team meetings were held to monitor overall trends and provide targeted support for high-risk students, particularly those with disabilities. These meetings, conducted outside of IEP or SART protocols, addressed barriers such as healthcare, transportation, and financial strain—with consistent home communication to strengthen the school-to-family connection. To support students' social-emotional wellness and reduce absenteeism, the school now employs two Behavioral Health Associates—one full-time and one part-time—who provide direct support to students identified as needing intervention, while also helping foster caring adult relationships on campus.

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	<p>"Percentage of facilities meeting ""Good Repair"" status: %100</p> <p>Source: 2024-25 School Accountability Report Card (SARC)"</p>	<p>Percentage of facilities meeting "Good Repair" status: 100%</p> <p>Source: 2025-26 School Accountability Report Card (SARC)</p>
LCFF Priority 5: School Attendance Rate	<p>TK: 89.7188% K: 89.253% 1: 92.7137% 2: 89.9155% 3: 92.0699% 4: 90.8065% 5: 92.6508% 6: 91.2785%</p> <p>Source: Student Information System P-2 report</p>	<p>TK: 91% K: 91% 1: 94% 2: 91% 3: 94% 4: 92% 5: 94% 6: 93%</p> <p>Source: Student Information System P-2 report</p>
LCFF Priority 5: Chronic Absenteeism Rate	<p>All Students: 28.1% English Learners: 21.3% Long-Term English Learners: NA Foster Youth: NA Homeless: NA Socioeconomically Disadvantaged: 27.9% Students with Disabilities: 38.3% African American: NA Asian: NA Filipino: NA Hispanic: 27.1% Native Hawaiian or Pacific Islander: NA White: 50% Two or More Races: NA</p> <p>Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p> <p>Source: Fall 2024 Dashboard</p>	<p>All Students: 25% English Learners: 18% Long-Term English Learners: NA Foster Youth: NA Homeless: NA Socioeconomically Disadvantaged: 24% Students with Disabilities: 35% African American: NA Asian: NA Filipino: NA Hispanic: 24% Native Hawaiian or Pacific Islander: NA White: 40% Two or More Races: NA</p> <p>Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy.</p> <p>Source: Fall 2025 Dashboard</p>
LCFF Priority 6: Pupil Suspension Rate	<p>All Students: 1.3% English Learners: 0.5% Long-Term English Learners:NA Foster Youth:NA Homeless:NA Socioeconomically Disadvantaged: 1.4% Students with Disabilities: 4.1% African American:NA Asian:NA Filipino:NA Hispanic: 0.8% Native Hawaiian or Pacific Islander:NA White: 12.5% Two or More Races:NA</p>	<p>All Students: 1% English Learners: 0.2% Long-Term English Learners:NA Foster Youth:NA Homeless:NA Socioeconomically Disadvantaged: 1% Students with Disabilities: 2% African American:NA Asian:NA Filipino:NA Hispanic: 0.8% Native Hawaiian or Pacific Islander:NA White: 5% Two or More Races:NA</p>

	Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy. Source: Fall 2024 Dashboard	Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy. Source: Fall 2025 Dashboard
LCFF Priority 6: Pupil Expulsion Rate	All Students: 0 Source: Data Quest 2023-24	All Students: 0
LCFF Priority 6: School Climate Survey: School Safety (6th grade)	Percent favorable perceptions of student physical and psychological safety at school 55% Source: Panorama Student Survey	Percent favorable perceptions of student physical and psychological safety at school 60% Source: Panorama Student Survey
LCFF Priority 6: School Climate Survey: School Connectedness (6th grade)	Percent favorable of how much students feel they are valued members of the school community. 58% Source: Panorama Student Survey	Percent favorable of how much students feel they are valued members of the school community. 63% Source: Panorama Student Survey
LCFF Priority 6: School Climate Survey: Caring Relationships (6th grade)	Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom. 65% Source: Panorama Student Survey	Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom. 70% Source: Panorama Student Survey

