



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mission Elementary School	36-67843-0123851	May 1, 2024	July 9, 2024

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

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

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

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

This plan is being used by Mission Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Mission has been identified in the area of Two or More Races with a need for improvement in attendance and suspension rates.

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

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# Plan Description

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

This plan is being used by Mission Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Mission has been identified in the area of Two or More Races with a need for improvement in attendance and suspension rates.

Mission's school goals are aligned with our district's LCAP goals. They are designed to help all students, including our English Language Learners, under-performing student groups, and Advanced Learners students achieve academic, behavior, social and emotional success. The School Plan for Student Achievement (SPSA ) is meant to consolidate all school-level planning efforts into one plan. 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 effort with the ultimate goal of increasing student achievement. The School Site Council 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. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students. LCFF provides schools and LEA's 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. Because our school goals are aligned to the District's LCAP goals, they support our unduplicated students including students experiencing homelessness/Foster, English Learners, low Socioeconomically disadvantaged students, and students that need intervention/enrichment achieve academic, behavioral, and socio-emotional success.

## Educational Partner Involvement

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

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

The School Site Council will meet a minimum of 5 times throughout the year. The dates are posted on our school's website, SSC agendas, and Sunday Message. The council consists of the administrator, 3 Certified staff members, 1 Classified staff member, and five parents. The intent of the School Site Council (SSC) is to ensure the educational opportunities provided at Mission are decided through a collaborative effort. During the SSC meetings, the council will discuss and make decisions on the required topics: Uniform Complaint Procedures, Program Evaluation, Parent Involvement Activities, Program Monitoring, Needs Assessment, Training on new state accountability, and site-based needs. Mission's SSC, with input from school stakeholders, develops the site's SPSA plan. In addition, Mission's SSC conducts progress monitoring reviews of the SPSA on-going. Mission also updates the SPSA as necessary.

## Resource Inequities

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

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

As part of the comprehensive needs assessment process, the School Site Council has discussed and reflected upon resource inequities that may contribute to areas of lower performance. The discussion centered around the importance of creating intervention opportunity all students have access to both during school hours and after school hours, especially the Two or More group. A large percentage of our students are bussed to and from school and do not have access to before or afterschool intervention, thus intervention during the school day is necessary.

# Comprehensive Needs Assessment Components

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

## California School Dashboard (Dashboard) Indicators

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

In the 2023 California School Dashboard, ELA and Suspensions had an overall performance in the "Red" or "Orange." Student achievement in English Language Arts declined by 27.3%, with a change of -4.6. Efforts will be focused on supporting all students through best-first, rigorous instruction, daily small group instruction, targeted intervention, Professional Development, and collaboration to support teachers, with additional support given to our English Learners, Socioeconomically Disadvantaged, Hispanic, and Two or More Races groups. Dashboard data reveals that our suspension rate increased by 2.5% from the previous school year, with a change or 2-point increase. (Not illustrated above, but detailed on the State Dashboard) of students having been suspended at least once. Continued focus on PBIS, PeaceBuilder, teaching self-regulation skills, Social Emotional Lessons, and strategies/activities will continue to maintain and improve a positive school culture, which will have a direct effect on student achievement. Furthermore, the addition we have two full-time general education paraprofessionals to support students with behavior risks and support from our school counselor will contribute to improving this area. Dashboard data reveals that our English Learner Progress had an overall performance in the "Orange". The indicator identified 52.3% of EL students made progress which was a decline of 4.3%.

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

In the 2023 California School Dashboard, English Learners (EL) and Two or More Races (TOM) had performance levels two or more performance levels below "all students" in Chronic Absenteeism. Our Chronic absenteeism improved to 29.2%, with a decline change of 4.5 from the previous year. We will maintain a targeted focus to improve student attendance, which will, in turn, positively affect student achievement. This focus includes our attendance clerk, teachers, counselor, and assistant principal monitoring students, meeting with families, and celebrating improvement, and offering incentives.

## Other Needs

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

None

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.36%	0.34%	0.17%	2	2	1
African American	10.71%	11.24%	9.42%	60	66	54
Asian	7.50%	8.52%	8.90%	42	50	51
Filipino	4.64%	4.09%	3.66%	26	24	21
Hispanic/Latino	54.46%	56.56%	58.64%	305	332	336
Pacific Islander	0.18%	0.17%	%	1	1	
White	16.07%	12.95%	12.91%	90	76	74
Multiple	5.18%	5.11%	5.24%	29	30	30
<b>Total Enrollment</b>				560	587	573

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	101	115	100
Grade 1	115	83	79
Grade 2	84	102	86
Grade3	92	94	89
Grade 4	86	105	94
Grade 5	82	88	94
<b>Total Enrollment</b>	560	587	573

#### Conclusions based on this data:

- Mission's enrollment hasn't seen any major changes over the last year. Hispanic/Latino students continue to make up most of the school's enrollment, with Latinos being our largest population. We gained approximately 30 total students due to transfer requests and new home development in the area. Our Mission staff continues to develop relationships with our students and their families and work to engage the whole family in the vision of excellence at our school by engaging them in conversations about Positive Behavior Interventions and Support (PBIS), academics, attendance, college, and career topics and support for students and families.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	75	54	66	12.00%	13.4%	11.5%
Fluent English Proficient (FEP)	33	40	38	7.90%	5.9%	6.6%
Reclassified Fluent English Proficient (RFEP)	6	15		7.1%	1.1%	

### Conclusions based on this data:

1. Mission's EL population has decreased this year by about 4%. Our Fluent English Proficient increased by .9% and we Reclassified 6 students. Mission has provided EL students with support through designated and integrated English development in the classrooms daily, as well as professional development for teachers.

