

School Year:

2022-23



## School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

**School Name**

Mission Bell Elementary School

**Address**

4020 Conning Street  
Jurupa Valley, CA 92509-2599

**County-District-School (CDS) Code**

33 67090 6032189

**Principal**

Josefina Gamez

**District Name**

Jurupa Unified School District

**SPSA Revision Date**

May 2022

**Schoolsite Council (SSC) Approval Date**

May 19, 2022

**Local Board Approval Date**

June 13, 2022

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

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# School Vision and Mission

## ABOUT THIS SCHOOL

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

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

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

Our motto is: "Mission Bell knows no limits to the academic success of each child." The District's motto is: "Learning Without Limits"

## School Profile

Describe The students and community and how school serves them.

### The Story

The Jurupa Unified School District serves over 19,000 students in grades transitional kindergarten through twelve. Established in 1963, our school district includes 16 elementary schools, 1 K-8 school, 3 middle schools, 3 comprehensive high schools, a continuation high school, and an adult school. Spanning 44 square miles in western Riverside County, Jurupa Unified School District is committed to academic excellence. Mission Bell houses a state preschool program with two classes. One class is held in the morning and the other in the afternoon. Two preschool teachers and four preschool aides staff the preschool. The preschool emphasizes both developmental skills and pre-kindergarten academic readiness skills as a part of their curriculum.

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

Mission Bell is a schoolwide Title I school. Mission Bell School presently serves 370 students in grade TK-6. 96% of the school's population participates in the free and reduced lunch program. English language learners represent 50% of the student population. Approximately 97% of the students are Hispanic, and 3% are other ethnicities. GATE students are identified beginning in 2nd grade and are served in grades 2-6. Mission Bell currently has 3 students identified as GATE. Students receiving special education services are served by 1.5 resource specialists, two speech/language pathologists as well as teachers and aides in two SDC classes. A library is available to students and parents. Every student in grades TK-6 has a Chromebook which they use in the classroom on a daily basis. The Chromebooks are sent home with 2nd - 6th grade students each day. Every Wednesday is a minimum day for planning and staff development activities.

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

In an effort to provide a safe school environment at Mission Bell, activity supervisors assist with student supervision and safety before and during the school day. Teachers at Mission Bell provide instruction of the Common Core State Standards (CCSS) in math using district adopted curriculum McGraw Hill My Math in grades K-6. Teachers provide instruction in CCSS to students in grades K – 6 using the adopted ELA/ELD Language Arts curriculum McGraw Hill Wonders.

An elementary media center clerk works full-time to check out books to students and teachers, inventory and track all library resources, including Chromebooks, process the purchase of books and/or other instructional materials requested by teachers, and provide bi-weekly Makerspace lessons. The library houses 7,000 books and reference materials.

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

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

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

## SPSA Highlights

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

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

- AVID
- AVID Strong PBIS
- Reading Intervention
- Math Intervention
- ELD Focus

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

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

Similarly to Primary Intervention, a reading intervention teacher has been committed to the effort of supporting successful readers in grades four through six.

\* We will continue Guided Reading to include all grade levels in grades TK-6th

- \* We will continue to provide Intervention for Mathematics in grades TK-6th
- \* We will offer more workshops for parents to build that Home to School Connection.

## Review of Performance – Comprehensive Needs Assessment

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

### Greatest Progress

Data in this school plan is based on the 2019 SBAC Dashboard and CALPADS. Due to the COVID pandemic, CAASPP was suspended for two years. CAASPP resumed in the 2021-22 school year. Mission Bell's staff, Leadership Team, School Site Council members, and ELAC parents looked over the SPSA and provided input to identify areas of strengths and areas for improvement.

NWEA assessments in reading and math were given to students for the first time this year. In Reading, our fifth-grade students surpassed the RIT growth norm. In Math, fifth and sixth-grade students came the closest to meeting the RIT growth norm.

Grade-level teams completed a SWOT (strengths, weaknesses, opportunities, and threats) analysis based on the 2021-2022 school year. Based on this analysis, it is evident that we are doing many things to support students academically, socially, and emotionally. Among the things we are doing well are collaborating in grade-level teams, differentiating instruction, small-group instruction, morning meetings for social-emotional support, the inclusion of students with disabilities, Accelerated Reader incentives, and school-wide PE.

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

### Greatest Needs

Data is based on the 2019 SBAC Dashboard and CALPADS. Due to the COVID pandemic, CAASPP was suspended for two years. CAASPP resumed in the 2021-22 school year.

Results from our NWEA assessments show that we have lots of room for improvement. Most of our grade levels did not meet growth norms in Reading and Math.

The 2020-2021 ELPAC results show that only 5.59% of students scored at level 4 on the English proficiency assessments. In order for English language learners to be considered for reclassification, they must score at level 4 on the ELPAC. Therefore, only 7 students were reclassified.

Based on the SWOT analysis, the home-school connection is an area of greatest need. As a school, we have reached out to parents through mailings, personal phone calls, and social media, yet participation in school committees has been minimal. One possible reason behind low participation can be attributed to the COVID restrictions which were in place. Another reason can be parent work schedules.

Another area of great need is student attendance. While the dashboard was suspended for the past two years, local data show high number of absences during the 2021-2022 academic school year. High rate of absences can be attributed to quarantine requirements and other health mandates.

Teachers also find collaboration is often not as productive as it is meant to be due to the nature of working at a small school. Primary and 6th grade teachers have at least 2 teachers at each grade but 4th and 5th grade teachers do not have a partner to collaborate with. Therefore, vertical collaboration will facilitate more productive collaboration among teachers.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these performance gaps?

## Performance Gaps

All aspects of the CA Dashboard indicators will be addressed by the site team next year.

In order to close achievement gaps, we will continue to build on our current strengths. In addition, teachers and support staff will be offered professional development opportunities in the core subject areas and English Language Development. Professional development opportunities will increase teacher efficacy which will positively impact student achievement.

In order to strengthen home-school connections, different parent involvement opportunities will be made available. Parents will be invited to participate in school functions such as parent workshops, fundraising events, and classroom volunteer opportunities. Outreach and communication will happen through personal and mass invitations by way of phone calls, ParentSquare communication, and social media.

## Purpose and Description

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

Schoolwide Program

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

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

- 1.) Guided Reading/Literacy Intervention
- 2.) Integrated and Designated ELD resources and implementation of best instructional practices for grades TK-6th
- 3.) Common Core curriculum
- 4.) Continued focus and implementation on Elementary AVID strategies and implementation and positive behavior strategies implementation with a growth mindset.
- 5.) Continued training and implementation of technology with staff and students



- 6.) Increase parent involvement and school connectedness
- 7.) Increase and promote student engagement and achievement

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

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

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

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	65	61	53
Grade 1	41	57	48
Grade 2	64	53	64
Grade3	54	64	48
Grade 4	50	51	64
Grade 5	54	48	54
Grade 6	52	59	47
<b>Total Enrollment</b>	380	393	378

### Conclusions based on this data:

1. The current trend for our school, just like the district's, is declining enrollment.
2. There was a slight increase from the 2018-2019 school year to the 2019-2020 school year, but enrollment declined in the 2020-2021 school year.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	200	199	189	52.6%	50.6%	50.0%
Fluent English Proficient (FEP)	51	57	40	13.4%	14.5%	10.6%
Reclassified Fluent English Proficient (RFEP)	7	13	7	3.2%	6.5%	3.5%

### Conclusions based on this data:

1. Only students who score at a Level 4 on the ELPAC are eligible to reclassify. Therefore, only 7 students met the reclassification criteria in the 2020-2021 school year.
2. In order to support ELL's academic growth and increase reclassification numbers, designated and integrated must happen daily. The principal must monitor ELD implementation more closely.
3. Teachers may need additional professional development addressing best ELD teaching practices.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	61	55	47	61	55	0	61	55	0	100	100	0.0
Grade 4	59	49	65	58	49	0	58	49	0	98.3	100	0.0
Grade 5	56	60	53	56	60	0	56	60	0	100	100	0.0
Grade 6	70	53	48	69	51	0	69	51	0	98.6	96.2	0.0
All Grades	246	217	213	244	215	0	244	215	0	99.2	99.1	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2367.4	2384.8		8.20	3.64		16.39	21.82		19.67	43.64		55.74	30.91	
Grade 4	2423.9	2446.7		10.34	20.41		18.97	16.33		24.14	32.65		46.55	30.61	
Grade 5	2452.3	2472.9		3.57	8.33		23.21	33.33		25.00	18.33		48.21	40.00	
Grade 6	2511.9	2504.2		10.14	9.80		28.99	29.41		33.33	31.37		27.54	29.41	
All Grades	N/A	N/A	N/A	8.20	10.23		22.13	25.58		25.82	31.16		43.85	33.02	

### 2019-20 Data:

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<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	8.20	10.91		37.70	43.64		54.10	45.45	
<b>Grade 4</b>	12.07	16.33		50.00	44.90		37.93	38.78	
<b>Grade 5</b>	3.57	16.67		53.57	46.67		42.86	36.67	
<b>Grade 6</b>	8.70	17.65		55.07	43.14		36.23	39.22	
<b>All Grades</b>	8.20	15.35		49.18	44.65		42.62	40.00	

2019-20 Data:

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<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	9.84	5.45		27.87	60.00		62.30	34.55	
<b>Grade 4</b>	8.62	14.29		48.28	65.31		43.10	20.41	
<b>Grade 5</b>	8.93	18.33		53.57	53.33		37.50	28.33	
<b>Grade 6</b>	20.29	17.65		44.93	54.90		34.78	27.45	
<b>All Grades</b>	12.30	13.95		43.44	58.14		44.26	27.91	

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	3.28	5.45		54.10	70.91		42.62	23.64	
Grade 4	5.17	8.16		65.52	75.51		29.31	16.33	
Grade 5	7.14	8.33		48.21	61.67		44.64	30.00	
Grade 6	7.25	13.73		73.91	68.63		18.84	17.65	
All Grades	5.74	8.84		61.07	68.84		33.20	22.33	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	13.11	7.27		44.26	58.18		42.62	34.55	
Grade 4	13.79	14.29		53.45	57.14		32.76	28.57	
Grade 5	7.14	20.00		57.14	43.33		35.71	36.67	
Grade 6	24.64	9.80		49.28	58.82		26.09	31.37	
All Grades	15.16	13.02		50.82	53.95		34.02	33.02	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. The percentage of students in grades 3, 4, and 6 that met or exceeded standards increased while the percentage of those below standard, decreased. 6th grade increased the percentage of students that were above average in all ELA strands.
2. Mission Bell students are performing below the state average mastery of CCSS.
3. 50% of students in all grades are below standard in reading and 39% of students are below standard in writing.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	61	55	47	61	55	0	61	55	0	100	100	0.0
Grade 4	59	49	65	59	49	0	59	49	0	100	100	0.0
Grade 5	56	60	53	56	60	0	56	60	0	100	100	0.0
Grade 6	70	53	48	70	52	0	70	52	0	100	98.1	0.0
All Grades	246	217	213	246	216	0	246	216	0	100	99.5	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2368.2	2385.6		3.28	7.27		14.75	16.36		27.87	29.09		54.10	47.27	
Grade 4	2432.0	2449.3		5.08	6.12		18.64	28.57		37.29	30.61		38.98	34.69	
Grade 5	2451.2	2452.1		7.14	6.67		10.71	15.00		26.79	21.67		55.36	56.67	
Grade 6	2492.0	2492.0		7.14	7.69		17.14	23.08		34.29	21.15		41.43	48.08	
All Grades	N/A	N/A	N/A	5.69	6.94		15.45	20.37		31.71	25.46		47.15	47.22	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	6.56	14.55		32.79	32.73		60.66	52.73	
<b>Grade 4</b>	13.56	16.33		32.20	42.86		54.24	40.82	
<b>Grade 5</b>	7.14	11.67		26.79	21.67		66.07	66.67	
<b>Grade 6</b>	8.57	15.38		34.29	34.62		57.14	50.00	
<b>All Grades</b>	8.94	14.35		31.71	32.41		59.35	53.24	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	9.84	10.91		39.34	38.18		50.82	50.91	
<b>Grade 4</b>	5.08	14.29		47.46	51.02		47.46	34.69	
<b>Grade 5</b>	7.14	8.33		39.29	41.67		53.57	50.00	
<b>Grade 6</b>	8.57	7.69		44.29	53.85		47.14	38.46	
<b>All Grades</b>	7.72	10.19		42.68	45.83		49.59	43.98	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	4.92	5.45		45.90	50.91		49.18	43.64	
Grade 4	8.47	14.29		40.68	51.02		50.85	34.69	
Grade 5	8.93	10.00		39.29	40.00		51.79	50.00	
Grade 6	14.29	7.69		38.57	46.15		47.14	46.15	
All Grades	9.35	9.26		41.06	46.76		49.59	43.98	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. 27% of students in grades 3 through 6 met or exceeded the math standards, up from last year's percentage.
2. While Mission Bell students are above the district average in math, they are below the state average.
3. Students are exceeding or meeting the standard in almost equal percentages for the different strands with the largest growth in concepts and procedures.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	1408.8	1415.8	1407.7	1420.5	1433.8	1422.5	1381.2	1373.5	1373.0	30	45	29
<b>1</b>	1456.9	1437.4	1433.8	1451.2	1439.0	1447.7	1461.9	1435.5	1419.4	34	24	29
<b>2</b>	1482.3	1476.4	1472.1	1470.1	1463.6	1472.4	1494.1	1488.7	1471.2	34	30	34
<b>3</b>	1466.6	1497.4	1469.0	1453.1	1481.7	1460.8	1479.6	1512.6	1476.8	33	29	23
<b>4</b>	1500.1	1498.7	1493.1	1483.4	1490.0	1483.4	1516.4	1507.1	1502.5	32	23	28
<b>5</b>	1531.7	1525.5	1515.0	1520.7	1519.8	1498.6	1542.2	1530.5	1531.0	25	24	22
<b>6</b>	1531.2	1532.7	1503.7	1514.7	1523.7	1497.9	1547.1	1541.1	1509.1	39	21	15
<b>All Grades</b>										227	196	180

