**The School Plan for Student Achievement**

**at Bell Middle School**

**2021-22**

37-68338-6059588

CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school’s educational program.

For additional information on school programs and how you may become involved, please contact the following person:

**The following items are included:**

  Recommendations and Assurances

  Data Reports

  SPSA Assessment and Evaluation Summary

  Parent&Family Engagement Policy

  School Parent Compact

**Board Approval:***(Date to be inserted by Financial Planning, Monitoring and Accountability Department)*



**San Diego Unified School District**

***All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed***

***in their choice of college and career in order to lead and participate in the society of tomorrow.***

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**School Plan for Student Achievement: Executive Summary**

**Purpose and Description**

This School Plan for Student Achievement fulfills the requirements of the 2021-2022 Title I Schoolwide Program and the Additional Targeted Support and Improvement (ATSI) plan. The site plans to monitor these goals and provide quarterly updates at shared decision making team meetings. Our school-wide foci for the year have been selected with these goals in mind. They include: 1) Use of common curriculum and assessments, 2) academic and behavior progress monitoring collaboratively while building relationships between staff, students, and families, and 3) Differentiation in product and process to provide an equitable learning experience for all students.

**Purpose and Description (ESSA Requirements)**

All goals contained in the SPSA are directly linked to the SDUSD’s LCAP goals 1-6 as outlined below.  All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Cultivating Inclusive, Anti-Racism and Restorative School, Classorooms and Districts  
LCAP Goal 2: Access to broad and challenging curriculum  
LCAP Goal 3: Accelerationg Student Learning with High Expectations for All

LCAP Goal 4: Quality leadership, teaching and learning  
LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools

LCAP Goal 6: Well Orchestrated Districtwide Support Services and Communications

**Stakeholder Involvement (Required)**

Our stakeholder groups include a fully functioning School Site Council (SSC), School Governance Team (SGT), Instructional Leadership Team (ILT) and an Equity Team (ELT). The newest stakeholder group this year is the High School Tranition (HST) Team. The equity team will ensure that data, school processes, and procedures are reviewed and revised accordingly with an equity lens. Both SSC and SGT include school staff, parents, and students. The ILT consists of Bell certificated teachers who represent students learning English as a second language, students with disabilities, and the core content departments. We are also implementing an Interventionalist Team which consists of an education specialist, counseling staff, school psychologists, school speech pathologist, and mental health specialists. We will meet twice a year to evaluate the effectiveness of our school wide interventions. We are also implementing training and professional development to include additional stakeholders, such as paraeducators, and other classified staff. We struggle year to year to have a functional ELAC but we are committed to reestablishing that stakeholder group each year. Our English Learner resource teacher works annually to reengage our English Learner families and last year she personally called each family to explain the EL classificiation and ELPAC. It was amazing how many did not understand it I also have a monthly Coffee with the Principal and all parents/guardians are welcome to give input, make suggestions, and ask questions. We have allocated extra FTE for an English Learner Resource Teacher position part-time who will run the ELAC and compliance work for English Learners.  As a site we discuss academic and behavior data and trends and use the quantative and quantitative data to make decisions.

**Resource Inequities**

After an on-going review of feedback from students, staff, and families, we have concluded that we need additional supports with small group instruction, differentiated instruction, alignment in the curriculum, clear structures and procedures, and social-emotional supports for students within the school day. As a result, we funded certain positions and additional resources to ensure we are providing a safe, collaborative, and inclusive environment for all students. We are trying to focus on engaging 100% of students based on student and family needs. We are trying to take a holistic approach and think outside the box for supports and resources.