# School and Student Performance Data

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

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	99	89	92	99	88	90	99	88	90	100.0	98.9	97.8
Grade 4	91	100	92	87	98	91	87	98	91	95.6	98.0	98.9
Grade 5	84	90	97	82	89	97	82	89	97	97.6	98.9	100
All Grades	274	279	281	268	275	278	268	275	278	97.8	98.6	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2398.	2408.	2386.	17.17	15.91	11.11	17.17	26.14	17.78	30.30	27.27	32.22	35.35	30.68	38.89
Grade 4	2466.	2441.	2446.	27.59	25.51	18.68	24.14	11.22	21.98	21.84	23.47	25.27	26.44	39.80	34.07
Grade 5	2472.	2478.	2495.	17.07	19.10	26.80	24.39	23.60	21.65	19.51	23.60	17.53	39.02	33.71	34.02
All Grades	N/A	N/A	N/A	20.52	20.36	19.06	21.64	20.00	20.50	24.25	24.73	24.82	33.58	34.91	35.61

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 3	14.14	13.64	8.89	58.59	65.91	60.00	27.27	20.45	31.11	
Grade 4	22.99	18.37	16.48	63.22	54.08	63.74	13.79	27.55	19.78	
Grade 5	17.07	13.48	16.49	56.10	62.92	58.76	26.83	23.60	24.74	
All Grades	17.91	15.27	14.03	59.33	60.73	60.79	22.76	24.00	25.18	

<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>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	14.14	10.23	10.00	47.47	65.91	38.89	38.38	23.86	51.11
<b>Grade 4</b>	18.39	14.29	12.09	57.47	50.00	54.95	24.14	35.71	32.97
<b>Grade 5</b>	14.63	13.48	21.65	51.22	58.43	55.67	34.15	28.09	22.68
<b>All Grades</b>	15.67	12.73	14.75	51.87	57.82	50.00	32.46	29.45	35.25

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	9.09	7.95	12.22	79.80	73.86	67.78	11.11	18.18	20.00
<b>Grade 4</b>	14.94	10.20	12.09	68.97	69.39	67.03	16.09	20.41	20.88
<b>Grade 5</b>	8.54	10.11	14.43	67.07	69.66	65.98	24.39	20.22	19.59
<b>All Grades</b>	10.82	9.45	12.95	72.39	70.91	66.91	16.79	19.64	20.14

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	10.10	11.36	10.00	64.65	61.36	65.56	25.25	27.27	24.44
<b>Grade 4</b>	19.54	10.20	9.89	63.22	62.24	72.53	17.24	27.55	17.58
<b>Grade 5</b>	10.98	15.73	19.59	59.76	60.67	57.73	29.27	23.60	22.68
<b>All Grades</b>	13.43	12.36	13.31	62.69	61.45	65.11	23.88	26.18	21.58

**Conclusions based on this data:**

1. Based on the CAASPP data 3rd grade and 5th grade made consistent growth. However 4th grade had an overall decline in scores with a specific decline in reading and writing.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	99	89	92	99	88	90	99	88	90	100.0	98.9	97.8
Grade 4	91	100	92	89	98	92	89	98	92	97.8	98.0	100
Grade 5	84	90	97	82	89	97	82	89	97	97.6	98.9	100
All Grades	274	279	281	270	275	279	270	275	279	98.5	98.6	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2407.	2415.	2395.	15.15	11.36	7.78	16.16	30.68	18.89	24.24	21.59	27.78	44.44	36.36	45.56
Grade 4	2445.	2463.	2454.	10.11	18.37	15.22	24.72	21.43	20.65	30.34	30.61	36.96	34.83	29.59	27.17
Grade 5	2448.	2461.	2481.	4.88	10.11	14.43	15.85	12.36	15.46	21.95	25.84	31.96	57.32	51.69	38.14
Grade 11															
All Grades	N/A	N/A	N/A	10.37	13.45	12.54	18.89	21.45	18.28	25.56	26.18	32.26	45.19	38.91	36.92

<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>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	14.14	13.64	12.22	46.46	53.41	41.11	39.39	32.95	46.67
<b>Grade 4</b>	15.73	22.45	13.04	49.44	44.90	45.65	34.83	32.65	41.30
<b>Grade 5</b>	6.10	11.24	15.46	37.80	43.82	46.39	56.10	44.94	38.14
<b>Grade 11</b>									
<b>All Grades</b>	12.22	16.00	13.62	44.81	47.27	44.44	42.96	36.73	41.94

<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>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	18.18	21.59	14.44	44.44	47.73	41.11	37.37	30.68	44.44
<b>Grade 4</b>	14.61	16.33	15.22	43.82	50.00	55.43	41.57	33.67	29.35
<b>Grade 5</b>	7.32	8.99	13.40	53.66	52.81	53.61	39.02	38.20	32.99
<b>All Grades</b>	13.70	15.64	14.34	47.04	50.18	50.18	39.26	34.18	35.48

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	19.19	17.05	6.67	53.54	57.95	61.11	27.27	25.00	32.22
<b>Grade 4</b>	13.48	19.39	15.22	53.93	54.08	60.87	32.58	26.53	23.91
<b>Grade 5</b>	4.88	10.11	9.28	53.66	55.06	58.76	41.46	34.83	31.96
<b>All Grades</b>	12.96	15.64	10.39	53.70	55.64	60.22	33.33	28.73	29.39

**Conclusions based on this data:**

- 2023 CAASPP data shows an overall steady increase in math scores in all areas and grade levels. Continued support will be emphasized in small group instruction, data analyses, and supplemental curriculum.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	1439.5	1457.6	1440.4	1460.4	1470.9	1459.7	1390.6	1426.4	1394.9	16	14	23
<b>1</b>	1403.3	1456.2	*	1434.5	1483.4	*	1371.6	1428.5	*	11	11	*
<b>2</b>	*	*	*	*	*	*	*	*	*	5	10	10
<b>3</b>	*	*	*	*	*	*	*	*	*	8	4	9
<b>4</b>	1513.7	*	*	1521.8	*	*	1505.0	*	*	12	9	6
<b>5</b>	1548.7	1531.6	*	1554.2	1531.0	*	1542.6	1531.8	*	13	13	10
<b>All Grades</b>										65	61	61

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	18.75	28.57	13.04	50.00	50.00	52.17	25.00	14.29	30.43	6.25	7.14	4.35	16	14	23
<b>1</b>	0.00	9.09	*	18.18	45.45	*	36.36	27.27	*	45.45	18.18	*	11	11	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	8.33	*	*	66.67	*	*	8.33	*	*	16.67	*	*	12	*	*
<b>5</b>	38.46	30.77	*	30.77	53.85	*	30.77	7.69	*	0.00	7.69	*	13	13	*
<b>All Grades</b>	18.46	21.31	22.95	43.08	49.18	36.07	23.08	16.39	26.23	15.38	13.11	14.75	65	61	61