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. 3. Maintain a clean and orderly campus. 4. Follow child abuse reporting procedures. 5. Notify teachers of dangerous students. 6. Distribute the Discrimination and Harassment policy to employees, students, and parents. 7. Provide support in behavior and social-emotional learning. 8. Enforce the school and district dress code. 9. Enforce school and district rules and procedures. 10. Revise and distribute the parent/student handbook. 	All Students	<p>69,910</p> <p>LCFF District -- 500 0707</p> <p>2000-2999: Classified</p> <p>Personnel Salaries</p> <p>(1) Health Care Aide Salary</p>

	<p>11. Provide a place for a Mobile Health Clinic once a month.</p> <p>12. 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>		
2.2	<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.</p> <p>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>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>	All Students	<p>2,000</p> <p>LCFF Suppl/Conc -- 0707</p> <p>4000-4999: Books And Supplies</p> <p>Materials and Supplies as it relates to college readiness</p>

Annual Review

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). A Wellness Fair was conducted during Red Ribbon Week, focusing on early intervention for grades 1-3. This event was sponsored by our Community Schools partnership on campus and facilitated by parents and student leaders in our PALS group. Local firefighters participated, and Friday Night Live (an organization supporting student wellness) and a Literacy Coach were present to raise awareness of community organizations around the city. The goal of this event was to expose younger students to strong and wise decision-making. The remaining campus for grades K-6 participated in numerous awareness days and giveaways, all focused on the wellness of the whole child. 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. Our focus on trauma-informed practices continued with PICO and Behavioral Health Associates leading the charge. Second-step behavioral support lessons were provided for grades K-6 to support the development of social and emotional learning, with lessons happening 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). Currently, 70% of the staff are formally trained with calming corners, and implementation is active in those classrooms as well as the front office. “Check-in, Check-out” services were provided for our high-profile students who struggle with safety and behavior, as well as a focus skills group for 6th-grade female students who struggle with peer interactions. 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 held throughout the year. The adoption of Peer Assisted Leadership (PALs) for the 2024-2025 school year will assist with peer mediation, sharing of rules on campus, and community service (action D). With the success of PALS, the Early Act Community Rotary Club was founded, marking the first elementary-level chapter in Riverside County, to develop and promote community service awareness and acts. Improvements in student voice gathered from Panorama Survey in the areas of supportive relationships and social awareness from Fall to Winter were found. 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 a focus 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 their fullest capacity (action #12 for A). Our Health Care Aide meets 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 College and career readiness concepts are encouraged throughout the school to support positive behavior intervention support (PBIS). “Caught doing good” tickets and “BRUINS strong” tickets are used to encourage and highlight improved and desired behaviors. The shift from AVID strong to BRUIN strong came from student discussions on how they wanted to be viewed and how they wanted to carry themselves. Through these discussions, BRUINS came to stand for Brave, Resilient, Unified, Influential, Noble, and Safe. 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 2023-2024 to 2024-2025, with a steady decline in major behaviors and major disciplinary actions, showing early signs of reducing suspensions and promoting more effective reflection and discussion dialogues. Feel Good Fridays were established for students who struggle with peer interactions, conflict, and regulation. This is in addition to Wellness Wednesdays, which have a similar focus. Cohort data shows an increase in student emotion and sense of belonging, particularly among students who were in 5th grade in 2023-2024 and are now in 6th grade in 2024-2025. This data demonstrates the positive impact of ongoing student support systems. Professional development regarding trauma and PBIS was observed throughout the year, with early evidence showing an increase in student wellness, as indicated by Panorama Data comparisons from Spring 2023 to Winter 2024 (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.