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	6.67	6.90	40.00	35.56	24.14	*	53.33	55.17	*	4.44	13.79	30	45	29
<b>1</b>	*	0.00	3.45	41.18	20.83	27.59	*	66.67	44.83	*	12.50	24.14	34	24	29
<b>2</b>	38.24	6.67	8.82	52.94	56.67	47.06	*	26.67	38.24	*	10.00	5.88	34	30	34
<b>3</b>		6.90	0.00	*	62.07	34.78	*	27.59	43.48	42.42	3.45	21.74	33	29	23
<b>4</b>	*	8.70	7.14	62.50	47.83	39.29	*	26.09	32.14	*	17.39	21.43	32	23	28
<b>5</b>	*	20.83	4.55	44.00	54.17	59.09	*	12.50	22.73		12.50	13.64	25	24	22
<b>6</b>	35.90	23.81	7.14	35.90	38.10	21.43	*	33.33	50.00	*	4.76	21.43	39	21	14
<b>All Grades</b>	23.35	9.69	5.59	43.61	44.90	36.87	17.18	36.73	40.78	15.86	8.67	16.76	227	196	179

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	11.11	10.34	46.67	44.44	34.48	*	40.00	41.38	*	4.44	13.79	30	45	29
<b>1</b>	*	0.00	3.45	38.24	29.17	41.38	*	58.33	48.28	*	12.50	6.90	34	24	29
<b>2</b>	50.00	10.00	14.71	41.18	40.00	50.00	*	43.33	29.41	*	6.67	5.88	34	30	34
<b>3</b>	*	13.79	8.70	36.36	62.07	39.13	*	13.79	30.43	42.42	10.34	21.74	33	29	23
<b>4</b>	*	17.39	7.14	46.88	52.17	60.71	*	17.39	17.86	*	13.04	14.29	32	23	28
<b>5</b>	60.00	29.17	22.73	*	58.33	54.55	*	4.17	4.55		8.33	18.18	25	24	22
<b>6</b>	48.72	33.33	7.14	28.21	42.86	57.14	*	19.05	28.57	*	4.76	7.14	39	21	14
<b>All Grades</b>	34.36	15.31	10.61	37.00	46.94	47.49	15.86	29.59	29.61	12.78	8.16	12.29	227	196	179

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	0.00	3.45	*	17.78	10.34	70.00	73.33	55.17	*	8.89	31.03	30	45	29
<b>1</b>	*	4.17	0.00	38.24	12.50	24.14	*	62.50	27.59	*	20.83	48.28	34	24	29
<b>2</b>	38.24	6.67	8.82	38.24	50.00	38.24	*	23.33	35.29	*	20.00	17.65	34	30	34
<b>3</b>		6.90	0.00	*	55.17	21.74	45.45	34.48	52.17	45.45	3.45	26.09	33	29	23
<b>4</b>	*	4.35	14.29	46.88	30.43	21.43	*	39.13	32.14	*	26.09	32.14	32	23	28
<b>5</b>	*	0.00	4.55	48.00	41.67	22.73	*	41.67	50.00	*	16.67	22.73	25	24	22
<b>6</b>	30.77	14.29	7.14	30.77	23.81	0.00	*	47.62	50.00	*	14.29	42.86	39	21	14
<b>All Grades</b>	21.15	4.59	5.59	30.84	32.65	21.79	32.16	47.96	41.90	15.86	14.80	30.73	227	196	179

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	50.00	13.33	6.90	40.00	80.00	79.31	*	6.67	13.79	30	45	29
<b>1</b>	73.53	25.00	13.79	*	58.33	82.76	*	16.67	3.45	34	24	29
<b>2</b>	79.41	40.00	14.71	*	56.67	76.47	*	3.33	8.82	34	30	34
<b>3</b>	*	6.90	21.74	66.67	82.76	56.52	*	10.34	21.74	33	29	23
<b>4</b>	40.63	21.74	35.71	53.13	65.22	42.86	*	13.04	21.43	32	23	28
<b>5</b>	60.00	16.67	40.91	*	79.17	54.55		4.17	4.55	25	24	22
<b>6</b>	46.15	19.05	0.00	46.15	76.19	85.71	*	4.76	14.29	39	21	14
<b>All Grades</b>	51.10	19.90	19.55	40.53	71.94	68.16	8.37	8.16	12.29	227	196	179

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	13.33	17.24	70.00	75.56	55.17	*	11.11	27.59	30	45	29
<b>1</b>	*	0.00	6.90	67.65	91.67	82.76	*	8.33	10.34	34	24	29
<b>2</b>	35.29	10.00	17.65	58.82	73.33	67.65	*	16.67	14.71	34	30	34
<b>3</b>	*	41.38	17.39	33.33	44.83	56.52	48.48	13.79	26.09	33	29	23
<b>4</b>	37.50	13.04	10.71	37.50	73.91	75.00	*	13.04	14.29	32	23	28
<b>5</b>	*	58.33	40.91	60.00	29.17	36.36		12.50	22.73	25	24	22
<b>6</b>	53.85	42.86	35.71	35.90	47.62	42.86	*	9.52	21.43	39	21	14
<b>All Grades</b>	29.52	23.98	18.99	51.10	63.78	62.01	19.38	12.24	18.99	227	196	179

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	0.00	0.00	60.00	91.11	79.31	*	8.89	20.69	30	45	29
<b>1</b>	35.29	8.33	3.45	41.18	62.50	44.83	*	29.17	51.72	34	24	29
<b>2</b>	52.94	10.00	14.71	35.29	73.33	67.65	*	16.67	17.65	34	30	34
<b>3</b>		0.00	0.00	42.42	79.31	65.22	57.58	20.69	34.78	33	29	23
<b>4</b>	*	4.35	14.29	68.75	52.17	42.86	*	43.48	42.86	32	23	28
<b>5</b>	*	16.67	4.55	56.00	66.67	72.73	*	16.67	22.73	25	24	22
<b>6</b>	33.33	4.76	7.14	*	47.62	14.29	43.59	47.62	78.57	39	21	14
<b>All Grades</b>	26.87	5.61	6.70	45.37	70.92	58.10	27.75	23.47	35.20	227	196	179

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	20.00	17.24	46.67	42.22	51.72	*	37.78	31.03	30	45	29
<b>1</b>	41.18	0.00	0.00	50.00	83.33	65.52	*	16.67	34.48	34	24	29
<b>2</b>	35.29	13.33	14.71	64.71	70.00	55.88		16.67	29.41	34	30	34
<b>3</b>	*	20.69	0.00	48.48	75.86	82.61	45.45	3.45	17.39	33	29	23
<b>4</b>	*	17.39	10.71	56.25	60.87	64.29	*	21.74	25.00	32	23	28
<b>5</b>	48.00	4.17	4.55	48.00	79.17	86.36	*	16.67	9.09	25	24	22
<b>6</b>	*	28.57	14.29	66.67	71.43	78.57	*	0.00	7.14	39	21	14
<b>All Grades</b>	30.40	15.31	8.94	55.07	66.33	67.04	14.54	18.37	24.02	227	196	179

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. During the 2020-2021 school year, only 5.59% of our students scored at Level 4 in overall language on the ELPAC, which is significantly less than the percentage of students that scored at Level 4 in 2017-2018 and 2018-2019.
2. A significant percentage of students scored at Levels 2 and 3 for the 2020-2021 school year. Best teaching practices need to be applied in all classrooms to address the needs of ELLs.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

### 2020-21 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>378</b>	<b>90.5</b>	<b>50.0</b>	<b>0.8</b>

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

### 2019-20 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	189	50.0
Foster Youth	3	0.8
Homeless		
Socioeconomically Disadvantaged	342	90.5
Students with Disabilities	64	16.9

### Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	5	1.3
American Indian or Alaska Native		
Asian	1	0.3

**Enrollment by Race/Ethnicity**

Student Group	Total	Percentage
<b>Filipino</b>		
<b>Hispanic</b>	363	96.0
<b>Two or More Races</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	7	1.9

**Conclusions based on this data:**

1. The majority of our students (90.5%) come from a socioeconomically disadvantaged background.
2. 96% of our school population is Hispanic.
3. Half (50%) of our school population are English Learners

# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Yellow

##### Mathematics



Yellow

#### Academic Engagement

##### Chronic Absenteeism



Orange

#### Conditions & Climate

##### Suspension Rate



Blue

#### Conclusions based on this data:

1. Chronic absenteeism is a concern and has increased by 2.3%. This was a trend seen across the district and is being addressed through district analysis.

2. Suspensions decreased significantly for a blue performance level of 1% with our overall rate of .9%. All of our student groups declined with Students with Disabilities declining the most by 6%.
3. Our ELA and math scores went up by 10.9 points and 7 points relatively with our Students with Disabilities making the largest growth with 17.4 points in ELA and 15.3 points in mathematics.

# School and Student Performance Data

## Academic Performance English Language Arts

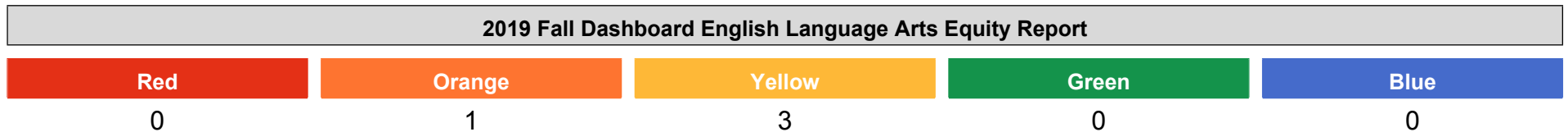
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.











This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Performance for All Students/Student Group**

All Students	English Learners	Foster Youth
 Yellow 32.2 points below standard Increased ++10.9 points 204	 Yellow 36.6 points below standard Increased ++10.7 points 132	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 Yellow 36 points below standard Increased ++7.2 points 189	 Orange 108.9 points below standard Increased Significantly ++17.4 points 33

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 32.6 points below standard Increased ++9.5 points 197	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
72 points below standard Increased Significantly ++16 points 92	44.8 points above standard Increased ++4.8 points 40	35.6 points below standard Maintained ++0.8 points 62

**Conclusions based on this data:**

1. We increased in all areas in all subgroups.
2. As shown in the Additional ELA assessment data for EL students, it is very evident that students who have been reclassified perform significantly better than both EL only students as well as English only students.





# School and Student Performance Data

## Academic Performance Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance



Red



Orange



Yellow



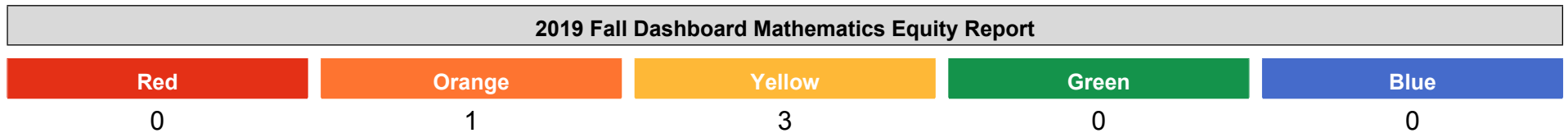
Green



Blue





Highest Performance

This section provides number of student groups in each color.