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	37.50	42.86	21.74	31.25	50.00	52.17	31.25	0.00	21.74	0.00	7.14	4.35	16	14	23
<b>1</b>	9.09	54.55	*	27.27	27.27	*	36.36	9.09	*	27.27	9.09	*	11	11	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	50.00	*	*	33.33	*	*	8.33	*	*	8.33	*	*	12	*	*
<b>5</b>	53.85	46.15	*	30.77	46.15	*	15.38	0.00	*	0.00	7.69	*	13	13	*
<b>All Grades</b>	43.08	44.26	39.34	27.69	45.90	31.15	21.54	3.28	16.39	7.69	6.56	13.11	65	61	61

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	5.00	14.29	4.35	30.00	14.29	17.39	60.00	57.14	65.22	5.00	14.29	13.04	20	14	23
<b>1</b>	*	9.09	*	*	18.18	*	*	36.36	*	*	36.36	*	*	11	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	0.00	*	*	27.27	*	*	63.64	*	*	9.09	*	*	11	*	*
<b>4</b>	7.69	*	*	23.08	*	*	53.85	*	*	15.38	*	*	13	*	*
<b>5</b>	*	0.00	*	*	46.15	*	*	38.46	*	*	15.38	*	*	13	*
<b>All Grades</b>	4.62	8.20	4.92	29.23	26.23	24.59	41.54	39.34	45.90	24.62	26.23	24.59	65	61	61

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	31.25	42.86	21.74	62.50	50.00	69.57	6.25	7.14	8.70	16	14	23
<b>1</b>	18.18	63.64	*	45.45	27.27	*	36.36	9.09	*	11	11	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	50.00	*	*	41.67	*	*	8.33	*	*	12	*	*
<b>5</b>	23.08	23.08	*	76.92	69.23	*	0.00	7.69	*	13	13	*
<b>All Grades</b>	35.38	39.34	34.43	50.77	50.82	52.46	13.85	9.84	13.11	65	61	61

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	43.75	64.29	39.13	56.25	28.57	52.17	0.00	7.14	8.70	16	14	23
<b>1</b>	18.18	36.36	*	54.55	54.55	*	27.27	9.09	*	11	11	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	50.00	*	*	41.67	*	*	8.33	*	*	12	*	*
<b>5</b>	76.92	92.31	*	15.38	0.00	*	7.69	7.69	*	13	13	*
<b>All Grades</b>	49.23	65.57	39.34	41.54	27.87	44.26	9.23	6.56	16.39	65	61	61

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	0.00	14.29	4.35	81.25	78.57	91.30	18.75	7.14	4.35	16	14	23
<b>1</b>	0.00	27.27	*	9.09	9.09	*	90.91	63.64	*	11	11	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	0.00	*	*	75.00	*	*	25.00	*	*	12	*	*
<b>5</b>	30.77	7.69	*	46.15	76.92	*	23.08	15.38	*	13	13	*
<b>All Grades</b>	9.23	13.11	8.20	55.38	57.38	63.93	35.38	29.51	27.87	65	61	61

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	25.00	35.71	8.70	62.50	28.57	69.57	12.50	35.71	21.74	16	14	23
<b>1</b>	0.00	9.09	*	45.45	72.73	*	54.55	18.18	*	11	11	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	8.33	*	*	58.33	*	*	33.33	*	*	12	*	*
<b>5</b>	15.38	30.77	*	84.62	61.54	*	0.00	7.69	*	13	13	*
<b>All Grades</b>	13.85	21.31	6.56	64.62	55.74	67.21	21.54	22.95	26.23	65	61	61

**Conclusions based on this data:**

1. ELPAC data shows an increase in overall English Language growth. Continued support will be emphasized through daily designated and integrated ELD in all grade levels.

# School and Student Performance Data

## California School Dashboard Student Population

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

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

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

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>587</b>	<b>80.2</b>	<b>9.2</b>	<b>0.3</b>
Total Number of Students enrolled in Mission Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	54	9.2
Foster Youth	2	0.3
Homeless	25	4.3
Socioeconomically Disadvantaged	471	80.2
Students with Disabilities	64	10.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	66	11.2
American Indian	2	0.3
Asian	50	8.5
Filipino	24	4.1
Hispanic	332	56.6
Two or More Races	30	5.1
Pacific Islander	1	0.2
White	76	12.9

**Conclusions based on this data:**

1. Dashboard data indicates that the largest student population at Mission is our Socioeconomically Disadvantaged student group. This impacts student achievement and attendance due to their lack of resources to include transportation and access to health care, books, food, and other necessities. Home visits, parent education classes brought to neighborhood communities, and support from our school counselor will be supports Mission offers.

# School and Student Performance Data

## Overall Performance

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

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



### 2023 Fall Dashboard Overall Performance for All Students

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

### Conclusions based on this data:

- Dashboard data reveals that Student achievement in English Language Arts and English Learner Progress has decreased. Efforts will be focused on supporting all students through best first, rigorous instruction, daily small group instruction, targeted intervention, and Professional Development and collaboration to support teachers with additional support given to our EL, Hispanic students, Socioeconomically Disadvantaged, and students with Two or More Races.

Mathematics has improved. Continued designated and integrated EL development will be offered daily in the classroom, and the Extended Learner Opportunity Program will be available after school.

2. Dashboard data reveals that students at Mission Elementary have improved in the area of Chronic Absenteeism. We will maintain a targeted focus on improving student attendance, which will, in turn, positively affect student achievement. This focus includes our assistant principal and counselors monitoring students, meeting with families, and staff celebrating improvement and offering incentives.
3. Dashboard data reveals that our suspension rate is high for students having been suspended at least once. Continued focus on Social Emotional Lessons, PBIS, and PeaceBuilder strategies/activities will continue to maintain and improve a positive school culture that directly affects student achievement. Furthermore, the addition of two seven-hour general ed paraprofessionals who help support self-regulation skills and activities.