2.3 The majority of the actions listed here will remain in place as early evidence has shown their effectiveness in implementation. The continued use of PICO's Behavioral Health Providers has been actively sustained for the 2024-2025 school year due to consistent referrals from staff. While the district shifts focus away from Elementary AVID has been in full effect, the emphasis on college and career readiness remains a priority. Students were exposed to college field-trips, college celebration weeks, and college gear initiatives. Core elements that support PBIS initiatives for behavior and responsibility will continue to be prioritized, with future adjustments reflected in Goal 1, Action 1.3. Being added to the PBIS cohort in Year 1 has allowed much of the groundwork done during 2023-2024 and 2024-2025 to provide a strong foundation for cohesive and streamlined PBIS practices. Various funding reductions continued to be made to allocate salary increases during the 2024-2025 school year. Goal 2.1, Action H now includes the implementation of Peer Assistance Leadership (PALs) for students in 4th-6th grade, overseen by our Community Schools TSA. This program 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 participate will represent various subgroups, including McKinney-Vento, English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.

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 shows a significant improvement in parent engagement and involvement, reflected in both high parent participation in surveys and increased presence at school events. While satisfaction with the school and district has consistently remained high, the sample size of respondents this year was the strongest it has ever been. During the 2023–2024 school year, approximately 10% of families completed the LCAP survey. In 2024–2025, that number rose dramatically to 65%, marking a substantial increase in parent involvement and ongoing parent-school communication. To build on this momentum, we have continued to adopt and implement parent-informed strategies—such as shifting from digital-only flyers to printed copies sent home and even personally distributing flyers to parents during arrival and dismissal times. These responsive practices reflect how the school actively listens to and acts upon parent feedback. In our second year as a Community School, we remained focused on sustaining and expanding parent relationships. The Community School Parent Room evolved into a well-utilized, welcoming space that fostered an open-campus feel and served as a hub for parents, community members, and students alike. This space continued to offer access to canned goods, clothing, healthcare, mental health support, cultural awareness programming, and financial services. Parents used this space to register for summer school, receive financial literacy and mental health support, access literacy resources, complete surveys, and more. Students also benefited from Community Schools programming, including participation in PAL (Peer Assistance Leadership) programs, Early Act Community Service Clubs, and Check-In/Check-Out conflict mediation groups aimed at building student leadership and restorative practices. Looking ahead, the Clothing Closet, currently housed in the Parent Room, will be expanded into a dedicated Clothing Closet Room—a safe and private space fully funded by the Community Schools grant—to serve parents, students, and community members with clothing needs. Additional opportunities for parent involvement in 2024–2025 included the launch of Parent Academy, a series of weekly classes tailored to family interests and needs. Parent volunteers also actively supported events such as the Mental Health and Wellness Fairs and participated in the school's triannual Family Picnics, helping to foster a strong, connected campus community.

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	The percentage of parents who responded favorably to the question: "This school encourages parents to be an active partner with the school in educating my child." 98.7% Source: LCAP Parent Survey Winter 2024-25	The percentage of parents who responded favorably to the question: "This school encourages parents to be an active partner with the school in educating my child." 99% Source: LCAP Parent Survey Winter 2025-26
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	The percentage of staff who responded favorably to the question: "My school encourages parental involvement (engagement events, volunteerism, etc.)." 95.2% Source: LCAP Staff Survey Winter 2024-25	The percentage of staff who responded favorably to the question: "My school encourages parental involvement (engagement events, volunteerism, etc.)." 97% Source: LCAP Staff Survey Winter 2025-26
Parent & Family Engagement: California School Parent Survey LCFF Priority 3	The percentage of parents who responded favorably to the question: "Teachers communicate with parents about what students are expected to learn in class. " 97.9% Source: LCAP Parent Survey Winter 2024-25	The percentage of parents who responded favorably to the question: "Teachers communicate with parents about what students are expected to learn in class. " 99% Source: LCAP Parent Survey Winter 2025-26
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	The percentage of staff who responded favorably to the question: "My school effectively communicates with parents/guardians regarding student progress." 95.2% Source: LCAP Staff Survey Winter 2024-25	The percentage of staff who responded favorably to the question: "My school effectively communicates with parents/guardians regarding student progress." 97% Source: LCAP Staff Survey Winter 2025-26

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
3.1	Parent Engagement 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	All Students	1500.00 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries

	<p>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. Continuation of Community Schools, Community Schools TSA, Community Schools Parent Room, and Community Schools outreach parent events</p>		<p>Teacher Hourly</p> <p>1,390.00</p> <p>Title I Parent Involvement -- 3010 1902</p> <p>4000-4999: Books And Supplies</p> <p>Refreshments and Snacks</p>
3.2	<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 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>	All Students	

Annual Review

SPSA Year Reviewed: 2024-25

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.