**SCHOOL SITE COUNCIL MEMBERSHIP**

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| **Member Name** | **Role** |
| Precious Jackson-Hubbard | Principal |
| Christina Valenti | Classroom Teacher |
| Ryan Refield | Classroom Teacher |
| Michael Berger | Classroom Teacher |
| Manuel Medina | Classroom Teacher |
| Marcia DelZoppo | Parent Representative |
| Kyla Dixon | Student Representative |
| Reese Victoria Torrazo Gamalinda | Student Representative |
| Mariah Rochelle Brown | Student Representative |
| Shanika Jones | Parent Representative |
| Beatriz Gonzalez | Parent Representative |

**Goals, Strategies, Expenditures, & Annual Review**

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| **Goal 1 - Safe, Collaborative and Inclusive Culture** |

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| **Call to Action Belief Statement** |

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| Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality. |

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| **District LCAP Goals** |

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| 1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms District - with Equity at the Core and Support for the Whole Child |

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| **Annual Review of This Goal: SPSA Reviewed 2020-21** |

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| **\*Analysis** |

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| Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).  Implementation  The implications of returning back after more than a year in online/hybrid learning are greater than we imagined. Students have missed school (friends, teachers, and activities) and have to get re-aquainted. Staff members have to get really creative to keep the classrooms and school engaging. Safety, learning and community looks and feels different. Staff members have to take precautions to keep students safe socially and emotionally, and physically after being isolated in the house for a long time. Safety is about reassuring staff and students that they won't get sick at school, and they will learn and belong to what is a new environemnt for many of them. We will continue to build community and school spirit with the support of mentoring, clubs, spirit weeks, dances, and positive behavior supports.  After more review of our last California Healthy Kids survey data, and qualitative data from families via text, email, and conversation, we believe we are making progress toward our goal of 75% of students feeling like they have an adult who cares on campus. When students show up for optional tutoring or Saturday School, stay longer than the required time frame we know students want to be in a safe, welcoming, and collaborative space. We recognize some students participate because they need additional academic support. We also believe the students are feeling comfortable and safe and want to be with the adult and friends more often. We are happy to provide those opportunities.  The goals we set for the 2020-2021 school year were based on our latest CAL-SCHLS survey for California Healthy Kids given to 7th graders in the previous year. Due to site closures and virtual learning, this survey was not conducted last year. Without new data, we are moving these goals forward for the 2021-2022 school year.  We also set goals for student groups based on the 2019 CA Dashboard indicators for Suspension Rate and Chronic Absenteeism. While we do not have data from 2020, we do have updated data based on the 2018-2019 school year to assess our progress.  We wanted to see decreases in suspension rate for English Learners (from 8 to 4%), Black or African American (from 23 to 9%), Students with Disabilities (20 to 8%), and Homeless/Foster (18 to 8%). Based on 2019 data, our African American and Students with Disabilities groups saw declines in their suspension rates. The suspension rate for African American students declined by 3.6% to 19.8% and the rate for SWD declined 6.3% to 13.7% of students suspended at least once in 2019. Our English Learners group maintained their rate for 2019. Our homeless youth had an increase in suspension rates. That is a call to action for us. Our homeless youth need to be in school.  We wanted to see decreases in the chronic absenteeism rate for English Learners (from 16 to 10%), Black or African American (14 to 9%), Students with Disabilities (22 to 10%), and Homeless/Foster (25 to 13%). Based on 2019 data, only our Homeless student group saw a decline in their chronic absenteeism rate. They moved to 25% chronically absent in 2019 which declined by 2.5% from 2018.  Unfortuantely, based on the 2019 dashboard data, we saw an increase in absenteeism for all of our sub groups except homeless youth, including students with disabilitites, Hispanic youth and social disadvantaged youth.  We have set some ambitious goals to decrease absenteeism with students with disabiltites (24 to 10%), English Learners (from 16 to 10%), Black or African American (20 to 9%), Students with Disabilities (22 to 10%), and Homeless/Foster (25 to 15%).  We would tlike to move Homeless youth, African American youth, and students with disabiltites out of the red and orange zone on the California Dashboard across the board. |

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| **\*Major Differences** |

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| Briefly describe any major differences between the 2020-21 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).  The extra counselor should help with the case management so counselors can get to know their students narratives and be creative about meeting student needs. We are also hoping that our homeless, African American, Hispanic and homeless youth will benefit from tutoring services, Saturday school, the extra counselor and intervention structures. With our HST grant, we are able to put more resources toward 8th grade so our site funds can maximize support for 6th and 7th grade. We have assigned one counselor to our English Learners in hopes of stream lining information and supports for English Learners. |