# School and Student Performance Data

## Academic Performance English Language Arts

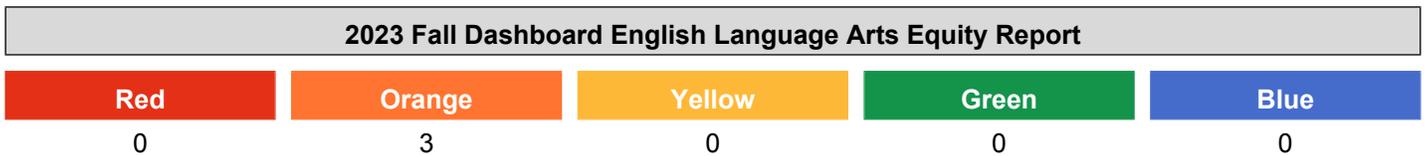
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Orange	 Orange	Less than 11 Students
27.3 points below standard	43.9 points below standard	5 Students
Decreased -4.6 points	Decreased -7.1 points	
262 Students	34 Students	
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
47.8 points below standard	 Orange	140.4 points below standard
Decreased Significantly -27.5 points	40.5 points below standard	Decreased -12.7 points
21 Students	Maintained -2.8 points	34 Students
	210 Students	

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
54 points below standard Increased Significantly +16.5 points 25 Students	Less than 11 Students 1 Student	30.7 points above standard Maintained -0.5 points 28 Students	33.3 points above standard 12 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 45.7 points below standard Maintained -2.8 points 153 Students	22.8 points below standard 14 Students	Less than 11 Students 1 Student	11.7 points above standard Decreased Significantly - 18.8 points 27 Students

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

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
109.1 points below standard Decreased Significantly -46.4 points 21 Students	33.3 points above standard 14 Students	29.6 points below standard Decreased -5.7 points 210 Students

**Conclusions based on this data:**

- Dashboard data reveals the following: Student achievement in the area of English Language Arts is "Orange". Efforts will be focused on supporting all students through best first, rigorous instruction, daily small group instruction, targeted intervention, data analysis, and Professional Development and collaboration to support teachers, with additional support given to our Socioeconomically Disadvantaged, Hispanic, and EL student groups.
- We will closely monitor the STAR Reading Data to monitor progress. As well as continue the implementation of Benchmark Phonics across all grade levels.

# School and Student Performance Data

## Academic Performance Mathematics

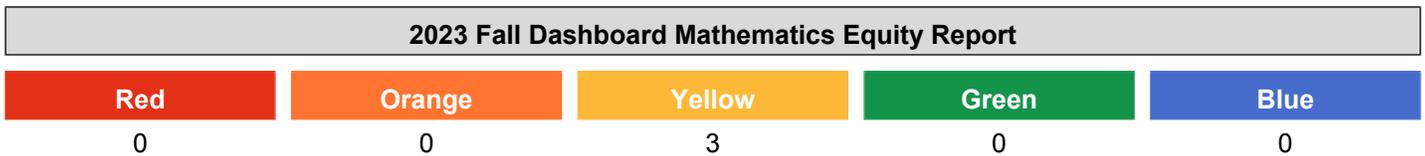
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 35.4 points below standard Increased +12.2 points 262 Students	<b>English Learners</b>  Yellow 43.7 points below standard Increased +7.9 points 34 Students	<b>Foster Youth</b> Less than 11 Students 5 Students
<b>Homeless</b> 47 points below standard Maintained -1.1 points 21 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 47.8 points below standard Increased +14.4 points 210 Students	<b>Students with Disabilities</b> 115 points below standard Increased Significantly +28.2 points 34 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
78.3 points below standard Increased +13.5 points 25 Students	Less than 11 Students 1 Student	26.3 points above standard Increased +8.3 points 28 Students	18.1 points above standard 12 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 51.4 points below standard Increased +12.3 points 153 Students	16.3 points below standard 14 Students	Less than 11 Students 1 Student	1.8 points above standard Increased +9.2 points 27 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
111 points below standard Decreased Significantly -37.7 points 21 Students	35.6 points above standard 14 Students	38 points below standard Increased +12.5 points 210 Students

#### Conclusions based on this data:

1. Student achievement in the area of Mathematics is "Yellow." Efforts will be focused on supporting all students, with additional support given to our homeless, EL, Hispanic, and Socioeconomically Disadvantaged student groups. Targeted math instruction, professional development for teachers, daily small group instruction and support from the ELOP teachers for intervention groups.
2. Data focus will include STAR Math Screeners.

# School and Student Performance Data

## Academic Performance English Learner Progress

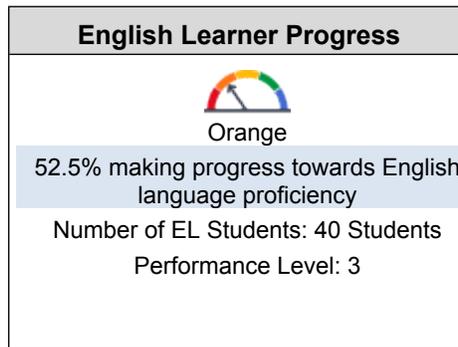
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



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

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
8	11	0	21

#### Conclusions based on this data:

1. Dashboard data reveals our English Learners Progress is at an "Orange." Continued designated and integrated EL development will be offered daily in the classroom along with after school Extended Learning Opportunity support.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow 29.2% Chronically Absent Declined Significantly -4.5 636 Students	 Red 27.8% Chronically Absent Increased 3.1 72 Students	Less than 11 Students 9 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
27.6% Chronically Absent Declined -13.6 29 Students	 Yellow 31.3% Chronically Absent Declined Significantly -5.5 505 Students	 Orange 32.7% Chronically Absent Declined -3.9 104 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 Orange 31% Chronically Absent Declined -4.3 71 Students	Less than 11 Students 2 Students	 Yellow 16.7% Chronically Absent Declined -0.7 54 Students	12.5% Chronically Absent Declined -5.4 24 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 33.1% Chronically Absent Declined Significantly -7.3 363 Students	 Red 32.5% Chronically Absent Increased 4.7 40 Students	Less than 11 Students 1 Student	 Orange 22.2% Chronically Absent Declined -1.7 81 Students