This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard Mathematics Performance for All Students/Student Group**

<p align="center"><b>All Students</b></p> <p align="center"> Yellow</p> <p align="center">56.3 points below standard</p> <p align="center">Increased ++7 points</p> <p align="center">204</p>	<p align="center"><b>English Learners</b></p> <p align="center"> Yellow</p> <p align="center">61 points below standard</p> <p align="center">Increased ++6.5 points</p> <p align="center">132</p>	<p align="center"><b>Foster Youth</b></p>
<p align="center"><b>Homeless</b></p>	<p align="center"><b>Socioeconomically Disadvantaged</b></p> <p align="center"> Yellow</p> <p align="center">60.1 points below standard</p> <p align="center">Increased ++3.3 points</p> <p align="center">189</p>	<p align="center"><b>Students with Disabilities</b></p> <p align="center"> Orange</p> <p align="center">131 points below standard</p> <p align="center">Increased Significantly ++15.3 points</p> <p align="center">33</p>

**2019 Fall Dashboard Mathematics Performance by Race/Ethnicity**

<p align="center"><b>African American</b></p>	<p align="center"><b>American Indian</b></p>	<p align="center"><b>Asian</b></p>	<p align="center"><b>Filipino</b></p>
<p align="center"><b>Hispanic</b></p> <p align="center"> Yellow</p> <p align="center">57.2 points below standard</p> <p align="center">Increased ++4.9 points</p> <p align="center">197</p>	<p align="center"><b>Two or More Races</b></p> <p align="center"> No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1</p>	<p align="center"><b>Pacific Islander</b></p>	<p align="center"><b>White</b></p> <p align="center"> No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">6</p>

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only
93.4 points below standard	13.6 points above standard	53.5 points below standard
Increased ++9 points	Increased ++5.9 points	Increased ++4.8 points
92	40	62

**Conclusions based on this data:**

1. All subgroups increased while students with disabilities increased significantly.
2. While reclassified English Learners did not increase as much as current English Learners, they are above the standard while current ELs are below the standard.

# School and Student Performance Data

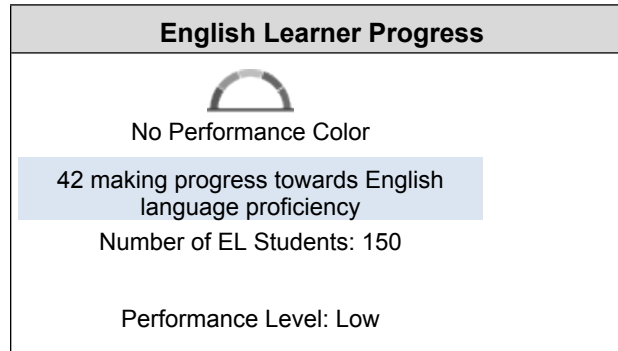
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 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
21.3	36.6	2.6	39.3

#### Conclusions based on this data:

1. Our English Learners are still struggling to meet grade level standards.
2. More students maintained or increased their level than decreased.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance



Red



Orange



Yellow



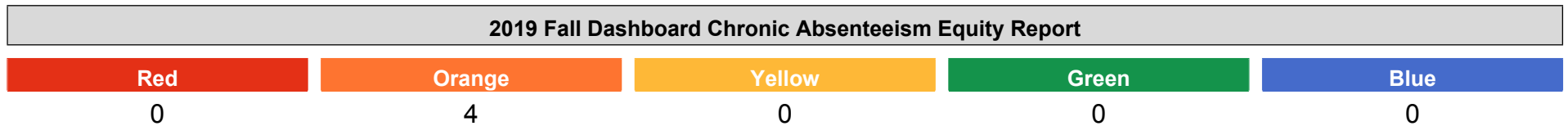
Green



Blue

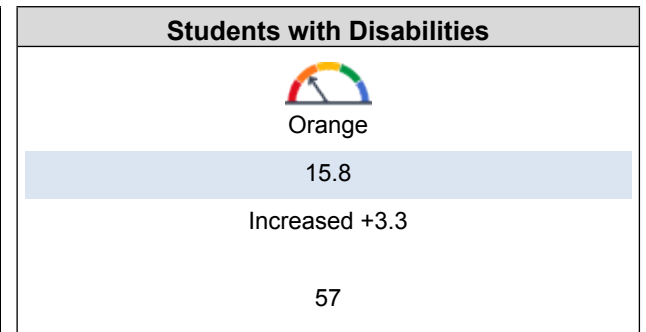
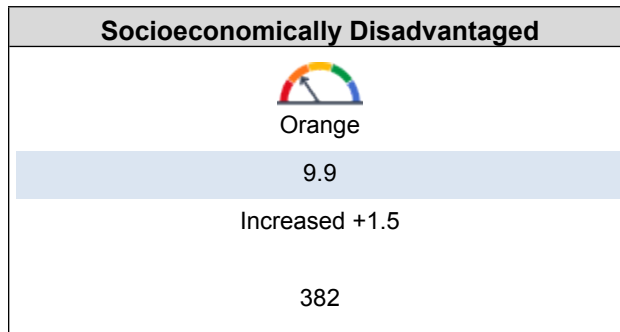
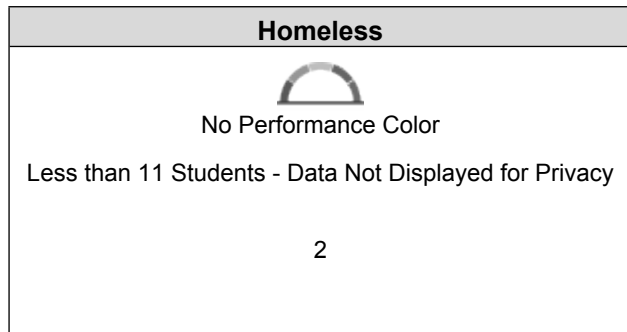
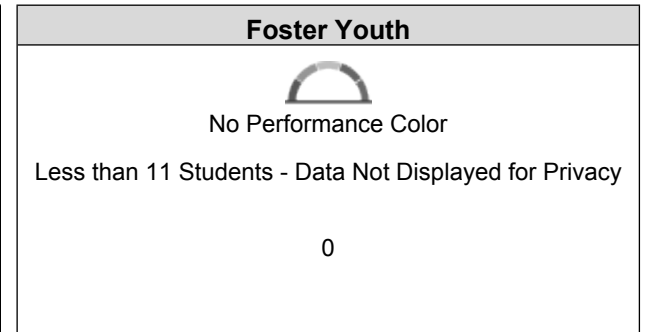
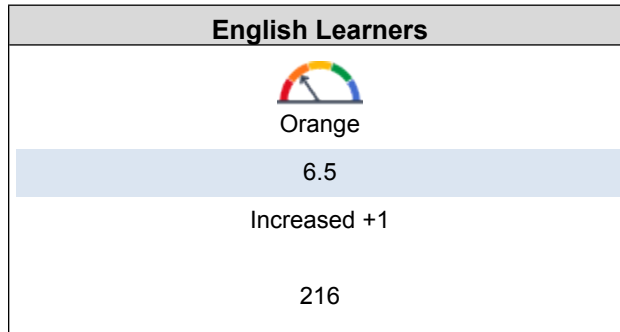
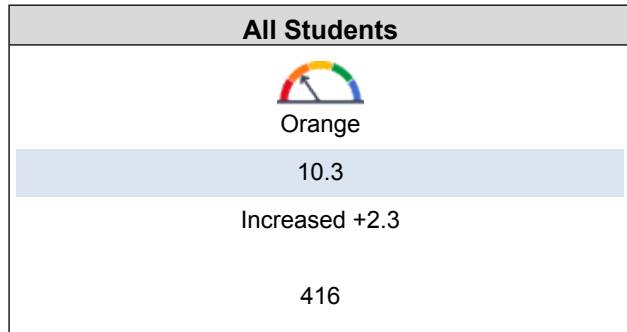
Highest Performance

This section provides number of student groups in each color.











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.

**2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group**



**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Orange 10.2 Increased +2.3 401	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 9.1 Declined -6.3 11

**Conclusions based on this data:**

- Many of our students with disabilities have chronic health issues causing their chronic absenteeism to increase 3.3%.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

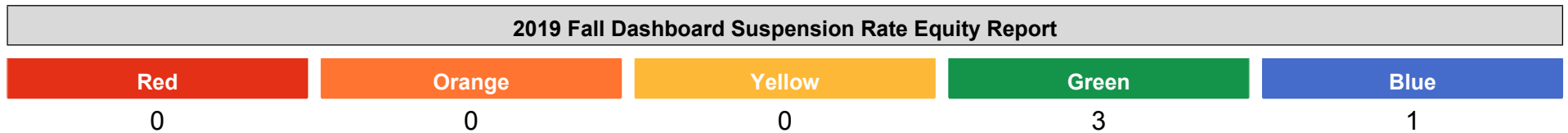
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

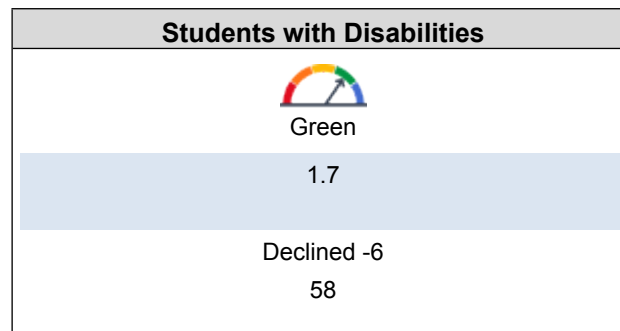
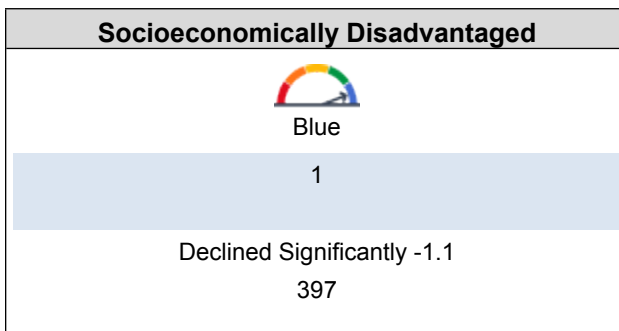
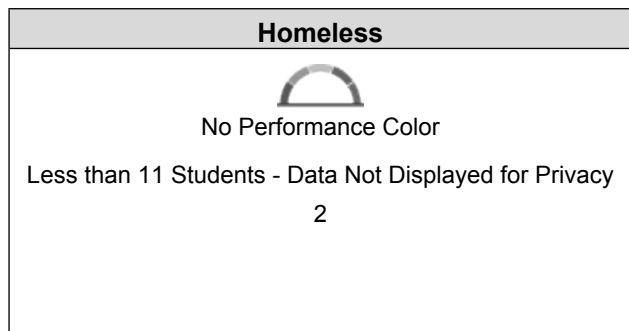
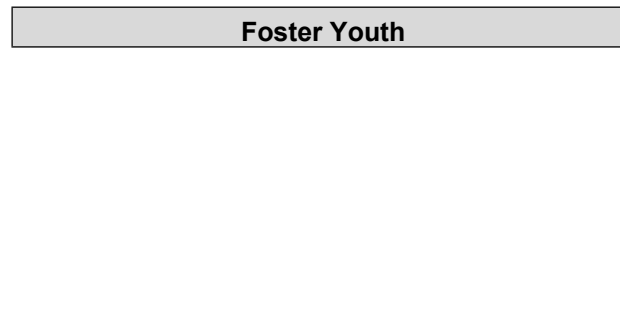
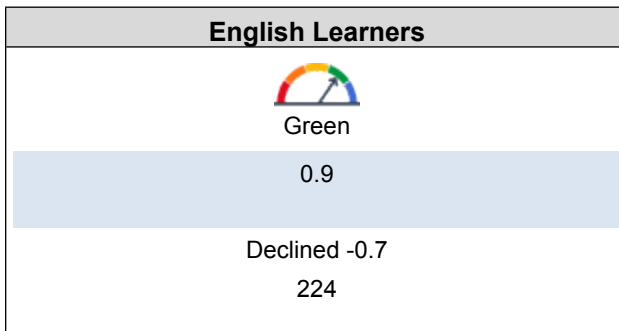
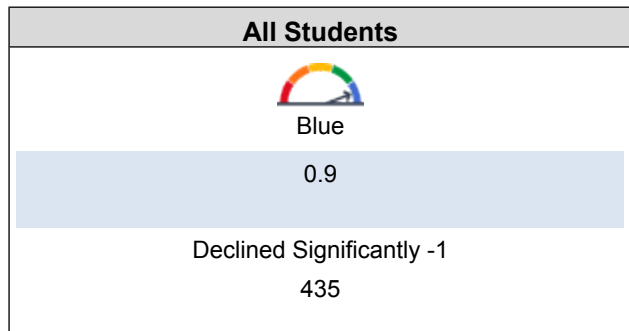


This section provides number of student groups in each color.