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| **\*Changes** |

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| Describe any changes that will be made to the 2021-22 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.  Our goal is to get 75% students feeling like they have a caring adult on campus. We hope some of our tier approaches will help get to that goal. We are conducting home visits for students who have more than 3 unverified absences in a row. We are arranging one-on-one meetings with counselors with students who need additional supports. We are coordinating support for families with outside agencies when applicable. We want families to know that we care. Our counselors meet weekly with admin and our attendance team meets weekly to ensure students and families are discussed and we are planning to meet their needs. We will survey families periodically to see how we are doing with our customer service. |

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| **\*Identified Need** |

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| The area in need was identified by using the most recent CHKS survey (2018-2019) as well as the updated 2019 California Dashboard. The CHKS survey notes that only 28% of the 7th grade students in 18-19 believed there were trusted aduls on campus. With 97% of 7th graders partiicpating in the survey, we believe this information is extremley valuable. Only 47% precieve the school as safe. In order to build a positive school culture and climate, our staff and students will continue our work with trauma informed practices, restorative practices and implementing our new P.A.R.R.  According to the California Dashboard (2019), Bell's greatest areas of need are represented in red and orange and they clearly show we need to do some work with the following subsgroups and performance levels:  - There were enough students struggling with attendance that weare in the Red Performance Level for the Academic Engagement in Math for Black youth, English Learners, Hispanic and Homeless youth.  - We are also in the red for Chronic Absenteeism indicator for Hispanic youth, Students with disabilitites and students who are socially and economically disadvantged.  - We have five student groups in the Orange (African American, English Learners, Filipino, Homeless, and Two or More Races) for chrinic absenteeism. This is a great area of concern for our school community.  - For the Conditions & Climate: Suspension Rate indicator, All Students are in the Orange Performance Level at 9.6% suspended at least once (maintained from 2018). We have one student group in the Red (Homeless) and three student groups in the Orange (African American, Two or More Races, and Students with Disabilities).  - Our homeless students have the highest percentage of suspensions and chronic absenteeism in our school. Both indicators are in the Red Performance Level for 2019.  - Our African American students are in the Orange Performance Level for Chronic Absenteeism, Suspension Rate, and  Academic Performance: English Language Arts. They are in the Red Performance Level for Academic Performance: Mathematics.  - Our Students with Disabilities are in the Red Performance Level for Chronic Absenteeism, and in the Orange Performance Level for Academic Performance: ELA and Mathematics, and  Suspension Rate.  - Our English Learners are in the Red Performance Level in Academic Performance: Mathematics, the Orange Performance Level for Chronic Absenteeism, and in the Yellow Performance Level for Academic Performance: ELA, and Suspension Rate. |

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| **\*Goal 1 - Safe, Collaborative and Inclusive Culture** |

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| **By Date** | **Grade** | **Objective** | **Baseline Percentage** | **Target Percentage** | **Measure of Success** | **Frequency** |
| June 2022 | 7th | Students will believe there are caring adults on campus | 28 | 70 | CAL-SCHLS (CHKS) | Annually |
| June 2022 | 7th | Students will preceive school as safe or very safe | 48 | 70 | CAL-SCHLS (CHKS) | Annually |
| June 2022 | 6th -8th | Students will feel safe and/or included in their classes/school | 0 | 90 | Attendance | Twice A Year |
| June 2022 | 6-8 | Decrease Chronic Absenteeism | 15.8 | 10 | Chronic Absenteeism | Annually |
| June 2022 | 6-8 | Decrease Suspension Ratte | 9.6 | 5 | Suspension | Annually |

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| **\*Annual Measurable Outcomes (Closing the Equity Gap)** |