**Conclusions based on this data:**

- Dashboard data reveals that Mission Elementary students declined significantly in Chronic Absenteeism by -4.6. We will maintain a targeted focus on improving student attendance, which will, in turn, positively affect student achievement. This focus includes our attendance clerk, teachers, counselors, and assistant principal monitoring students, meeting with families, celebrating improvement, and offering incentives. Our focus groups will be the EL, SWD, AA, TOM, and White.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

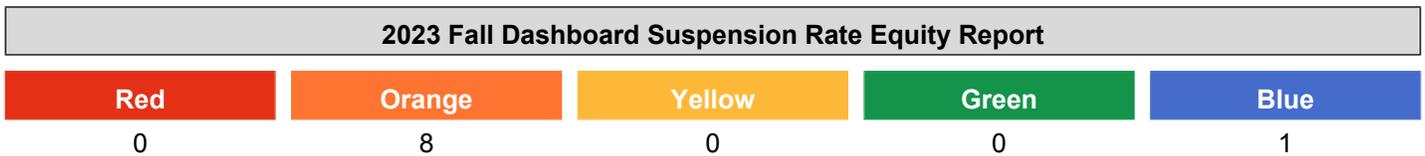
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group														
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">2.5% suspended at least one day</td> </tr> <tr> <td>Increased 2 651 Students</td> </tr> </tbody> </table>	All Students	 Orange	2.5% suspended at least one day	Increased 2 651 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">1.3% suspended at least one day</td> </tr> <tr> <td>Increased 1.3 77 Students</td> </tr> </tbody> </table>	English Learners	 Orange	1.3% suspended at least one day	Increased 1.3 77 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 9 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 9 Students		
All Students														
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<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0% suspended at least one day</td> </tr> <tr> <td>Maintained 0 30 Students</td> </tr> </tbody> </table>	Homeless	 Blue	0% suspended at least one day	Maintained 0 30 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">2.1% suspended at least one day</td> </tr> <tr> <td>Increased 1.5 514 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Orange	2.1% suspended at least one day	Increased 1.5 514 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">3.8% suspended at least one day</td> </tr> <tr> <td>Increased 3.8 104 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Orange	3.8% suspended at least one day	Increased 3.8 104 Students
Homeless														
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**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 5.6% suspended at least one day Increased 4.2 71 Students	Less than 11 Students 2 Students	 Orange 1.8% suspended at least one day Increased 1.8 56 Students	0% suspended at least one day Maintained 0 25 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.9% suspended at least one day Increased 1.6 372 Students	 Orange 2.4% suspended at least one day Increased 2.4 42 Students	Less than 11 Students 1 Student	 Orange 3.7% suspended at least one day Increased 2.6 82 Students

**Conclusions based on this data:**

- Dashboard data reveals that our suspension rate has increased by 2, putting us in the "Orange." Continued focus on social-emotional lessons, PBIS, teaching self-regulation skills, and PeaceBuilder strategies/activities will support improving a positive school culture, directly affecting student achievement. Furthermore, support from our school counselors will contribute to improving this area. We will continue seeking support from our full-time school counselors and assistant principal for proactive support. We will focus our efforts on the EL, SES, SWD, AA, Hispanic, White, and Two or More Races.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### Positive School Climate

Provide all students with a positive learning environment by creating a safe, more inclusive school that promotes equitable access to programs, college and career readiness, and tiered Social-Emotional and Behavioral supports. These supports will foster a sense of connectedness, especially for English Learners, Foster Youth, students experiencing homelessness, socioeconomically disadvantaged students, students with disabilities, Hispanics, African Americans, and other student groups whose outcomes indicate the greatest need.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide all educational partners a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social-Emotional and behavioral supports. These supports will foster a sense of connectedness, especially for English Learners (EL), Foster Youth (FY), Homeless Youth (HY), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), Hispanic/ Latino (HL), African American (AA), and other student groups whose outcomes indicate the greatest need.

### Identified Need

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

School attendance is necessary for student success. Although chronic Absenteeism decreased in 2023, we will stay committed to increasing overall student attendance by decreasing chronic absenteeism. The more students attend school, the more connected they will be to the school community, contributing to academic success.

Mission had an increase in suspensions this past year. Due to the lingering social/emotional effects of the pandemic, it will be necessary to continue to provide social-emotional lessons, positive behavior interventions, self-regulation skills, and a culture-building system of Equity with the intent to develop a sense of student connectedness with school and community and to reduce suspensions as well as increase student achievement areas. Our school-wide PBIS expectations will guide students' behaviors and actions to ensure a safe learning environment for all. The Attendance and PBIS teams will help analyze the support needed for school-wide improvements. The end goal is an academic achievement that will be met with these essential supports.

The section below (Measuring and Reporting Results) uses abbreviations for student groups. These include EL (English Learners), FY(Foster Youth), HY (Homeless Youth), SED (Socioeconomically Disadvantaged), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>1A - Attendance Rate Percentage of students who were present by student group. Source: District Analysis</p>	<p>Spring 2024</p> <p>All -- 92.6% African American -- 93.3% Asian -- 92.2% Filipino -- 94.3% Hispanic -- 92.1% White -- 94.2% Two or More Races -- 92.2% Low Income -- 92.4% English Learner -- 92.7% Foster Youth -- 89.1% Homeless Youth -- 88.7% Students with Disabilities -- 94.2%</p>	<p>Mission attendance rate among all students groups will increase at least 1%.</p> <p>All -- 93.6% African American -- 94.3% Asian -- 93.2% Filipino -- 95.3% Hispanic -- 93.1% White -- 95.2% Two or More Races -- 93.2% Low Income -- 93.4% English Learner -- 93.7% Foster Youth -- 90.1% Homeless Youth -- 89.7% Students with Disabilities -- 95.2%</p>
<p>1B Chronic Absenteeism Rate: Percentage of students in grades K-5 who were absent for 10% or more of the total instructional days, by student groups. Source: California School Dashboard</p>	<p>2023 CA Dashboard</p> <p>ALL   29.2% Black/African American   31% Asian   16.7% Hispanic   33.1% Multiple Races/Two or More   32.5% White   22.2% English Learner   27.8% Socioeconomically Disadvantaged   31.3% Students with Disabilities   32.7%</p>	<p>Mission chronic absenteeism rate should at minimum decrease by 10%.</p> <p>ALL   19.2%</p> <p>Black/African American   21% Asian   6.7% Hispanic   23.1% Multiple Races/Two or More   22.5% White   12.2% English Learner   17.8% Socioeconomically Disadvantaged   21.3% Students with Disabilities   22.7%</p>
<p>1C Suspension Rate: Percentage of students suspended 1 or more times during the school year by student group. Source: California School Dashboard</p>	<p>2023 CA Dashboard</p> <p>ALL   2.5% Black/African American   5.6% Asian   1.8% Hispanic   1.9% Multiple Races/Two or More   2.4% White   3.7% English Learner   1.3% Homeless Youth   0% Socioeconomically Disadvantaged   2.1% Students with Disabilities   3.8%</p>	<p>Mission's overall suspension rate will decrease by 1% among all student groups.</p> <p>ALL   1.5%</p> <p>Black/African American   4.6% Asian   0.8% Hispanic   0.9% Multiple Races/Two or More   1.4% White   2.7% English Learner   0.3% Homeless Youth   0% Socioeconomically Disadvantaged   1.1%</p>