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.

**2019 Fall Dashboard Suspension Rate for All Students/Student Group**



**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not 2			
Hispanic	Two or More Races	Pacific Islander	White
 Green 1 Declined -0.9 418	 No Performance Color Less than 11 Students - Data Not 4		 No Performance Color 0 Declined -7.7 11

This section provides a view of the percentage of students who were suspended.

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	2	0.9

**Conclusions based on this data:**

1. We are doing well in reducing suspension in all groups. While suspensions of students with disabilities declined, the decline was not as significant as it was in the other subgroups.

# Goals, Strategies, & Proposed Expenditures

## Goal 1.0

College and Career Readiness

### State and/or Local Priorities addressed by this goal:

State Priorities:

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

Local Priorities:

### Identified Need from the Annual Evaluation and Needs Assessment:

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



### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	CAASPP ELA Actual Progress, Fall 2019 School: -32.2 points below standard; Increased 10.9 points SED: -36 points below standard; Increased 7.2 points EL: -36.6 points below standard; Increased 10.7 points SWD:- 108.- points below standard; Increased 17.4 points	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	CAASPP Math Actual Progress, Fall 2019 School: -56.3 points below standard; Increased 7 points SED: -60.1 points below standard; Increased 3.3 points EL: -61 points below standard; Increased 6.5 points SWD: -131 points below standard; Increased 15.3 points	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	ELPAC Dashboard, 2020-21 Data:  *5.59% Proficient *Level 1 (Minimally Developed) 16.76% *Level 2 (Somewhat Developed) 40.78% *Level 3 (Moderately Developed) 36.87% *Level 4 (Well Developed) 5.59%	ELPAC Dashboard, 2020-21 Data:  *12% Proficient *Level 1 (Minimally Developed) 10% *Level 2 (Somewhat Developed) 30% *Level 3 (Moderately Developed) 48% *Level 4 (Well Developed) 12%
P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest	Reclassified Results  2017 - 2018 7 EL Students  2018 - 2019 13 EL Students  2019-2020 14 EL Students  2020-2021 7 EL Students	2021-2022 Goal  Reclassify 14 students
P8: Other Student Outcomes - NWEA ELA	2021-2022 ELA Fall to Spring RIT Growth  KN Fall to Spring RIT Growth: 10.2 First Grade Fall to Spring RIT Growth: 12.0 Second Grade Fall to Spring RIT Growth: 12.4 Third Grade Fall to Spring RIT Growth: 7.2 Fourth Grade Fall to Spring RIT Growth: 5.4 Fifth Grade Fall to Spring RIT Growth: 7.7 Sixth Grade Fall to Spring RIT Growth: 4.9	For the 2022-23 school year, MBE students will continue to work toward meeting expected ELA growth norms.  Kindergarten Fall to Spring Growth Norm: 16.45 First Grade Fall to Spring Growth Norm: 15.47 Second Grade Fall to Spring Growth Norm: 13.22 Third Grade Fall to Spring Growth Norm: 10.50 Fourth Grade Fall to Spring Growth Norm: 8.16 Fifth Grade Fall to Spring Growth Norm: 6.50

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Sixth Grade Fall to Spring Growth Norm: 5.19
P8: Other Student Outcomes - NWEA Math	2021-2022 Math Fall to Spring RIT Growth KN Fall to Spring RIT Growth: 10.9 First Grade Fall to Spring RIT Growth: 14.9 Second Grade Fall to Spring RIT Growth: 12.9 Third Grade Fall to Spring RIT Growth: 7.8 Fourth Grade Fall to Spring RIT Growth: 8.9 Fifth Grade Fall to Spring RIT Growth: 9.1 Sixth Grade Fall to Spring RIT Growth: 8.0	For the 2022-23 school year, MBE students will continue to work toward meeting expected Math growth norms.  Kindergarten Fall to Spring Growth Norm: 17.54 First Grade Fall to Spring Growth Norm: 16.35 Second Grade Fall to Spring Growth Norm: 14.38 Third Grade Fall to Spring Growth Norm: 12.6 Fourth Grade Fall to Spring Growth Norm: 10.96 Fifth Grade Fall to Spring Growth Norm: 9.61 Sixth Grade Fall to Spring Growth Norm: 8.13
P8: Other Student Outcomes - HMH Reading Inventory for ELA	Due to CAASPP flexibility, a local assessment was used. The Reading Inventory results as CAASPP level equivalents are as follows:  Not Met: 32% Nearly Met: 40% Met: 19% Exceeded: 9%	2021 - 2022 Goals  Not Met: 22% Nearly Met: 40% Met: 24% Exceeded: 14%
P8: Other Student Outcomes - MDTP for Math	Due to CAASPP flexibility, a local assessment was used. The MDTP results as CAASPP level equivalents are as follows:  Not Met: 36% Nearly Met: 36% Met: 4% Exceeded: 23%	2021 - 2022 Goals  Not Met: 26% Nearly Met: 36% Met: 9% Exceeded: 28%

## Planned Strategies/Activities

# Action 1.1

## 1.1 CCSS Implementation

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. Mission Bell teachers will use the results of district/site assessments to modify instruction and implement changes for students needing interventions and to improve instruction in ELA, Math, and ELD. Mission Bell teachers will have weekly grade-level meetings on minimum days to collaborate, analyze data, and plan instruction based on data results. Teachers will monitor student progress and align instruction to the needs of the students.</p>	<p>X All Students</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$10214.00</p>
<p>B. Literacy and Math Support teachers will participate in grade-level meetings to collaborate and plan differentiated instruction for diverse student needs.</p>	<p>X Other student group(s) Students with disabilities</p>	<p>Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3000.00</p>
<p>C. Vertical grade-level collaboration will happen monthly. Grade-level teams will meet in a central location to facilitate the process.</p>		<p>Substitute Teachers 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3491.00</p>
<p>D. The principal will meet with grade-level teams to discuss short and long-term learning goals for all students.</p>		<p>Clerical Support 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1500.00</p>
<p>E. Teachers will be provided release days to further plan with grade-level team members and with support personnel such as Literacy and Math Support teachers, SDC teachers, and Education Specialists. Substitute teachers will cover classroom teachers' release days.</p>		<p>Materials and Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$3,143.00</p>
<p>F. Mission Bell's Media Clerk will coordinate the distribution and collection of textbooks and ancillary materials necessary so teachers can implement the grade level common core standards instruction. The Media Clerk will also support teachers and students with technical and technology-related support. In addition, the Media Clerk will plan and guide Makerspace activities.</p>		<p>EMCC 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$67,226</p>
<p>G. The district will continue to inventory and purchase all consumable components and needed materials in grades TK-6 in order to fully implement the CCSS.</p>		<p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$102,334</p>
<p>H. Students will be offered incentives to do their best on the state testing.</p>		<p>Literacy Support Teacher 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$4,386 Incentives and rewards</p>

	4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000.00 Print 5700-5799: Transfers Of Direct Costs LCFF Suppl/Conc -- 0707 \$1000.00
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**Action 1.2**

1.2 Intervention

	X	Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>Intervention programs will be implemented as required.</p> <p>A. Mission Bell teachers will continue to differentiate instruction for diverse learners such as gifted learners, English Language Learners, struggling learners, 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. TK and Kindergarten teachers will provide strategic intervention in primary classrooms.</p> <p>E. Tutors from Costco will work with at-risk students for 1 hour a week (for 10 weeks) providing instruction in language arts.</p> <p>F. Guided reading groups will be utilized in classrooms to provide differentiation during literacy instruction.</p>	<p>X All Students</p>	<p>Duplo/Konica Lease/Maintenance            5000-5999: Services And Other Operating Expenditures            LCFF Suppl/Conc -- 0707            \$5290.00</p> <p>Materials and Supplies            4000-4999: Books And Supplies            LCFF Suppl/Conc -- 0707            \$1500.00</p> <p>Literacy Support Teachers (2)            1000-1999: Certificated Personnel Salaries            LCFF District -- 500 0707            \$114,797</p> <p>Literacy Support Teacher            1000-1999: Certificated Personnel Salaries            Title I District -- 500 3010            \$75,325</p>

**Action 1.3**

1.3 AVID Elementary



X

Modified Action

**Planned Actions/Services**

**Students to be served**

**Budget and Source**

A. The district will once again provide AVID Elementary materials for TK-6 grade students. As provided materials need replenishment, the school will provide additional AVID Elementary materials.

B. AVID Elementary strategies will be implemented in every classroom focusing on organization, planning, note-taking, and writing.

C. Materials and supplies will be purchased to support AVID strategies and college awareness. These materials may include, but not be limited to, college flags and paraphernalia.

X All Students

Materials and Supplies  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707  
\$1,500.00

**Action 1.4**

1.4 Staff Development

X

Modified Action

**Planned Actions/Services**

**Students to be served**

**Budget and Source**

A. Mission Bell teachers will receive professional development opportunities that support ELA, Math, ELD, and science instruction.

C. Teachers have the opportunity to participate in district-provided online professional development through Alludo.

D. Teachers will participate in AVID strategies training.

X All Students

Materials and Supplies  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707  
\$500.00  
Conferences/Professional Development  
5000-5999: Services And Other Operating  
Expenditures  
LCFF Suppl/Conc -- 0707  
\$1000.00  
Substitute Teachers  
1000-1999: Certificated Personnel Salaries  
LCFF Suppl/Conc -- 0707  
\$1000.00

## Action 1.5

### 1.5 EL Support

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. TK/K English Language Learners students will receive 20 minutes of Designated ELD daily. English Language Learners in 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 will provide primary language support to English Language Learners during classroom instruction. BLTs will assist in administering the ELPAC.</p> <p>D. A district representative will be invited to provide Mission Bell professional development on the use of the ELD standards and how they are supported by the ELLevation platform. Mission Bell teachers will then be equipped with ideas for the implementation of instructional strategies provided in ELLevation to meet the needs of English Language Learners.</p> <p>D. The principal will present valuable information to ELAC parents. ELAC parents will be encouraged to provide input related to English Language Learner services and programs.</p>	<p><input checked="" type="checkbox"/> Other student group(s) English Learners</p>	<p>Bilingual Language Tutors (BLT) 3 hr. (2) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$52,626</p> <p>Materials and Supplies 4000-4999: Books And Supplies Title III LEP -- 4203 \$2000.00</p> <p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000.00</p> <p>Conferences/Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2000.00</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000.00</p>

## Action 1.6

### 1.6 Preschool Transition

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A. Pre-school students will visit TK and/or Kindergarten classrooms, the office, and the cafeteria to become familiar with the rest of the campus.</p>	<p><input checked="" type="checkbox"/> All Students</p>	

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

X

Other student group(s)  
Preschool/Head Start

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

## Action 1.7

1.7 Technology

X

Modified Action

### Planned Actions/Services

### Students to be served

### Budget and Source

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

X

All Students

Education Subscriptions  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707  
\$1000.00

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

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

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

# Goals, Strategies, & Proposed Expenditures

## Goal 2.0

Safe, Orderly and Inviting Learning Environment

### State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Identified Need from the Annual Evaluation and Needs Assessment:

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



### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P1: School facilities are maintained in good repair	All school facility reports indicate 100% Good or Better on FIT reports (2021-22 FIT Reports)	All school facility will be maintained as expected.
P5: School Attendance Rates (Semester 1 Q SIS)	2021-2022 Semester 1  TK: 87.5% K: 89.44% First Grade: 87.86% Second Grade: 94.57% Third Grade: 92.36% Fourth Grade: 94.5% Fifth Grade: 92.61 Sixth Grade:93.74	2022-2023 Semester 1  TK: 92% K: 94% First Grade: 92% Second Grade: 99% Third Grade: 97% Fourth Grade: 99% Fifth Grade: 97% Sixth Grade:98%
P5: Chronic Absenteeism Rate (2020-21 Data Quest)	2020-2021 Chronic Absenteeism Rate  Overall: 16.2%	2021-2022 Chronic Absenteeism Rate  Overall: 9%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	English Learners: 10.8% Students with Disabilities: 18.7% Socioeconomically Disadvantaged: 16.3%	English Learners: 9% Students with Disabilities: 9% Socioeconomically Disadvantaged: 9%
P6: Pupil suspension rate	2020-2021 Suspension Rate  Overall: 0% Hispanic or Latino: 0%	2021-2022 Maintain 0% Suspension Rate
P6: Pupil expulsion rate	2020-2021 Expulsion Rate  Overall: 0%	2021-2022 Maintain 0% Expulsion Rate
P6: Survey of pupils on sense of safety	LCAP Student Survey, Winter 2021:  "How often do you worry about violence at your school?" 44% responded "Almost Never" or "Once in a while."	LCAP Student Survey, Winter 2022:  "How often do you worry about violence at your school?" 75% will respond "Almost Never" or "Once in a while."
P6: Survey of parents on sense of safety	LCAP Parent/Family Survey, Winter 2021  "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" 94% responded "Quite Well" or "Extremely Well."	LCAP Parent/Family Survey, Winter 2022  "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" 98% will respond "Quite Well" or "Extremely Well."
P6: Survey of teachers on sense of safety	LCAP Teacher Survey, Winter 2021  "Overall, how positive is the working environment at your school?" 80% responded "Quite positive" or "Extremely positive."	LCAP Teacher Survey, Winter 2022  "Overall, how positive is the working environment at your school?" 90% will respond "Quite positive" or "Extremely positive."