Goal 3.1 Family and Community Engagement Enhancements: Back to School Night during the 2024–2025 school year saw even higher attendance than the previous year, a result of strong home-to-school communication efforts over the summer and the inclusion of multiple community organizations that aligned with the school's literacy and whole-child initiatives (Action A). Outreach platforms such as ParentSquare, Class Dojo, the Digital Marquee, and social media were leveraged to inform families of key school events and updates. These posts averaged between 200–300 engagements and yielded a positive engagement score of 80–90%, an increase from the prior year (Action D). To further promote community partnerships and resource access, this year's Back to School Night included booths and support from Kona Ice (who donated a portion of proceeds), Costco (which sponsored food), as well as tables hosted by Think Together, Behavioral Health Services, the Literacy Team, and Community Schools. These stations provided parents with informational materials, access to resources, and highlighted the school's commitment to a comprehensive approach to supporting student success. Families were also informed about changes impacting the school, such as revised focus goals and instructional priorities for the academic year. To ensure accessibility and inclusivity, all communication was translated to support our 55% English Learner population. Additionally, translators were available for Parent Conferences, IEPs, SSTs, and Behavioral Health Assessments. Mission Bell's School Site Council (SSC) and English Language Advisory Committee (ELAC) are composed of diverse parent representation, ensuring input from families of English Learners, Students with Disabilities, McKinney-Vento students, Newcomers, and Socioeconomically Disadvantaged students. These groups meet regularly to discuss the evolving needs of the school community and guide key decision-making processes (Action F). The 100 Mile Club continued with strong participation—80% of students were active in the club, although not all attended the weekly Tuesday night runs (Action G). Support for early literacy and small group instruction expanded through the volunteer work of middle and high school students across the district, including tutors from Costco who worked specifically with TK/K and 4th-grade students (Action C). To foster family engagement and support at home, parent outreach classes such as ESL, Financial Literacy, and Parent Academy were offered throughout the year, with consistent participation. These sessions included free babysitting for children under five, staffed by classified employees. As engagement increased, the Community Schools Parent Room continued to grow, and plans for a Clothing Closet were initiated to be fully developed during the 2025–2026 school year to further support family and student needs.

Goal 3.2 Literacy Access and Community Resources: Efforts to expand literacy access remained a priority. Families were encouraged to utilize the school library, and a system was implemented that allowed parents to check out books under their child's school account while district-level policies were finalized. Additionally, partnerships with local public libraries—including Glen Avon Library and Robidoux Library—were formed to provide free library cards for students and parents, extending access to community-based literacy resources. The Scholastic Book Fair was held twice during the school year, with strong parent involvement in organizing and facilitating the events. Literacy continued to be promoted through ongoing book giveaways, which provided students with free, high-interest reading materials to encourage a love of reading and increase access to literature (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.

There were no significant differences between the intended implementation and the budgeted expenditures at this time. Additional books were acquired through generous support from external sources, including the Barona Indian Education Grant, which provided funding for a range of culturally relevant and engaging books, and a donation from Pi Beta Phi, which supplied books specifically for the school's book vending machine. These contributions, along with other community donations, expanded access to literature across the school without requiring an increase to the proposed expenditures under 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.

There were some updates and refinements made to Goal 3.1 and Goal 3.3 during the 2024–2025 school year to reflect evolving site needs and the integration of new programs and community partnerships.