		Students with Disabilities   2.8%
1D School Climate Survey: Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset, Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management.  Source: Local Climate Survey	March 2024 Overall Percent Favorable 72%	Mission staff will help encourage students to take the survey when prompted in the hopes that more participation will increase the overall percentage 75% to favorable to at the next survey.
1E SEL/Positive Behavior Systems (TFI/Self Survey)/SWIS: (describe measure used)  Source: Local Survey	(SEL/PBIS/SWIS - site to enter baseline)	Mission team continues to receive Platinum status in PBIS for the 24-25 school year. We would like to incorporate SWIS with fidelity. Our goal is for every classroom teacher to have access and training with SWIS.
1F School Connectedness/Visual and Performing Arts Enrollment: Percentage of students participating in Visual and Performing Arts.  Source: District Analysis	2023-2024  8.2%	Mission will use funds to purchase music and art supplies to increase participation in the Visual and Performing Arts. Our goal is to increase participation in Visual and Performing Arts through the VAPA program.

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1 Promote a positive school culture and environment through social-emotional learning, self-regulation skills, positive behavior intervention supports, equitable practices, and support for schoolwide climate/expectations. Provide supplemental SEL materials and resources, professional development, and training opportunities for tiered supports/services. Provide Mission Mentors/Leadership materials/resources, signage/flags/ materials/ transportation needed to support common school expectations and positive school climate and culture; hourly pay for Leadership Meetings in support of campus climate, culture, and SEL; hourly compensation for staff participating/offering additional activities to support students during lunch and after school; behavior/school-wide expectation incentives/rewards. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increasing student connectedness and attendance.	All students	3,000.00 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Supplemental /extra duty, hourly, substitute teacher to push in and support students 16,545.00 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Supplemental resources and materials and Signage/flags/ materials/ murals incentives and awards.

<p><b>1.2</b></p>	<p>2 College/career focus; hourly pay for clubs/activities/opportunities that foster and promote student engagement and college and career readiness; materials/resources to support college and career readiness; field trips, assemblies, and activities that support college and career readiness and equity enhanced learning; College T-shirts for students to support their connection to the school culture and our College/Career focus; No Excuses University, network membership fee, and professional development costs to include registration fees/lodging; Materials, resources, and supports needed for annual college/career fair. Increased participation and access will improve school engagement and provide a sense of belonging for students with disabilities, foster youth, socioeconomically disadvantaged students, and English Learners, increasing student connectedness and attendance.</p>	<p>All students</p>	<p>7,000.00 LCAP - Supplemental &amp; Concentration Grant (LCAP) Non-Personnel (4000-7439) Student College T-Shirts 3,500.00 LCAP - Supplemental &amp; Concentration Grant (LCAP) Personnel (1000-3999) Compensation for leading clubs/activities,</p>
<p><b>1.3</b></p>	<p>3 Collaborative community and parent partnerships; One School One Book Family Reading materials/Resources. Compensation to regularly maintain/update the school website to ensure timely and informative communication to families; family events (refreshments, materials, supplies, guest speakers, outside vendors, event costs); host parent nights on campus and community; newsletters, home-school connection, outside printing, reprographics; meeting refreshments/resources PTA/SSC/ELAC/Parent University; hourly pay for childcare for parent meetings; Supplemental mailings/postage; Language Line. Increased participation and access will improve school engagement and provide a sense of belonging for students with disabilities, foster youth, homeless, socioeconomically disadvantaged students, and English Learners, increasing student connectedness and attendance.</p>	<p>All students</p>	<p>5000.00 LCAP - Supplemental &amp; Concentration Grant (LCAP) Non-Personnel (4000-7439) Supplemental materials such as One School One Book, and duplicating to support parent trainings, Language Line 500.00 LCAP - Supplemental &amp; Concentration Grant (LCAP) Personnel (1000-3999) Hourly pay for child care 1,737.00 Title I Parent Involvement Non-Personnel (4000-7439) Postage, newsletters, meeting refreshments/resources.</p>
<p><b>1.4</b></p>	<p>4. Enhanced learning through the expanded learning program, STEAM, innovation, and Digital Citizenship resources and materials for classrooms; hourly compensation for extended day opportunities offered to students; professional development and training opportunities to support learning through STEAM, innovation, and digital awareness. This strategy will be developed to support the needs of our Students with Disabilities, English Language Learners, Two or More Races, and Socioeconomically Disadvantaged Students as they work towards college and career readiness. The success of this approach will be measured by an increase in the number of students who demonstrate academic growth, improved study habits, and Progress Adviser walk-throughs. The development of these tiered supports will focus on meeting the needs of unduplicated student groups and increasing student connectedness and attendance.</p>	<p>All Students</p>	<p>4,000.00 LCAP - Supplemental &amp; Concentration Grant (LCAP) Non-Personnel (4000-7439)  2000.00 LCAP - Supplemental &amp; Concentration Grant (LCAP) Personnel (1000-3999)</p>