## Planned Strategies/Activities

### Action 2.1

Safe Environment Activities

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A. The school will create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through the following activities:</p> <ol style="list-style-type: none"> <li>1. Provide appropriate health care and nursing services.</li> <li>2. Provide active and effective student supervision at all times.</li> <li>3. Maintain a clean and orderly campus.</li> <li>4. Participate in Red Ribbon Week activities.</li> <li>5. Follow child abuse reporting procedures.</li> <li>6. Notify teachers of dangerous students.</li> <li>7. Distribute the Discrimination and Harassment policy to employees, students, and parents.</li> <li>8. Provide support in behavior and social-emotional learning.</li> <li>9. Enforce the school and district dress code.</li> <li>10. Enforce school and district rules and procedures.</li> <li>11. Revise and distribute the parent/student handbook..</li> <li>12. Provide a place for a Mobile Health Clinic once a month.</li> <li>13. Conduct monthly fire/lockdown drills.</li> </ol> <p>B. Mission Bell will educate students on drug, alcohol, and tobacco prevention.</p> <p>C. Students will participate in Red Ribbon Week activities.</p> <p>D. Mission Bell will educate students on bullying and violence prevention.</p> <p>E. Mission Bell's Safe School Plan will be revised.</p> <p>F. Referrals to PICO mental health providers will be submitted for students experiencing behavioral, social and emotional, or family issues.</p> <p>G. Mission Bell's Health Care Aide will continue to support students and keep health office records updated.</p>	<p><u>X</u> All Students</p>	<p>Health Care Aide (1.0)                  2000-2999: Classified Personnel Salaries                  LCFF District -- 500 0707                  \$27,100</p> <p>Materials and Supplies                  4000-4999: Books And Supplies                  LCFF Suppl/Conc -- 0707                  \$1000.00</p> <p>Additional Supervision                  2000-2999: Classified Personnel Salaries                  LCFF Suppl/Conc -- 0707                  \$1500.00</p>

**Action 2.2**

AVID Concepts Reinforcement

X

Modified Action

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

# Goals, Strategies, & Proposed Expenditures

## Goal 3.0

Parent, Student and Community Engagement

### State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Identified Need from the Annual Evaluation and Needs Assessment:

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



### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3: Survey of Parents/Families (including Unduplicated Pupils and Individuals with Exceptional Needs) on Family Involvement	LCAP Parent/Family Survey, Winter 2021:  For this school or district to be successful over the next three years, how important is it for us to focus on community partnerships? 81% responded "Extremely Important" or "Quite Important."	LCAP Parent/Family Survey, Winter 2021:  For this school or district to be successful over the next three years, how important is it for us to focus on community partnerships? 86% will respond "Extremely Important" or "Quite Important."
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Parent/Family Survey, Winter 2021:  For this school or district to be successful over the next three years, how important is it for us to focus on student activities and extracurricular activities? 83% responded "Extremely Important" or "Quite Important."	LCAP Parent/Family Survey, Winter 2021:  For this school or district to be successful over the next three years, how important is it for us to focus on student activities and extracurricular activities? 88% will respond "Extremely Important" or "Quite Important."



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Teacher Survey, Winter 2021: On most days, how enthusiastic are the students about being at school? 60% responded "Quite Enthusiastic" or "Extremely Important."	LCAP Teacher Survey, Winter 2021: On most days, how enthusiastic are the students about being at school? 70% will respond "Quite Enthusiastic" or "Extremely Important."
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Teacher Survey, Winter 2021: Overall, how much do you feel like you belong at your school? 62% responded "Belong quite a bit" or "Completely belong."	LCAP Teacher Survey, Winter 2021: Overall, how much do you feel like you belong at your school? 72% will respond "Belong quite a bit" or "Completely belong."

## Planned Strategies/Activities

### Action 3.1

Parent Engagement

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
A. A variety of parent classes and services such as Back to School Night, Parent Nights, Family Math Nights, and Open House will be offered to parents if the state, county, and local health guidelines permit. Babysitting will be provided. Classified employees will assist with clerical and supervision needs for parent workshops.	<u>X</u> All Students	Teacher Hourly 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$2500.00
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.		Childcare and interpretation 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$1,447.00
C. Students will be encouraged to volunteer for school events.		Childcare and interpretation 2000-2999: Classified Personnel Salaries
D. The school will utilize the ParentSquare, Class Dojo, and social media platforms to inform parents of upcoming events.		LCFF Suppl/Conc -- 0707 \$1000.00

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

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

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

### Action 3.2

#### Library Access

X

Modified Action

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

# Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

## Goal 1

College and Career Readiness

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.	Maintain use of 2019 CAASPP Data Dashboard
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.	Maintain use of 2019 CAASPP Data Dashboard
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	For the 2021-22 school year, the goal is to increase the moderately and well developed scores by 5%. We would also like to reduce the percentage of students at the minimally and somewhat developed scores by 5% accordingly.	Using data from ELPAC dashboard, provide the following 2020-21 data: *5.59% Proficient *Level 1 (Minimally Developed) 16.76% *Level 2 (Somewhat Developed) 40.78% *Level 3 (Moderately Developed) 36.87% *Level 4 (Well Developed) 5.59%
P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest	For the 2021-22, the goal is to double the number of students that reclassify.	7 (3.5%) students were reclassified during the 2020-21 school year
P8: Other Student Outcomes - NWEA ELA	For the 2022-23 school year, MBE students will continue to work toward meeting expected ELA growth norms.  Kindergarten Fall to Spring Growth Norm: 16.45 First Grade Fall to Spring Growth Norm: 15.47 Second Grade Fall to Spring Growth Norm: 13.22 Third Grade Fall to Spring Growth Norm: 10.50 Fourth Grade Fall to Spring Growth Norm: 8.16 Fifth Grade Fall to Spring Growth Norm: 6.50 Sixth Grade Fall to Spring Growth Norm: 5.19	KN Fall 2021-2022 Mean RIT: 134.2 KN Winter 2021-2022 Mean RIT: 139.9  1st Grade Fall 2021-2022 Mean RIT: 145.5 1st Grade Winter 2021-2022 Mean RIT: 151.3  2nd Grade Fall 2021-2022

**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

Mean RIT: 157.9  
2nd Grade Winter 2021-2022  
Mean RIT: 165.4  
  
3rd Grade Fall 2021-2022  
Mean RIT: 172.2  
3rd Grade Winter 2021-2022  
Mean RIT: 177  
  
4th Grade Fall 2021-2022  
Mean RIT: 187.7  
4th Grade Winter 2021-2022  
Mean RIT: 192.6  
  
5th Grade Fall 2021-2022  
Mean RIT: 187.4  
5th Grade Winter 2021-2022  
Mean RIT: 191.4  
  
6th Grade Fall 2021-2022  
Mean RIT: 200.5  
6th Grade Winter 2021-2022  
Mean RIT: 203.7

P8: Other Student Outcomes - NWEA Math

For the 2022-23 school year, MBE students will continue to work toward meeting expected Math growth norms.  
  
Kindergarten Fall to Spring Growth Norm: 17.54  
First Grade Fall to Spring Growth Norm: 16.35  
Second Grade Fall to Spring Growth Norm: 14.38  
Third Grade Fall to Spring Growth Norm: 12.60  
Fourth Grade Fall to Spring Growth Norm: 10.96  
Fifth Grade Fall to Spring Growth Norm: 9.61  
Sixth Grade Fall to Spring Growth Norm: 8.13

KN Fall 2021-2022  
Mean RIT: 136  
KN Winter 2021-2022  
Mean RIT: 141.7  
  
1st Grade Fall 2021-2022  
Mean RIT: 149.1  
1st Grade Winter 2021-2022  
Mean RIT: 156.1  
  
2nd Grade Fall 2021-2022  
Mean RIT: 164.2  
2nd Grade Winter 2021-2022  
Mean RIT: 170.3  
  
3rd Grade Fall 2021-2022  
Mean RIT: 172.1  
3rd Grade Winter 2021-2022  
Mean RIT: 176.6

Metric/Indicator	Expected Outcomes	Actual Outcomes
		4th Grade Fall 2021-2022 Mean RIT: 188.2 4th Grade Winter 2021-2022 Mean RIT: 194.3  5th Grade Fall 2021-2022 Mean RIT: 189.1 5th Grade Winter 2021-2022 Mean RIT: 192.7  6th Grade Fall 2021-2022 Mean RIT: 197.8 6th Grade Winter 2021-2022 Mean RIT: 204
P8: HMH Reading Inventory for ELA	For the 2021-2022 school year, the goal is to increase the percentage of students at the met and exceeded level by 5% accordingly.	Due to CAASPP flexibility, a local assessment was used. The Reading Inventory results as CAASPP level equivalents are as follows" Not Met: 32% Nearly Met: 40% Met: 19% Exceeded: 9%
P8: Other Student Outcomes - MDTP for Math	For the 2021-2022 school year, the goal is to increase the percentage of students at the met and exceeded level by 5% accordingly.	Due to CAASPP flexibility, a local assessment was used. The MDTP results as CAASPP level equivalents are as follows" Not Met: 36% Nearly Met: 36% Met: 4% Exceeded: 23%

### Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 CCSS Implementation for ELA and Mathematics and Assessment A. Teachers will use the results of district/site assessments to modify	1.1 CCSS Implementation for ELA and Mathematics and Assessment A. Teachers used the results of district/site assessments to modify	Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$11,714.00	Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500.00

**Planned  
Actions/Services**

instruction and implement changes for students needing interventions and to improve instruction in ELA/Math and ELD. Mission Bell teachers will have weekly grade-level meetings on minimum days to collaborate, analyze data, and plan using CCSS, Impact Teams and AVID strategies. Teachers will monitor student progress and align instruction to the needs of the students.

B. Materials and supplies will be purchased to supplement the core program to better meet the needs of all learners including EL/SDC/RSP/GATE students. Materials and supplies will be used to enhance direct instruction, centers, and small group activities. Copies and print orders will be used to print the supplemental materials needed to meet students' needs.

C. Subs will be provided to provide time for teachers to meet to plan instruction, provide input at IEP and SST meetings and perform other duties as required.

D. The principal will monitor instruction to ensure that all students receive adequate strategic and universal access in all academic areas. Teachers will use strategies learned through continuous staff development to provide standards-based lessons in order to differentiate instruction and meet the needs of all students. Strategies including collaborative conversations, close reading, and daily writing will be used in the classrooms. Balanced Math

**Actual  
Actions/Services**

instruction and implement changes for students needing interventions and to improve instruction in ELA/Math and ELD. Mission Bell teachers met weekly in grade-level teams on minimum days to collaborate, analyze data, and plan using CCSS and AVID strategies. Teachers monitored student progress and aligned instruction to the needs of the students.

B. Materials and supplies were purchased to supplement the core program to better meet the needs of all learners including EL/SDC/RSP/GATE students. Materials and supplies were used to enhance direct instruction, centers, and small group activities. Copies and print orders were used to print the supplemental materials needed to meet students' needs.

C. Subs were not provided for teachers to meet and plan instruction due to a substitute teacher shortage.

D. The principal monitored instruction to ensure that all students received adequate strategic and universal access in all academic areas. Teachers were offered online staff development on Alludo touching on a variety of topics. Mission Bell's AVID Lead Teacher provided staff development in three-column note-taking.