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| **By Date** | **Grade** | **Student Group** | **Objective** | **Baseline Percentage** | **Target Percentage** | **Measure of Success** | **Frequency** |
| June 2022 | 6-8 | English Learner | Student suspension rates in this sub group will decrease | 7.9 | 5 | Suspension | Annually |
| June 2022 | 6-8 | Black or African American | Student suspension rates in this sub group will decrease | 19.8 | 5 | Suspension | Annually |
| June 2022 | 6-8 | Students with Disabilities | Student suspension rates in this sub group will decrease | 13.7 | 5 | Suspension | Annually |
| June 2022 | 6-8 | Homeless/Foster | Student suspension rates in this sub group will decrease | 18.5 | 5 | Suspension | Annually |
| June 2022 | 6-8 | English Learner | Student chronic absenteeism rate will decrease | 15.5 | 5 | Chronic Absenteeism | Annual |
| June 2022 | 6-8 | Black or African American | Student chronic absenteeism rate will decrease | 19 | 10 | Chronic Absenteeism | Annual |
| June 2022 | 6-8 | Students with Disabilities | Student chronic absenteeism rate will decrease | 23.9 | 10 | Chronic Absenteeism | Annual |
| June 2022 | 6-8 | Homeless/Foster | Student suspension rates in this sub group will decrease | 28 | 5 | Chronic Absenteeism | Annual |
| June 2022 | 6-8 | Two or More Races | Student suspension rates in this sub group will decrease | 8.9 | 5 | Suspension | Annually |
| June 2021 | 6-8 | Hispanic or Latino | Student chronic absenteeism rate will decrease | 20.5 | 5 | Chronic Absenteeism | Annual |
| June 2022 | 6-8 | Socioeconomically Disadavantaged | Student chronic absenteeism rate will decrease | 17.4 | 10 | Chronic Absenteeism | Annual |
| June 2022 | 6-8 | Filipino | Student chronic absenteeism rate will decrease | 6.3 | 10 | Chronic Absenteeism | Annual |
| June 2022 | 6-8 | Two or More Races | Student chronic absenteeism rate will decrease | 16.9 | 10 | Chronic Absenteeism | Annual |

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| **Building Positive Relationships** |

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| **\*Students to be served by this Strategy/Activity** |

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| Unduplicated students (82%)/all students - This is a strategy for all students, however school wide we are picking focal students who fall under the impacted student groups: including students with disabilities, students learning English as a second language, African American students, socially economically disadvantaged, and homeless/foster youth. |

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| **\*Strategy/Activity - Description** |

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| We believe that building positive relationships is a key strategy for student success. That does not only inclusive positive relationships with staff and students, but that also includes relationships with the community. Historically, Bell has not been supported by the community so we are working to build positive relationships and re-establish the trust of the community. We have launched a rebranding campaign and we are paying close attention to what we can do to make our campus more attractive and appealing to families. That includes providing a variety of clubs and programs free of charge to our families. This year we plan to continue some partnerships and establish others: including S.W.A.G., Brotha's with Ties, E.M.P.I.R.E., MeChA, GK, GSA, Sister Love, Drumming Club, Science Olympiad, and ASB.  Each club or program will have a clear purpose, criteria, and designated target group to focus on for the year. Each will be intentional about building relationships, allowing for student voice, and establishing a system to monitor attendance for the clubs. We hope students will want to be in school and not miss out on these activities.  We have purchased an additional 0.25 FTE (12 hours/week) of our Clerk 1 position to assist with attendance data and interventions. We maintained the full-time guidance assistant to support the work of building positive relationships, restorative practices, positive behavior supports and supporting counselors.  With our additional counselor FTE, we hope counselors will be more likely to build those positive relationships with students on their case load and really take the time to know student data. |

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| **\*Proposed Expenditures for this Strategy/Activity** |

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| **ID** | **Proposed Expenditures** | **FTE** | **Estimated Salary/Non Salary Cost** | **Total Estimated Salary With Benefits/Non Salary cost** | **Funding Source Budget Code** | **Funding Source** | **LCFF Student Group** | **Reference** | **Rationale** |
| F030247 | School Counselor - NEW POSN, SBB2530426 | 0.50000 | $43,779.00 | $62,279.90 | 0302-30100-00-1210-3110-0000-01000-0000 | Title I Basic Program | [no data] |  | Lowers caseloads for counselors, allows us to host more groups, and complete more mediations for conflict resolution |
| F030248 | School Library Techn II - Lacey-Jackson, Karen | 0.35000 | $14,903.00 | $26,720.88 | 0302-30100-00-2230-2420-0000-01000-0000 | Title I Basic Program | [no data] |  | Helps monitor groups that receive services from outside organizations. Maintains a safe space for students to visit in the library. |