1.5	5. Mission will supplement the Visual and Performing Arts to purchase materials/supplies to increase school participation in the arts. Research shows that increased participation and access to the programs help improve school engagement and provide a sense of belonging for H/L, TOM, SWD, and EL, improving the Mission's attendance.	All Students	2,500.00 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Supplies, materials, resources
1.6	6. Reduce suspensions by providing additional support and resources to students at risk of suspension, such as self-regulation skills, restorative practice, counseling, mentoring, or academic interventions. Provide para support in class to support student behaviors and social/emotional development. Implement calming corners and calming stations to help students self-regulate in the classroom, counselor's room, and administrator offices. The success of this approach will be measured by a decrease in the number of suspensions and an increase in the number of students who demonstrate improved behavior and academic performance for AA, A, EL, H/L, TOM, SED, White, and SWD.	All Students	2,000.00 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Self regulation supplies, resources, and materials.
1.7	Monitor student attendance closely and intervene early when students show signs of chronic absenteeism. This can be achieved through regular check-ins with students and their families, as well as targeted interventions such as mentoring or counseling. The success of this approach will be measured by a decrease in the number of students who are chronically absent. Implement a rewards program for students who have good attendance, such as recognition at school assemblies or special privileges. The success of this approach will be measured by an increase in student attendance rates in the EL, TOM, AA, SWD, and Whites.	All Students	2,000.00 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Attendance rewards, supplies, resources, and materials.

## Annual Review

### SPSA Year Reviewed: 2023-24

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

### Analysis

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

The strategies and actions will be monitored throughout the year, and progress will be documented in the fall SPSA Review Progress monitoring.

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

One major difference is that we added self-regulation skills to meet the needs of our high suspension rates. We want to provide professional development in Tier 2 and Tier 3 behavior support.

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.

SPSA contains evidence that the school is responding and making reasonable changes to address ongoing or new student needs to reduce suspensions by providing additional support and resources to students at risk of suspension, such as self-regulation skills, restorative practice, counseling, mentoring, or academic interventions.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### Tiered Academic Support

Tiered supports and services will be utilized to provide deliberate instruction and extended learning opportunities that accelerate students in meeting and exceeding academic standards.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will progress towards meeting standards in core academics through tiered supports and services.

### Identified Need

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

Our Fall 2023 Dashboards reports Reading and Math Data were as follows:

EL students scored "Orange" in ELA and "Yellow" in Math. As evidenced by the Dashboard data, our students are in need of deliberate instruction and interventions necessary to accelerate learning. Our students with disabilities, African Americans, homeless, and two or more races scored low in both ELA and Math.

The section below (Measuring and Reporting Results) uses abbreviations for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), SED (Socioeconomically Disadvantaged), SWD (Students with Disabilities), AA (African American students), A (Asian students), H/L (Hispanic/Latino students), and W (White students).

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2A ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 student group.  Source: California School Dashboard	2023 CA School Dashboard (points from standard) ALL   -27.3 Hispanic   -45.7 English Learner   -43.9 Socioeconomically Disadvantaged   -40.5	Mission's goal is to decrease students at "below standard" by 1%. ALL   -26.3  Hispanic   -44.7  English Learner   -42.9  Socioeconomically Disadvantaged   -39.5
2B Mathematics State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-5 student group.  Source: California School Dashboard	2023 CA School Dashboard (points from standard) ALL   -35.4 Hispanic   -51.4 English Learner   -43.7 Socioeconomically Disadvantaged   -47.8	Mission's goal is to continue decrease students at "below standard" by 1%. ALL   -34.4  Hispanic   -50.4  English Learner   -42.7

		Socioeconomically Disadvantaged   - 46.8
<p>2C California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST Grade 5 student group.</p> <p>Source: CDE Dataquest Reporting</p>	<p>Spring 2023 CAST ALL- 28.8% EL- 0.0% Foster Youth-0.0% Homeless-16.7 Economically Disadvantaged-24.6% SWD-7.1% African American- 0.0% Asian-54.5% Hispanic- 23.6% White- 42.8%</p>	<p>Mission's goal is to continue to increase "Meeting" or "Exceeding Standards" on the 5th Grade CAST by 1%.</p> <p>ALL- 29.8% EL- 1.0% Foster Youth-1.0% Homeless-17.7 Economically Disadvantaged-25.6% SWD-8.1% African American- 1.0% Asian- 55.5% Hispanic- 24.6% White- 43.8%</p>
<p>2D English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC).</p> <p>Source: California School Dashboard</p>	<p>2023 CA School Dashboard 52.5%</p>	<p>Mission will support our ELS to increase the percent of ELs making progress toward proficiency by 10% as measured by the ELPAC. 62.5%</p>
<p>2E STAR Assessment (English/Reading)</p> <p>Source: Internal District Reporting</p>	<p>STAR Reading April 2024 OVERALL – 45% African American – 31.6% American Indian – 0% Asian – 71% Hispanic – 38% Pacific Islander – 72.2% Two or More Races – 46.4% White – 63.2% EL – 22.9% SWD – 24.4% 1st Grade – 45.2% 2nd Grade – 48.8% 3rd Grade – 36.0% 4th Grade - 47.7% 5th Grade - 46.2%</p>	<p>Mission will continue to use intervention groups, Benchmark Phonics, and STAR reading to support an increase in their STAR scores by 10%.</p> <p>OVERALL – 55% African American – 41.6% American Indian – 0% Asian – 81% Hispanic – 48% Pacific Islander – 82.2% Two or More Races – 56.4% White – 73.2% EL – 32.9% SWD – 34.4% 1st Grade – 55.2% 2nd Grade – 58.8% 3rd Grade – 46.0% 4th Grade - 57.7% 5th Grade - 56.2%</p>
<p>2F STAR Assessment (Mathematics)</p> <p>Source: Internal District Reporting</p>	<p>STAR Math April 2024 ALL – 40.4% African American –5.3% American Indian – 0% Asian – 58.1% Hispanic – 36.5% Pacific Islander – 61.1% Two or More Races –50% White – 63.2% EL – 28.6%</p>	<p>Mission will continue to use intervention groups, Engage New York, and STAR Math to support students in increasing their STAR scores by 10%.</p> <p>ALL – 50.4% African American –15.3% American Indian – 0% Asian – 68.1% Hispanic – 46.5%</p>