**Budgeted  
Expenditures**

Materials and supplies  
4000-4999: Books And Supplies  
Title I Basic -- 3010  
\$6545.00

Substitute Teachers  
1000-1999: Certificated  
Personnel Salaries  
Title I Basic -- 3010  
\$6,000.00

Clerical Support  
2000-2999: Classified  
Personnel Salaries  
LCFF Suppl/Conc -- 0707  
\$0

Materials and Supplies  
4000-4999: Books And Supplies  
Title III LEP -- 4203  
\$5,478.00

EMCC  
2000-2999: Classified  
Personnel Salaries  
LCFF District -- 500 0707  
\$63786.00

CSR Intervention (70%)  
1000-1999: Certificated  
Personnel Salaries  
Title I Basic -- 3010  
\$96,831.00

CSR Intervention (30%)  
1000-1999: Certificated  
Personnel Salaries  
LCFF Suppl/Conc -- 0707  
\$41,499.00

Incentives and Rewards  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707  
\$1,000.00

Print

**Estimated Actual  
Expenditures**

Materials and Supplies  
4000-4999: Books And Supplies  
Title I Basic -- 3010  
\$0

Substitute Teachers  
1000-1999: Certificated  
Personnel Salaries  
Title I Basic -- 3010  
\$0

Clerical Support  
2000-2999: Classified  
Personnel Salaries  
LCFF Suppl/Conc -- 0707  
\$0

Materials and Supplies  
4000-4999: Books And Supplies  
Title III LEP -- 4203  
\$0

EMCC  
2000-2999: Classified  
Personnel Salaries  
LCFF District -- 500 0707  
\$63786.00

CSR Intervention (70%)  
1000-1999: Certificated  
Personnel Salaries  
Title I Basic -- 3010  
\$96,831.00

CSR Intervention (30%)  
1000-1999: Certificated  
Personnel Salaries  
LCFF Suppl/Conc -- 0707  
\$41,499.00

Incentives and Rewards  
4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707  
\$0

Print

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>strategies will be used to support the rigor and philosophy of CCSS. Impact team strategies of formative assessments, peer review, co-construction of success criteria will be utilized.</p> <p>E. The Media Clerk will coordinate availability of materials and textbooks for teachers to implement the grade level common core standards and other supplemental materials to support the implementation and assessments of ELA/Math/ELD CCSS. EMCC will also provide technology support with Chromebooks, digital citizenship, Ebooks and other software for teachers and students. Makerspace will be monitored by the EMCC.</p> <p>F. The district will continue to inventory and purchase all consumable components and needed materials in grades TK-6 in order to fully implement the CCSS.</p> <p>G. Students will be offered incentives to do their best on the state testing in the way of a reward party, principal challenge, and perfect attendance during the testing period.</p>	<p>E. The Media Clerk coordinated availability of materials and textbooks for teachers to implement the grade level common core standards and other supplemental materials to support the implementation and assessments of ELA/Math/ELD CCSS. EMCC provided technical support with Chromebooks, digital citizenship, Ebooks, and other software for teachers and students. The EMCC provided multiple opportunities for students to experience Makerspace activities. She opened the library during recess and lunch so students could explore.</p> <p>F. The district inventoried and purchased all consumable components and needed materials in grades TK-6 in order to fully implement the CCSS.</p> <p>G. Students will be offered incentives to do their best on the state testing in the way of a reward party.</p>	<p>5700-5799: Transfers Of Direct Costs LCFF Suppl/Conc -- 0707 \$0</p>	<p>5700-5799: Transfers Of Direct Costs LCFF Suppl/Conc -- 0707 \$0</p>
<p>1.2 Early, Strategic and Intensive Intervention Intervention programs will be implemented as required.</p>	<p>1.2 Early, Strategic and Intensive Intervention</p>	<p>Duplo/Konica Lease/Maintenance 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707</p>	<p>Duplo/Konica Lease/Maintenance 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A. Mission Bell will continue to provide required strategic intervention time for benchmark and strategic learners at all grade levels. Strategic intervention will provide the reteaching needed for EL and other at-risk students in small group settings using a variety of instructional materials and differentiated instruction. Time is set aside daily for Strategic Intervention beyond the core program.</p> <p>B. The Grade Span Adjustment (GSA) literary support teacher will provide small group instruction and teacher support for kinder through third grade classes. The GSA intervention teacher will use instructional support materials such as: McGraw Hill Extra Support materials, the HM Intervention Toolkit, Read Naturally Live, district sight word lists, PAVI, Signs for Sounds, and additional supplemental materials to provide further instruction in standards as indicated by the regular classroom teacher.</p> <p>C. Kindergarten and TK teachers may provide strategic intervention in primary classrooms every day.</p> <p>D. Tutors from Costco will work with at-risk second grade students for 1 hour a week (for 10 weeks) providing instruction in language arts.</p> <p>E. Site Literacy Support teachers will provide support for identified students in all grade levels.</p>	<p>Mission Bell has two LSTs and one MST. The MST position is new this school year.</p> <p>A. Mission Bell continues to provide required strategic intervention time for benchmark and strategic learners at all grade levels. The strategic intervention addresses the needs of EL and other at-risk students in small group settings using a variety of instructional materials and differentiated instruction. Time is set aside daily for Strategic Intervention beyond the core program. An LST teacher supports several students who were deemed as needing additional intervention through the SST process. She uses the SIPPS program to support those students,</p> <p>B. The Grade Span Adjustment (GSA) literary support teacher provides small group instruction and teacher support for kinder through third-grade classes. The GSA intervention teacher uses instructional support materials such as: McGraw Hill Extra Support materials, the HM Intervention Toolkit, and additional supplemental materials to provide further instruction in standards as indicated by the regular classroom teacher.</p> <p>C. Kindergarten and TK teachers provide strategic intervention in primary classrooms every day. LST/MST teachers also support TK and Kindergarten instruction.</p>	<p>\$2890.00</p> <p>Duplo/Konica Lease/Maintenance 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2,400.00</p> <p>CSR Intervention (.50) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$72,322</p> <p>CSR Intervention (.50) 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$72,322</p>	<p>\$2890.00</p> <p>Duplo/Konica Lease/Maintenance 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p> <p>CSR Intervention (50%) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$72,322.00</p> <p>CSR Intervention 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 \$72,322.00</p>



**Planned  
Actions/Services**

F. A universal screener in grades K-6 will help identify students for intervention services and provide progress monitoring.

G. Intervention groups will not be permanent; they will be flexible and change throughout the year based on assessment and teacher recommendation.

H. Guided reading groups will be utilized in classrooms to provide differentiation during literacy instruction.

I. The Communication Enhancement Program (CEP) at Mission Bell is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.

1.3 AVID Elementary

**Actual  
Actions/Services**

D. Costco tutors did not support MBE students this year due to limited visitor restrictions.

E. LST/MST support was offered to students in grades TK-6.

F. A universal screener was used to help identify students for intervention services and progress monitoring in grades K-6. A SIPP's screener was also used for students who are part of the SST process needing additional intervention.

G. Intervention groups have been flexible and changed throughout the year based on assessment and teacher recommendation.

H. Full implementation of guided reading groups has been established throughout the school year.

I. The Communication Enhancement Program (CEP) at Mission Bell is designed to provide voice, fluency and/or articulation skill enrichment. The CEP serves as a general education function. The purpose of CEP is to identify and resolve speech difficulties before the need for more intensive interventions arise. Students may receive differentiated instruction based upon a tiered pyramid of interventions.

1.3 AVID Elementary

**Budgeted  
Expenditures**

Materials and Supplies

**Estimated Actual  
Expenditures**

Materials and Supplies

**Planned  
Actions/Services**

A. Students in grades 4-6 will receive agendas to organize their assignments and schedules. Agendas will also allow teachers, parents, and students to correspond on a daily basis. Students in grades TK-3 will have folders in which to organize materials and parent correspondence. Students will receive additional supplies to help them be college and career ready.

B. AVID Elementary strategies will be implemented in every classroom focusing on organization, planning, note-taking, and writing.

C. Materials and supplies will be purchased to support AVID strategies and college awareness. These materials may include, but not be limited to, college flags and paraphernalia, 3-ring binders, agendas, Nicky Folders, chart paper, highlighters, pencils, pencil pouches, white board markers, and books.

**1.4 Staff Development**

A. Mission Bell will provide teachers opportunities for training in the areas the district has chosen along with in-house collaborative time.

B. Teachers will be trained in Impact Teams protocols to enhance the analysis of student data and to help students take ownership of their learning.

**Actual  
Actions/Services**

A. Students in grades 4-6 received agendas to organize their assignments and schedules. Agendas allowed teachers, parents, and students to correspond on a daily basis. Students in grades TK-3 have folders in which to organize materials and parent correspondence. Students received additional supplies to help them be college and career ready.

B. AVID Elementary strategies were implemented in every classroom focusing on organization, planning, note-taking, and writing.

C. Materials and supplies were provided by the district to support AVID strategies and college awareness. These materials included 3-ring binders, agendas, Nicky Folders, chart paper, highlighters, pencils, pencil pouches, whiteboard markers, and books.

**1.4 Staff Development**

A. Staff development was provided to teachers via Alludo. The LSTs/MST also received some online PD. Teachers did meet as grade-level teams during minimum days.

B. Given a recent change in the direction the district is headed, Impact Team protocols were not implemented.

**Budgeted  
Expenditures**

4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707  
\$1,500.00

**Estimated Actual  
Expenditures**

4000-4999: Books And Supplies  
LCFF Suppl/Conc -- 0707  
\$1,500.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>C. Teachers have the opportunity to participate in district provided online professional development through Alludo.</p> <p>D. Teachers will participate in AVID trainings.</p>	<p>C. Teachers participated in individualized PD on Alludo.</p> <p>D. The LST provided PD on three-column notes.</p>		
<p>1.5 English Language Development (ELD)</p> <p>A. English Learner students in grades TK/K will receive 20 minutes of ELD daily, and English Learner students in grades 1-6 will receive a minimum of 30 minutes of daily designated ELD instruction to increase their English proficiency. ELD will be integrated throughout the day.</p> <p>B. Bilingual language tutors will be available to provide primary language assistance during regular classroom instruction in English. BLTs will assist in administering the ELPAC, with additional hours as needed to complete on schedule.</p> <p>C. Teachers will provide pre-teaching and reteaching of standards to assist students in mastery and thorough understanding of CCSS. Teachers will reinforce current classroom instruction in a small group format. Teachers will provide extra practice time for struggling EL students.</p> <p>D. Teachers will use the Ellevation platform for ELD resources and as a</p>	<p>1.5 English Language Development (ELD)</p> <p>A. English Learner students in grades TK/K received 20 minutes of ELD daily, and English Learner students in grades 1-6 received a minimum of 30 minutes of daily designated ELD instruction to increase their English proficiency. ELD was integrated throughout the day.</p> <p>B. Bilingual language tutors were available to provide primary language assistance during regular classroom instruction in English. BLTs assisted in administering the ELPAC, with additional hours as needed to complete on schedule.</p> <p>C. Teachers provided pre-teaching and reteaching of standards to assist students in mastery and thorough understanding of CCSS. Teachers reinforced current classroom instruction in a small group format. Teachers provided extra practice time for struggling EL students.</p> <p>D. Teachers used the Ellevation platform for ELD resources and as a</p>	<p>2 - Bilingual Language Tutors (BLT) 3 hr. 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$22,967</p> <p>2 - Bilingual Language Tutors (BLT) 3 hr. 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$23,874.00</p>	<p>2 - Bilingual Language Tutors (BLT) 3 hr. 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$22,967.00</p> <p>2 - Bilingual Language Tutors (BLT) 3 hr. 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$23,874.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>source of data leading to more targeted instruction and intervention.</p> <p>E. The English Learner's Advisory Committee (ELAC) will advise the principal and staff on programs and services related to the EL program.</p>	<p>source of data leading to more targeted instruction and intervention.</p> <p>E. The English Learner's Advisory Committee (ELAC) advised the principal and staff on programs and services related to the EL program.</p>		
<p>1.6 Preschool Transition</p> <p>A. Pre-school students will visit TK and/or Kindergarten classrooms, the office, and the cafeteria to become familiar with the rest of the campus.</p> <p>B. Pre-school and TK/Kindergarten teachers will meet. There will be joint activities between pre-school and TK/K students.</p> <p>C. Registration information for TK and kindergarten will be in the spring in both English and Spanish. The school will hold transition meetings for parents.</p> <p>D. Pre-school teachers will encourage parent involvement in activities. Pre-school parents will be invited to all school activities and functions.</p>	<p>1.6 Preschool Transition</p> <p>A. Pre-school students have not visited TK and/or Kindergarten classrooms, the office, and the cafeteria to become familiar with the rest of the campus. They have visited the library.</p> <p>B. Pre-school and TK/Kindergarten teachers have not met nor have they participated in joint activities.</p> <p>C. Registration information for TK and kindergarten has been sent out by the district in English and Spanish. Transition meetings have not yet been held.</p> <p>D. Limited parent involvement has been encouraged during the school year due to the volunteer restrictions which have been in place.</p>		
<p>1.7 Technology</p> <p>A. Every student in grades TK-6 has daily access to a Chromebook to use at school and at home. Teacher</p>	<p>1.7 Technology</p> <p>A. Every MBE student in grades TK-6 has access to a Chromebook.</p>	<p>Software Licenses 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$5,330</p>	<p>Software Licenses 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>computers are on a districtwide replacement cycle.</p> <p>B. Students will use digital resources such as AR, STAR Literacy, RAZ Kids, Brain Pop Jr., Time for Kids, and other online subscriptions to increase their reading, writing, and comprehension skills. Social Studies Weekly may be purchased for 4th and 5th grades.</p>	<p>Teachers have been included in the replacement cycle.</p> <p>B. Students use digital resources such as AR, STAR Literacy, RAZ Kids, Brain Pop Jr., Time for Kids, and other online subscriptions to increase their reading, writing, and comprehension skills. Social Studies Weekly has been purchased for 4th and 5th grades.</p>		