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| **\*Additional Supports for this Strategy/Activity** |

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| **Inclusive and Engaging Curriculum and Lessons** |

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| **\*Students to be served by this Strategy/Activity** |

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| Unduplicated students (82%)/all students - This is a strategy for all students, however school wide we are picking focal students who fall under the impacted subgroups: including students with disabilities, students learning English as a second language, African American students, and homeless/foster youth. |

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| **\*Strategy/Activity - Description** |

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| In addition, teachers are committed to connecting real-world experiences to the classroom, so there will be virtual field trips, guest speakers, and opportunities to explore the standards in unique ways. In addition to the new curriculum and resources, as a staff, we are learning to include all students in opportunities, including blending GATE seminar and genral education studnets when appropriate and removing more applied classes. The English and Math departments are engaged in new curriculum and resource, and collaboration opportunities that positively impact lesson design, instruction and assessment monitoring.  Teachers are engaged in more trainings and conversations about culturally responsive teaching, diversity in the classroom, and welcoming and connecting acitivites. |

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| **\*Proposed Expenditures for this Strategy/Activity** |

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| **ID** | **Proposed Expenditures** | **FTE** | **Estimated Salary/Non Salary Cost** | **Total Estimated Salary With Benefits/Non Salary cost** | **Funding Source Budget Code** | **Funding Source** | **LCFF Student Group** | **Reference** | **Rationale** |
| F030245 | Inschool Resource Tchr - NEW POSN, SBB2530427 | 0.10000 | $9,603.30 | $14,767.59 | 0302-09800-00-1109-1000-1110-01000-0000 | LCFF Intervention Support | English Learners |  | Making sure EL Families and student feel welcomed, informed and a part of the school community |
| F030246 | School Nurse - VACANCY, SBB2529503 | 0.20000 | $17,996.80 | $25,494.66 | 0302-09800-00-1240-3140-0000-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income |  | Safety and Being Welcomed is about feeling physically healthy and being able to have health conditions monitored when at school. It is a game changer when |
| N0302F | Classroom Teacher Hrly |  | $3,339.00 | $4,000.46 | 0302-30106-00-1157-1000-1110-01000-0000 | Title I Supplmnt Prog Imprvmnt | [no data] |  | We need teacher support with home visits, after school activities and supervision. Teacher help create safe spaces and build relationships beyond the work day and during prep. |
| N030220 | Prof&Curriclm Dev Vist Tchr |  | $1,670.00 | $2,000.83 | 0302-30106-00-1192-1000-1110-01000-0000 | Title I Supplmnt Prog Imprvmnt | [no data] |  | We need teacher support with home visits, after school activities and supervision. Teacher help create safe spaces and build relationships during the school day and we may need a sub |
| N030263 | Supplies |  | $5,686.00 | $5,686.00 | 0302-30106-00-4301-1000-1110-01000-0000 | Title I Supplmnt Prog Imprvmnt | [no data] |  | For lessons and activities school-wide we can get cultural texts, resources and materials to education everyone on safety, culture and diversity. |
| N03029F | Interprogram Svcs/Paper |  | $1,500.00 | $1,500.00 | 0302-30106-00-5733-1000-1110-01000-0000 | Title I Supplmnt Prog Imprvmnt | [no data] |  | Supplies for back to school night, family meetings and events. |
| N0302E1 | Conference Local |  | $1,000.00 | $1,000.00 | 0302-30106-00-5209-1000-1110-01000-0000 | Title I Supplmnt Prog Imprvmnt | [no data] |  | There are PDs available for staff, students and families that can help us expand our learning around Equity, Diversity and Inclusion. Our Equity Team, ILT and other staff want to participate. |