Goal 3.1 Updates:

While the Booster Club was not officially launched during the 2023–2024 school year, foundational work began in Winter 2024–2025 with support from parent representatives and the Community Schools Teacher on Special Assignment

(TSA). This groundwork laid the framework for a formal Booster Club, scheduled to launch during the 2025–2026 school year. In the interim, fundraising efforts were sponsored by individual grade levels and through community partnerships and donations. These funds supported a variety of school-based needs including classroom materials, field trips, and student enrichment opportunities. A more uniform approach to fundraising and resource allocation was developed to streamline requests by grade level and allow administration to review and approve desired supplies, events, and other initiatives to support student learning. Notably, in direct response to feedback from the District Advisory Council calling for expanded enrichment for Gifted and Talented Education (GATE) students, a STEM-focused field trip to SoFi Stadium was organized and sponsored—demonstrating the site's commitment to listening to and acting on district-level feedback. Additionally, Action I under Goal 3.1 was expanded to support Mission Bell's designation as a Community School. This action includes the addition of a Teacher on Special Assignment (TSA), a dedicated Community Schools Parent Room, and enrichment parenting classes focused on literacy, financial literacy, and family engagement. More recently, a Clothing Closet was established to support students and families in need, and a monthly Community Hike wellness event was introduced. This hike, scheduled on Saturday School days, promotes parent wellness while supporting attendance initiatives. Babysitting is provided during the event and funded through the Community Schools grant. All aspects of this initiative are fully supported through Community Schools funding and do not draw from the general school budget.

Goal 3.3 Updates (now aligned under Goal 3.1):

Action F, which includes Family Literacy and Math Nights, was added and updated under Goal 3.1. These events are fully funded through the Literacy Coach and Reading Specialist Grant. Their primary goal is to support our vision that all students in TK–6 build strong reading fluency and number sense. Teachers on the Literacy Team are compensated hourly for their participation, while additional certificated staff who contribute to the events are also paid hourly. Classified staff receive compensation for providing babysitting services during these events to ensure accessibility for all families. These updates reflect Mission Bell's commitment to responsive planning, stakeholder collaboration, and equitable implementation of academic and family support programs—while remaining within budgetary guidelines and leveraging external funding to expand services.

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	\$108,505.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$552,445.00
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 (\$)
Title I Basic -- 3010	\$103,683.00
Title I Parent Involvement -- 3010 1902	\$1,390.00
Title III LEP -- 4203	\$3,432.00

Subtotal of additional federal funds included for this school: \$108,505.00

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

State or Local Programs	Allocation (\$)
LCFF District -- 500 0707	\$327,500.00
LCFF Suppl/Conc -- 0707	\$116,440.00

Subtotal of state or local funds included for this school: \$443,940.00

Total of federal, state, and/or local funds for this school: \$552,445.00

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	103,683	0.00
Title I Parent Involvement -- 3010 1902	1,390	0.00
Title III LEP -- 4203	3,432	0.00
LCFF Suppl/Conc -- 0707	116,440	0.00
LCFF District -- 500 0707	327,500	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	327,500.00
LCFF Suppl/Conc -- 0707	116,440.00
Title I Basic -- 3010	103,683.00
Title I Parent Involvement -- 3010 1902	1,390.00
Title III LEP -- 4203	3,432.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	332,734.00
2000-2999: Classified Personnel Salaries	212,760.00
4000-4999: Books And Supplies	3,390.00
5000-5999: Services And Other Operating Expenditures	3,561.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	186,652.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	140,848.00

1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	38,967.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	71,912.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	2,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	3,561.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	103,683.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	1,390.00
1000-1999: Certificated Personnel Salaries	Title III LEP -- 4203	3,432.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	477,645.00
Goal 2	71,910.00
Goal 3	2,890.00

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
Michelle Rayfield	Classroom Teacher
Beatriz Valadez	Classroom Teacher
Joanne Tyler	Classroom Teacher
Sonya-Avina Martinez	Other School Staff
Angelica Quintero	Parent or Community Member
Mireya Ruvalcaba	Parent or Community Member
Natalie Frias	Parent or Community Member
Daniela Miranda	Parent or Community Member
Lizeth Hernandez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/16/2025.

Attested:



Principal, Angelena Aguilera on 5/16/2025

SSC Chairperson, Michelle Rayfield on 5/16/2025

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.

Instructions: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

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 B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

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/>

Updated by the California Department of Education, October 2023