## Analysis

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

Mission Bell Elementary teachers and staff have focused on the social/emotional well-being of all students as they returned to in-person instruction. Morning meetings have taken place every day during the school year. Classroom teachers, LSTs/MST, Education Specialists, BLTs, and IA's have primarily focused on small-group instruction that has been conducive to student learning. All students have been provided access to Chromebooks, digital resources, and hotspots to support their learning.

Teachers have continued to implement the use of Units of Study to plan and provide optimal instruction. Teachers have also used digital resources to further enhance their teaching. Some of the programs used by teachers are PowerSchool Learning, EdPuzzle, RazKids Plus, Google Classroom, and AR and STAR Literacy.

LSTs have worked with small groups of students for the entire school year. They have focused on developing students' primary literacy foundational skills and guided reading. LSTs also support English language development for our ELLs. More recently, one of the LSTs has been providing additional intensive intervention to students who have an open SST file and have been deemed to need the additional instruction. Intensive intervention is being provided through the use of the SIPPS program.

Beginning in January, Mission Bell has also had an MST serving our students. The MST provides intervention to small groups of students needing math support.

ELO was also offered during three sessions this school year. Funding was covered through ELOP funding. The fall ELO session focused on struggling students. The first Spring Session focused on English language learners and struggling students. The second Spring Session focused on accelerating the needs of gifted or advanced learners.

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

We have limited data to use as a baseline for this year, but we do have some.

Using data from ELPAC dashboard, provide the following 2020-21 data:

\*5.59% Proficient

\*Level 1 (Minimally Developed) 16.76%

\*Level 2 (Somewhat Developed) 40.78%

\*Level 3 (Moderately Developed) 36.87%

\*Level 4 (Well Developed) 5.59%

With only 5.59% proficient ELLs, revision of ELD practices need to be made. The highest percentage of ELLs are at "Somewhat Developed" and "Moderately Developed."

#### NWEA Fall to Winter 2021-2022 ELA Growth Data

Kindergarten: 5.7

First Grade: 5.8

Second Grade: 7.5

Third Grade: 4.8

Fourth Grade: 4.9

Fifth Grade: 4.0

Sixth Grade: 3.2

The NWEA reading assessment was new for our students this year. Nonetheless, fourth, fifth, and sixth grade students were less than a point away from meeting the 2020 NWEA Fall to Winter growth norms in reading. Second grade students were 1.35 points away from meeting the 2020 NWEA growth norms. Kindergarten, first and third grades were had larger gaps than the other grade levels.

#### NWEA Fall to Winter 2021-2022 Math Growth Data

Kindergarten: 5.7

First Grade: 7.0

Second Grade: 6.1

Third Grade: 4.5

Fourth Grade: 6.1

Fifth Grade: 3.6

Sixth Grade: 6.2

The math NWEA assessment was also new this year for our students. Mission Bell's sixth grade students surpassed the 2020 NWEA Fall to Winter math assessment growth norms by 1.39 points. Fourth and fifth grade students were close to meeting the 2020 NWEA growth norms in math. Fourth grade students scored .4 points below the growth target and fifth grade students were 1.96 below the growth target. Kindergarten, first, second, and third grade students had larger gaps than the other grade levels.

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

Due to increased funding for education to mitigate the COVID-19 effects on students, many of the expenditures were taken over by the district.

For a greater part of the school year, events and activities required limited or no funding, like the 100 Mile Club Family Runs. Therefore, there were no costs associated with them.

Unfortunately, due to a shortage in substitute teachers, classrooms teachers were not offered release days to meet and plan. Therefore, costs were not associated with release time.

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

For the 2022-23 school year, collaborative release days would be beneficial for all teachers as those opportunities were limited this year. Teachers will be provided Alludo PD and other professional development opportunities to better meet the needs of diverse learners. Two teachers and the principal will be attending AVID Summer Institute and will be able to share the newly acquired knowledge with the rest of the staff.

# Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

## Goal 2

Safe, Orderly and Inviting Learning Environment

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P1: School facilities are maintained in good repair	All school facility will be maintained as expected.	All school facility reports indicate 100% Good or Better on FIT reports (2021-22 FIT Reports)
P5: School Attendance Rates (Semester 1 Q SIS)	The goal for the 2022-23 school year will be to increase the attendance percentage at each grade level by 3%.	TK: 87.5% K: 89.44% First Grade: 87.86% Second Grade: 94.57% Third Grade: 92.36% Fourth Grade: 94.5% Fifth Grade: 92.61 Sixth Grade: 93.74
P5: Chronic Absenteeism Rate (2020-21 Data Quest)	Decrease the chronic absentee overall rate by 7.2%.  Decrease the chronic absentee rate by subgroup:  English Learners: 1.8% Students with disabilities: 9.7% Socioeconomically Disadvantaged: 7.3%	2020-2021 Chronic Absenteeism Rate  Overall: 16.2% English Learners: 10.8% Students with Disabilities: 18.7% Socioeconomically Disadvantaged: 16.3%
P6: Pupil suspension rate	Maintain suspension rate at 0%	2020-2021 Suspension Rate  Overall: 0% Hispanic or Latino: 0%
P6: Pupil expulsion rate	Maintain expulsion rate at 0%	2020-2021 Expulsion Rate  Overall: 0%



Metric/Indicator	Expected Outcomes	Actual Outcomes
P6: Survey of pupils on sense of safety	The goal for the 2022-2023 school year is to reduce the percentage of students worried about violence in the school by 10%.	LCAP Student Survey, Winter 2021:  "How often do you worry about violence at your school?" 44% responded "Almost Never" or "Once in a while."
P6: Survey of parents on sense of safety	The goal for the 2022-2023 school year would be to maintain or improve the percentage of parents that feel that the school or district is currently doing quite or extremely well in the Diversity and Inclusion of all students by 3%.	LCAP Parent/Family Survey, Winter 2021  "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" 94% responded "Quite Well" or "Extremely Well."
P6: Survey of teachers on sense of safety	The goal for the 2022-2023 school year would be to improve the percentage of teachers that feel the working environment at the school is positive by 5%.	LCAP Teacher Survey, Winter 2021  "Overall, how positive is the working environment at your school?" 80% responded "Quite positive" or "Extremely positive."

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Safe Environment Activities</p> <p>A. The school will create and maintain a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through the following activities:</p> <ol style="list-style-type: none"> <li>1. Provide appropriate health care and nursing services.</li> <li>2. Provide active and effective student supervision at all times.</li> <li>3. Maintain a clean and orderly campus.</li> <li>4. Participate in Red Ribbon Week activities.</li> <li>5. Follow child abuse reporting procedures.</li> </ol>	<p>Safe Environment Activities</p> <p>A. The school has created and maintained a safe, healthy, disciplined, drug, alcohol, and tobacco-free learning environment through the following activities:</p> <ol style="list-style-type: none"> <li>1. Provided appropriate health care and nursing services.</li> <li>2. Provided active and effective student supervision at all times.</li> <li>3. Maintained a clean and orderly campus.</li> </ol>	<p>Health Care Aide (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$24,752.00</p>	<p>Health Care Aide (1.0) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$24,752.00</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>6. Notify teachers of dangerous students.</p> <p>7. Distribute the Discrimination and Harassment policy to employees, students, and parents.</p> <p>8. Provide support in behavior and social-emotional learning.</p> <p>9. Enforce the school and district dress code.</p> <p>10. Enforce school and district rules and procedures.</p> <p>11. Revise and distribute the parent/student handbook..</p> <p>12. Provide a place for a Mobile Health Clinic once a month.</p> <p>13. Conduct monthly fire/lockdown drills.</p> <p>B. Referrals to PICO mental health providers will be submitted for students experiencing behavioral, social and emotional, or family issues.</p>	<p>4. Participated in Red Ribbon Week activities.</p> <p>5. Followed child abuse reporting procedures.</p> <p>6. NA</p> <p>7. Distributed the Discrimination and Harassment policy to employees, students, and parents.</p> <p>8. Provided support in behavior and social-emotional learning.</p> <p>9. Enforced the school and district dress code.</p> <p>10. Enforced school and district rules and procedures.</p> <p>11. Revised and distributed the parent/student handbook.</p> <p>12. Provide a place for a Mobile Health Clinic. (Did not happen monthly).</p> <p>13. Conducted monthly fire/lockdown drills.</p> <p>B. Referrals to PICO mental health providers have been submitted for students experiencing behavioral, social and emotional, or family issues.</p>		
<p>Safe School Education and Planning</p> <p>A. Mission Bell will educate students on drug, alcohol, and tobacco prevention.</p> <p>B. Students will participate in Red Ribbon Week activities.</p> <p>C. Mission Bell will educate students on bullying and violence prevention through AVID Strong and behavior, social and emotional learning.</p>	<p>Safe School Education and Planning</p> <p>A. Mission Bell educated students on drug, alcohol, and tobacco prevention.</p> <p>B. Students participated in Red Ribbon Week activities.</p> <p>C. Mission Bell educated students on bullying and violence prevention</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$100.00</p>	<p>Materials and Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$100.00</p>

**Planned  
Actions/Services**

D. Mission Bell will instruct all students in digital citizenship by using the resources available through Common Sense Media and other sources.

E. Mission Bell will revise the Safe School Plan to include three essential components:  
 assuring each student a safe and healthy physical environment; assuring each student a safe, nurturing, and respectful emotional environment; developing each student's resiliency skills.

F. The school will develop and practice disaster procedures.

**Actual  
Actions/Services**

through AVID Strong and behavior, social and emotional learning.

D. Mission Bell instructed all students in digital citizenship by using the resources available through Common Sense Media and other sources.

E. Mission Bell revised the Safe School Plan to include three essential components:  
 assuring each student a safe and healthy physical environment; assuring each student a safe, nurturing, and respectful emotional environment; developing each student's resiliency skills.