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| **\*Additional Supports for this Strategy/Activity** |

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| **Goal 2 - English Language Arts** |

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| **Call to Action Belief Statement** |

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| We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction. |

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| **District LCAP Goals** |

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| 1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms District - with Equity at the Core and Support for the Whole Child 2. Access to Broad and Challenging Curriculum 3. Accelerating Student Learning With High Expectations for All 4. Quality Leadership, Teaching and Learning |

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| **Annual Review of This Goal: SPSA Reviewed 2020-21** |

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| **\*Analysis** |

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| Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).  Implementation  We believe reading and writing is the responsibility of all teachers, co-teachers, and paraeducator support. Members of the ELA department are members of ILT, Equity Leadership Team, High School Tranistion Team, and School Site Council. They are leaders enagaging in learning and planning for Equity, Inclusion, and Diversity,The team meets at least once a week to plan, discuss student and review studnet quantitative and qualitative data.  Bell Middle teachers (all content areas) have subscribed to online and electronic articles, magazines, and books to support reading and writing across content. We plan to participate in a cycle fo support from the Califrnia GEAR Up Grant. Bell has used Title I funds to secure a part-time position for an English Learner Resource Teacher. In addition, we have made our ALD classes into a 0.6 FTE position (Everyday 3 periods) out of our district allocated FTEso the ALD courses are consistent, and it allows for English Learner students to have two English classes and build some basic skills.  We offer ELD as an elective for students who have been in the country for four years or less.  In order to support students in the area of reading and writing, Bell will implement various strategies and supports for reading and writing for all students, as well as professional development for teachers. We are offering a reading intervention class for a small group of students with disabilities, as well as some small group, after school tutoring for students learning English as a second language. We still have zero students in blue and our Filipino population is in the green. All English teachers are using Amplify, which comes with assessments embedded. We hope to administer common assessments and see progress over time. Amplify is available all online. It is heavy with writing and provides some reading scaffolds that we hope will be beneficial to students learning English as a second language and students with disabilities.  Effectiveness  For the 2019-2020 school year, we set goals for all of our students 6th-8th grades students based on theirCAASPPELA performance and fFAST assessments. We also setAMOsfor our EnglishLearner, Black orAfrican American, and Students with Disabilities groups related to theirCAASPPELA Performance. Due to COVID-19 and required site closures mid-March, there were no state tests administered in the spring of 2021. We will be FAST as our primaryassessment for goals for the 2021-2022 school year.      Bell Middle School has an overall proficiency in ELA as measured by the CAASPP, administered in the spring of 2019, of 32.8%, which is 6 points below the state average.  Our 2019 CA Dashboard indicates that for All Students, Bell is in the Yellow Performance Level at 44.9 points below standard (an increase of 9.9 points from 2018). We have zero student groups in the Red Performance Level, which is an improvement from 2018. The following student groups were in Red but are now in the Orange Performance Level: African American, Hispanic, and Students with Disabilities. From 2018 to 2019 on the CA Dashboard, All Students and our three targeted groups all improved.      For the 2021 - 2022 school year, we are focusing on moving student from the High Risk Category and Low Risk Category into the Some Risk and Advanced Categories. For 6th grade that is 159 students. For 7th grade it is 133 students. For 8th grade it is 148 students, All based on the fall 2021 administration of the FAST. |

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| **\*Major Differences** |

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| Briefly describe any major differences between the 2020-21 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).  Having all teacher commit to the use of Amplify. Some teachers using a supplemental resource called IXL. Having to rely on the Fast Assessment and not the state standardize test is a huge difference. |

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| **\*Changes** |

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| Describe any changes that will be made to the 2021-22 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.  The changes this year include funding a full time position for ALD filled by one person in hopes of creating some consistency for students and adding an additional 0.2 FTE (one day) to our English Resource Teacher for a total of 0.6 FTE (three days) of support. Bell has used Title I funds to secure a part-time position for an English Learner resource teacher. In addition, have made our ALD classes into a 0.6 position (3 periods a day, everyday) out of our district allocated FTE. We built our master schedule with English Learners and Students with disabilities in mind making sure they had their language requirement classes first. We will be offering small group tutoring after school and Saturday school to students who are identified as critically Tier 3 ( Newcomers, students with IEPs, and African American students). |