	SWD – 29.1% 1st Grade – 45.9% 2nd Grade – 43.9% 3rd Grade – 37.1% 4th Grade – 42.5% 5th Grade – 31.9%	Pacific Islander – 71.1% Two or More Races –60% White – 73.2% EL – 38.6% SWD – 39.1% 1st Grade – 55.9% 2nd Grade – 53.9% 3rd Grade – 47.1% 4th Grade – 52.5% 5th Grade – 41.9%
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## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>1 Provide supplemental instructional materials, personnel, and resources to support students with academic achievement in math, ELA, writing, and science. Implement a tiered approach to ELA instruction that provides additional support to struggling students. The success of this approach will be measured by an increase in the number of students who demonstrate proficiency on standardized ELA assessments. Increased academic performance is the intended outcome. Provide hourly for IST Leads, GATE Coordinator, and EL Representative. Site license for Accelerated Reader software. The effectiveness of this strategy will be measured by individual student growth on assessments and grades.</p>	All students	5,500.00 Title I Personnel (1000-3999) EL Rep, GATE Rep, IST Leads, Leadership 8,500.00 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Supplemental materials for all core academic subjects, AR License renewal 5,000.00 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Certified and classified hourly 36,725.00 Title I Non-Personnel (4000-7439) Supplemental Instructional material, resources, Engage New York copies Accelerated Reader Software
2.2	<p>2 Intervention/enrichment opportunities offered during, before, and/or after school and intersessions, including push-in and pull-out support that focuses on the academic development of at-promise students through supplemental programs, resources, and staff. Increased academic performance is the intended outcome. The effectiveness of this strategy will be measured by individual student growth on assessments and grades.</p>	All students working to achieve grade-level standards	10,433.00 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) Supplemental programs, resources 15,000.00 Title I Personnel (1000-3999) Before and After school tutoring
2.3	<p>3 Professional Development opportunities to support teachers with instructional strategies needed to close the achievement gap; provide teacher release time for peer observation, grade level team meetings, leadership meetings, data analysis, and/or evidence-based professional development. Offer on-site/off-site professional</p>	At-Promise students working to achieve grade-level standards	13,139.00 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Hourly compensation and substitute pay for teacher- student support Time/Data

	development opportunities that support instructional strategies, best first instruction, and best practice approaches. Increased academic performance is the intended outcome. The effectiveness of this strategy will be measured by individual student growth on assessments and grades.		planning, preparation, and professional development, consultants 20,000.00 Title I Personnel (1000-3999) Substitute pay for teacher release time, peer observation, grade-level leadership, data analysis 10,000.00 Title I Non-Personnel (4000-7439) On-Site, Off-Site, Professional development opportunities
2.4	Mission will support English Learners to improve their achievement and reclassification rates. We will provide professional development opportunities for teachers to learn about effective instructional practices that support the unique learning needs of each student subgroup with training in Integrated and Designated ELD, and professional development at conferences (i.e., CABE ). ELAC Representative (community engagement). Additionally, we will continue our EL parent involvement with Cafe Literario and our end-of-the-year Reclassification Award Ceremony. This will address Mission's ATSI to promote ELA for EL students through engaging in grade-level materials and growth. This strategy will result in improved reclassification rates and increased student achievement for EL students in Math and English Language Arts as measured by STAR, Ellevation( renew site license), and ELPAC.	All EL students	2000.00 District Funded – Title III Personnel (1000-3999) Extra duty hourly intervention (Includes benefits) 6,907.00 District Funded – Title III Non-Personnel (4000-7439) Supplemental materials and supplies and/or CABE conference registration, lodging, transportation, Ellevation Software

## Annual Review

### SPSA Year Reviewed: 2023-24

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

## Analysis

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

The strategies and actions will be monitored throughout the year, and progress will be documented in the fall SPSA Review Progress monitoring.

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

One significant difference is that all our Title 1 allocations will be used for the two paras. Therefore, we will have to concentrate the LCAP money to assist with academic resources, materials, and professional development.

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.

This goal aims to increase growth in ELA and mathematics. CAASPP data and STAR data will be used to analyze progress toward the goal.

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$182,986.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$87,225.00
Title I Parent Involvement	\$1,737.00

Subtotal of additional federal funds included for this school: \$88,962.00

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

State or Local Programs	Allocation (\$)
District Funded – Title III	\$8,907.00
LCAP - Supplemental & Concentration Grant (LCAP)	\$85,117.00

Subtotal of state or local funds included for this school: \$94,024.00

Total of federal, state, and/or local funds for this school: \$182,986.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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### Expenditures by Funding Source

Funding Source	Amount
District Funded – Title III	8,907.00
LCAP - Supplemental & Concentration Grant (LCAP)	85,117.00
Title I	87,225.00
Title I Parent Involvement	1,737.00

### Expenditures by Budget Reference

Budget Reference	Amount
Non-Personnel (4000-7439)	113,347.00
Personnel (1000-3999)	69,639.00

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Non-Personnel (4000-7439)	District Funded – Title III	6,907.00
Personnel (1000-3999)	District Funded – Title III	2,000.00
Non-Personnel (4000-7439)	LCAP - Supplemental & Concentration Grant (LCAP)	57,978.00
Personnel (1000-3999)	LCAP - Supplemental & Concentration Grant (LCAP)	27,139.00
Non-Personnel (4000-7439)	Title I	46,725.00
Personnel (1000-3999)	Title I	40,500.00
Non-Personnel (4000-7439)	Title I Parent Involvement	1,737.00

### Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	49,782.00
Goal 2	133,204.00

# 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
- 0 Secondary Students

Name of Members	Role
Minerva Castorena	Principal
Christopher McClung	Other School Staff
Jessyca Cantu	Other School Staff
Dawn Busi	Classroom Teacher
Katherine Kaisershot	Classroom Teacher
Jeannine Meza	Parent or Community Member
Melissa Nemire	Parent or Community Member
Veronica Bodnar	Parent or Community Member
Stacie Rigall	Parent or Community Member
Fatima Tremazi	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Gifted and Talented Education Program Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on October 27, 2021.

Attested:

	Principal, Minerva Castorena on May 29, 2024
	SSC Chairperson, Jeannine Meza on May 29, 2024