F. The school practiced disaster procedures.

**Budgeted  
Expenditures**

**Estimated Actual  
Expenditures**

AVID Concepts Reinforcement  
 A. Mission Bell will reinforce AVID Strong concepts in grades TK-6 by reviewing the principles of being AVID Strong at assemblies and other presentations.  
 AVID Strong students are:  
 Always prepared  
 Very respectful  
 Intentionally safe  
 Determined and responsible

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

AVID Concepts Reinforcement  
 A. Mission Bell reinforced AVID Strong concepts in grades TK-6 by reviewing the principles of being AVID Strong at assemblies and other presentations.  
 AVID Strong students are:  
 Always prepared  
 Very respectful  
 Intentionally safe  
 Determined and responsible

B. Staff has implemented AVID Strong traits through training, social skills lessons, monthly incentives,

Incentives  
 4000-4999: Books And Supplies  
 LCFF Suppl/Conc -- 0707  
 \$1000.00

Incentives  
 4000-4999: Books And Supplies  
 LCFF Suppl/Conc -- 0707  
 \$0

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>
<p>public area expectations. Staff and principal will monitor behavior and identify needed support services. Appropriate behavior which leads to academic improvement will be recognized and rewarded on a regular basis with AVID Strong coupons and other incentives.</p>	<p>positive praise, and reinforcement. Staff and principal monitor behavior and identify needed support services. Appropriate behavior which leads to academic improvement is recognized and rewarded on a regular basis.</p>		
<p>Physical Fitness and Healthy Living  A. Upper-grade teachers will assess students on physical fitness levels throughout the year and track their progress toward fitness.</p> <p>B. Teachers will provide physical education instruction for 200 minutes every 10 days. Teachers in grades 1-3 and 4-6 will work together to provide standards-based P.E. instruction. All teachers will be informed of the physical fitness standards in order to support and develop the necessary skills by the time the students reach 5th grade.</p> <p>C. Mission Bell will facilitate and encourage participation in the 100 Mile Club program. Mission Bell will host a monthly Family Night run for the 100 Mile Club.</p> <p>D. Third-grade students will participate in the Gluck Move More Program if schedules permit.</p>	<p>Physical Fitness and Healthy Living  A. Upper-grade teachers assessed students' physical fitness levels throughout the year and tracked their progress toward fitness.</p> <p>B. Teachers have provided physical education instruction for 200 minutes every 10 days. Teachers in grades 1-3 and 4-6 have worked together to provide standards-based P.E. instruction.</p> <p>C. Mission Bell facilitated and encouraged participation in the 100 Mile Club program. Mission Bell hosted monthly Family Night runs for the 100 Mile Club.</p> <p>D. Third-grade students did not participate in the Gluck Move More Program.</p>		

## Analysis

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

Throughout the school year, teachers have focused on students' social-emotional well-being through the implementation of daily morning meetings. Teachers and staff continue to explicitly teach and reward students for displaying an AVID Strong Character. A behavioral health therapist has been assigned to Mission Bell twice a week. She helps support Mission Bell students with social, emotional, and behavioral needs. Mission Bell continues to refer students for counseling through the PICO behavioral health referral process. The principal aims to maintain a safe environment by helping with student supervision and monitoring GoGuardian. School/home communication is an essential piece for maintaining a safe and orderly environment. Parents are immediately notified of concerns.

During the 2021-2022 school year, students have not been incentivized for perfect attendance. Due to the effects of the pandemic and health safety requirements, a large number of absences have occurred. Quarantine regulations have forced many students to stay home if they have tested or were in close contact with a COVID-19 positive individual or display COVID-19 symptoms.

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

Mission Bell teachers and staff work on providing a safe and nurturing learning environment for all. Teachers and staff enforce school rules and promote AVID Strong Character that help minimize difficulties while students are at school. The behavioral health therapist services several students based on referrals. With all these systems in place, it is concerning that only 44% of students responded favorably to the question, "How often do you worry about violence at your school?"

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

Pending the improvement of the overall COVID-19 pandemic effects on our community, we plan to incentivize students for attendance. It is crucial for students to be in school every school day. The money set aside for incentives was not used this year, but will likely be used the following school year.

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

Minimal changes will be made to this goal. We will focus on student attendance through incentives and reaching out to families.

# Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

## Goal 3

Parent, Student and Community Engagement

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>P3: Survey of Parents/Families (including Unduplicated Pupils and Individuals with Exceptional Needs) on Family Involvement</p>	<p>For the 2022-2023 school year, we would like to increase the percentage of parents who respond favorably to increase by 5%.</p>	<p>LCAP Parent/Family Survey, Winter 2021: For this school or district to be successful over the next three years, how important is it for us to focus on community partnerships? 81% responded "Extremely Important" or "Quite Important."</p>
<p>P5: Survey of Students, Teachers, and Parents on Student Engagement</p>	<p>For the 2022-2023 school year, we would like to increase the percentage of parents who respond favorably to increase by 5%.</p>	<p>LCAP Parent/Family Survey, Winter 2021: For this school or district to be successful over the next three years, how important is it for us to focus on student activities and extracurricular activities? 83% responded "Extremely Important" or "Quite Important."</p>
<p>P5: Survey of Students, Teachers, and Parents on Student Engagement</p>	<p>For the 2022-2023 school year, we would like to increase the percentage of teachers to respond favorably by 10%.</p>	<p>LCAP Teacher Survey, Winter 2021: On most days, how enthusiastic are the students about being at school? 60% responded "Quite Enthusiastic" or "Extremely Important."</p>
<p>P5: Survey of Students, Teachers, and Parents on Student Engagement</p>	<p>For the 2022-2023 school year, we would like to increase the percentage of teachers to respond favorably by 10%.</p>	<p>LCAP Teacher Survey, Winter 2021: Overall, how much do you feel like you belong at your school? 62% responded "Belong quite a bit" or "Completely belong."</p>

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Welcoming and Engaging Environment</p> <p>A. Rooms will be available as a meeting room for parent classes which may include, but not limited to, Triple P Parenting, ESL, Latino Family Literacy, and Nutrition. The offerings will be determined by available resources. Classes may also be offered in a virtual format.</p> <p>B. Parents will be encouraged to join the Parent Teacher Organization (PTO)/Booster Club and attend meetings. Parents will be encouraged to volunteer/observe in classrooms as possible with new safety protocols.</p> <p>C. Students will be encouraged to volunteer for school events (i.e. Book Buddies, Santa's Breakfast, AVID Rewards, Family BBQ, etc.).</p> <p>D. The school will utilize the Q Communication System to inform parents of upcoming events. The school will utilize school and teacher websites to provide parental access to the school calendar, online educational resources, and access to teachers through email. Teachers may also use Remind and Class Dojo.</p> <p>E. The school will hold Parent Workshops and Family Nights to provide opportunities to acquire information, strategies, and materials to support student academic achievement. Parents</p>	<p>Welcoming and Engaging Environment</p> <p>A. Due to the restrictions placed on school districts and schools, only SSC meetings were regularly held in person. The TK teacher held a meeting for parents after restrictions were minimized. Kindergarten teachers plan to host a parent meeting also.</p> <p>B. During the 2021-22 school year, PTO and Booster Club were not active.</p> <p>C. During the 2021-22 school year, the only school event hosted was a monthly Family 100-Mile Club Run.</p> <p>D. During the 2021-22 school year, messaging to families was sent out using a variety of digital resources: ParentSquare, Remind, Class Dojo, Facebook, Twitter, Instagram, and school web page.</p> <p>E. Parent workshops and family nights were not hosted during the 2021-22 school year.</p> <p>F. Classified employees did not assist with clerical and supervision needs as parent workshops and family nights were not hosted.</p>	<p>Childcare and interpretation 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$1,392.00</p> <p>Childcare and interpretation 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$100.00</p>	<p>Childcare and interpretation 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$0</p> <p>Childcare and interpretation 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>will be taught skills and strategies to use at home in tutoring their own children and to foster greater academic success. Supervision will be provided for students and non-school age siblings to enable parents to attend workshops and meetings as long as funds allow.</p> <p>F. Classified employees will assist with clerical and supervision needs for parent workshops.</p> <p>G. Home-school communications will be provided in Spanish and English including translators for IEPs, parent conferences, and student study team meetings.</p> <p>H. The school will hold a minimum of 6 School Site Council and 4 ELAC meeting throughout the year.</p> <p>I. The school will hold 100 Mile Club Family Night events.</p>	<p>G. Spanish and English communication was used during IEPs, parent conferences, and student study team meetings.</p> <p>H. Mission Bell has hosted 5 SSC and 2 ELAC meetings up to this point in the school year. The other meetings will be hosted before the 2021-22 school year ends.</p> <p>I. Mission Bell has hosted monthly 100-Mile Club Runs.</p>		
<p>Library Access</p> <p>A. Mission Bell will provide daily access to the library for parents and students. The library media center clerk is available for 8 hours each day. Her time before and after school will be spent supporting parent and student outreach and providing additional access to library resources.</p>	<p>Library Access</p> <p>A. Mission Bell's library has been open for parents on an appointment basis. The library media clerk is available to support parents daily.</p>		
<p>Parent Teacher Conferences</p> <p>A. The school will inform parents of student progress with the use of teacher reports, trimester progress reports, and</p>	<p>Parent Teacher Conferences</p> <p>A. Parent/Teacher conferences were held virtually during the 2021-22</p>	<p>None Required None Specified</p> <p>\$</p>	<p>None Required None Specified</p> <p>\$</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>report cards. The school will conduct Parent/Teacher/Student conferences and establish a compact between parent/child/school.</p> <p>B. Translators will be available as needed.</p>	<p>school year. Teachers used this time to inform parents of students' progress. A Parent/Teacher/Student contract was established during the conference times.</p> <p>B. Translators were made available as needed.</p>		

## Analysis

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

Parent Communication was consistent throughout the year. We used several online platforms such as Facebook, Instagram, Class Dojo, and the school website to reach parents. We also used ParentSquare to make calls and send text and email messages. Our school's electronic marquee was installed this year and we use that to promote events and to make announcements such as employees of the year.

Due to the restrictions placed on school districts and schools, only SSC meetings were regularly held in person. ELAC meetings and Parent/Teacher conferences were held virtually as parents preferred that method. We held an in-person Science Camp meeting for 6th grade students who attended Science Camp. The TK teacher held a meeting for parents after restrictions were minimized. Kindergarten teachers plan to host a parent meeting also. Mission Bell's library has been open for parents on an appointment basis. The library media clerk is available to support parents daily.

One of the end-of-the-year events, we will have for 6th grade students is a parent/student picnic. Visitors will also be allowed on campus for the 6th Grade Promotion.

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

Parents attended meetings virtually and in-person throughout the school year. Allowing parents the option to attend meetings virtually was a viable option for parents who would otherwise not attend in person. Inviting parents to our 100 Mile Club Family Runs was successful. We have several families that come to walk around the track on those evenings. So far, two of our students have met the 100 Mile goal. Those students and their families attend our after school runs.

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

Due to the restrictions placed on school districts and schools, a majority of meetings were held virtually. In-person meetings incurred no cost.

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

For the 2022-23 school, we hope to be able to offer families more in-person events. We would like to hold Family Nights, parent workshops, PTO and Booster Club memberships, and other events.

# Budget Summary and Consolidation

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	193,240
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	501,253.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	111,325	0.00
Title I Parent Involvement -- 3010 1902	1,447	0.00
Title I District -- 500 3010	75,325	0.00
Title III LEP -- 4203	5,143	0.00
LCFF Suppl/Conc -- 0707	98,890	0.00
LCFF District -- 500 0707	209,123	0.00

# Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	209,123.00
LCFF Suppl/Conc -- 0707	98,890.00
Title I Basic -- 3010	111,325.00
Title I District -- 500 3010	75,325.00
Title I Parent Involvement -- 3010 1902	1,447.00
Title III LEP -- 4203	5,143.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	308,833.00
2000-2999: Classified Personnel Salaries	152,399.00
4000-4999: Books And Supplies	25,401.00
5000-5999: Services And Other Operating Expenditures	13,620.00
5700-5799: Transfers Of Direct Costs	1,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	114,797.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	94,326.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	7,386.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	56,626.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	20,258.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	13,620.00
5700-5799: Transfers Of Direct Costs	LCFF Suppl/Conc -- 0707	1,000.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	111,325.00
1000-1999: Certificated Personnel Salaries	Title I District -- 500 3010	75,325.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	1,447.00
4000-4999: Books And Supplies	Title III LEP -- 4203	5,143.00

# 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
Kathy Nitta	Classroom Teacher
Michelle Rayfield	Classroom Teacher
Amber Veazie	Classroom Teacher
Linda Baca	Other School Staff
Licet Cervantes	Parent or Community Member
Cynthia Gonzalez	Parent or Community Member
Brisa Lopez	Parent or Community Member
Mireya Ruvalcaba	Parent or Community Member
Brenda Zamarripa	Parent or Community Member
Josefina F. Gamez	Principal

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on 5/19/2022.

Attested:



Principal, Josefina Gamez on 5/19/2022



SSC Chairperson, Kathy Nitta, Vice Chairperson on 5/19/2022



# Addendum

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

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Evaluation and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

## Stakeholder Involvement

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

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the Annual Evaluation and Update.

Goals, Strategies, & Proposed Expenditures

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

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

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

## Expected Annual Measurable Outcomes

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

### **Planned Strategies/Activities**

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

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

### **Students to be Served by this Strategy/Activity**

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

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

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

### **Annual Evaluation and Update**

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

Annual Measurable Outcomes

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

Strategies/Activities

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

### **Analysis**

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

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **Budget Summary and Consolidation**

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

### **Budget Summary**

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

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

A school may include additional information or more detail.

### **Consolidation of Funds**

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

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

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

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

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

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

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

## Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Evaluation and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

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

### **State or Local Programs**

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