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| **\*Identified Need** |

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| For the past 10 years, the English Language Arts data has not varied much between 25 to 35% proficiency level. The staff in the English department experienced a lot of turnovers and a lot of adult trauma that impacted learning in the classroom. There was a lack of common planning or common curriculum or resources. Every teacher worked in isolation and the Bell English experience was not consistent. As a result, our scores often took a dip with certain subgroups or grade levels. And although we could narrate some of the dips, the reality is we needed to change our mindsets and start focusing more on student needs, not adult preferences. The English department is much more collaborative. They self initiate planning time. They use technology to engage students and families. They are all using a new curriculum and resources and modeling for students struggle, curiosity, team-work and resiliency.  Based on the 2019 CA Dashboard, Bell is in the Yellow Performance Level for All Students at 44.9 points below standard, which is an increase of 9.9 points from 2018. We have four student groups in the Orange Performance Level: African American (89.3 points below standard, an increase of 12.9 points), Homeless (60.7 points below standard, maintenance of -1.1 points), Two or More Races (29.8 points below standard, maintenance of 0.4 points), and Students with Disabilities (142.3 points below standard, an increase of 14.1 points).  In support of district-wide initiatives, we will also be creating anAMOfor our English Learners who are in the Yellow Performance Level at 66 points below standard, which is an increase of 8.7 points from 2018. |

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| **\*Goal 2 - English Language Arts** |

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| **By Date** | **Grade** | **Objective** | **Baseline Percentage** | **Target Percentage** | **Measure of Success** | **Frequency** |
| June 2022 | 6 | Student will score at low risk or Advanced | 38 | 54 | FAST aReading | Three times a year |
| June 2022 | 7 | Student will score at low risk or Advanced | 37 | 51 | FAST aReading | Three times a year |
| June 2022 | 8 | Student will score at low risk or Advanced | 36 | 52 | FAST aReading | Three times a year |

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| **\*Annual Measurable Outcomes (Closing the Equity Gap)** |

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| **By Date** | **Grade** | **Student Group** | **Objective** | **Baseline Percentage** | **Target Percentage** | **Measure of Success** | **Frequency** |
| June 2022 | 6-8 | English Learner | Student will score at low risk or Advanced | 2.9 | 12.2 | FAST aReading | Three times a year |
| June 2022 | 6-8 | Black or African American | Student will score at low risk or Advanced | 34 | 61 | FAST aReading | Three times a year |
| June 2022 | 6-8 | Students with Disabilities | Student will score at low risk or Advanced | 11 | 30 | FAST aReading | Three times a year |
| June 2022 | 6-8 | Two or More Races | Student will score at low risk or Advanced | 45 | 63 | FAST aReading | Three times a year |

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| **Guaranteed and Viable Curriculum and Resources** |

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| **\*Students to be served by this Strategy/Activity** |

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| Unduplicated students (82%)/all students - All core content area teachers will be exposed/re-exposed to a variety of strategies that are researched based to work for target groups, but we know it is good for all students. The ILT will plan and facilitate the full staff PDs and the department learning opportunities. Because most of our subgroups are red and orange, we in fact must move forward with all these subgroups in mind. We can't afford to focus on one or two. |

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| **\*Strategy/Activity - Description** |

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| We are in the process of creating a school-wide assessment plan where English language Arts grade level teams are administering common assessments to monitor student progress. Every English Language Arts teacher is using the FAST 3 times this year and administering a writing assessment and a vocabulary assessment twice this year. All History teachers are using NewsELA and common assessments to assess students’ ability to identify the main idea, provide supporting details, and express their comprehension of informational text and to assess students’ ability to comprehend informational text. Other departments and grade level teams are using common assessment to monitor to develop students’ listening comprehension and writing skills, to measure writing progress and abilities. Again, we believe teaching reading, writing, listening, and speaking skills is not only the responsibility of the English teacher but all teachers.  Each grade level team will have release time every two months to review data with a focal lens on English Learners, Students with Disabilities, and African American students.  Hourly Teacher funds will be used to run small group tutoring in English for students with disabilities and newcomers to the country. Also, all teachers were able to attend some training on how to use and the new curriculum. |

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| **\*Proposed Expenditures for this Strategy/Activity** |

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| **ID** | **Proposed Expenditures** | **FTE** | **Estimated Salary/Non Salary Cost** | **Total Estimated Salary With Benefits/Non Salary cost** | **Funding Source Budget Code** | **Funding Source** | **LCFF Student Group** | **Reference** | **Rationale** |
| N0302EV | Classroom Teacher Hrly |  | $3,000.00 | $3,594.30 | 0302-30100-00-1157-1000-1110-01000-0000 | Title I Basic Program | [no data] |  | After School Tutoring for ELA, reading support |
| N0302EW | Prof&Curriclm DevHrlyClsrmTchr |  | $4,000.00 | $4,792.40 | 0302-30100-00-1170-2140-0000-01000-0000 | Title I Basic Program | [no data] |  | Common planning time and time to review assessment results for ELA |

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| **\*Additional Supports for this Strategy/Activity** |

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| **Goal 3 - Mathematics** |

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| **Call to Action Belief Statement** |

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| All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences. |

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| **District LCAP Goals** |

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| 1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms District - with Equity at the Core and Support for the Whole Child 2. Access to Broad and Challenging Curriculum 3. Accelerating Student Learning With High Expectations for All 4. Quality Leadership, Teaching and Learning |

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| **Annual Review of This Goal: SPSA Reviewed 2020-21** |

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| **\*Analysis** |

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| Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).  In order to support students in the area of mathematics, Bell partnered with GEAR Up and the San Diego Math Project to provide coaching, professional development and curriculum implementation supports. Althought our 2018 CA Dashboard indicates that we have no subgroups in red, the following subgroups are in the orange: African American, Hispanic, and Students with Disabilities. Our Homeless students and English Learners are in the yellow.Bell Middle School had an overall proficiency in Math as measured by the 2019 CAASPP of 24.5%, with an average score 79.2 points below proficient standards. This reflects a drop from 26.6% in 2018 with an average score 56.4 points below proficient standards. The California Dashboard shows an increase in scores from 2017 to 2018 of 29.8 points with only 18.6% of students scoring proficient in 2017. The 2018-19 goal for mathematics was 40% of students scoring proficient or higher, an ambitious goal to build upon the growth in 2017-18. We did not meet the 2018-19 goal schoolwide but data for individual math teachers who have been consistent in the department for the past couple of years and the current year show continued growth in student proficiency in math. |

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| **\*Major Differences** |

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| Briefly describe any major differences between the 2020-21 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).  Starting the year off with DEMI as the assessment measurement and not a state standardixe test is different. Aligned the standards based grading with the assessment results is alsos different. |

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| **\*Changes** |

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| Describe any changes that will be made to the 2021-22 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.  Our 6th grade math team is a part of the district's math research team piloting a new curriculum. We will continue to have an instructional coach working with the math teachers regularly throughout the year, provided via our Gear Up grant. The entire math department is trying on a new curriculum, Illustrative Math, with almost all trying on a new grading system. The 6th grade research team teachers received 4 days of professional development before the start of the school year and have 9 full release days for professional development during the 2019-20 school year. The San Diego Math Project will conduct two cycles of Lesson Study with the members of the math department who are not on the research team, dedicating 4 full release day to professional development tied directly to their classrooms. |

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| **\*Identified Need** |

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| Bell's historical data show percentages of students scoring proficient in math consistently below state and district averages. In an attempt to have sustained growth in math achievement, the entire math department has committed to using new curriculum and grading methods. In light of the major changes being made this year, the goals set are conservative in consideration of many unknown outcomes that may accompany the curriculum, instructional, and grading changes.  On the 2019 CA Dashboard, we are in the Orange Performance Level for Academic Performance: Mathematics at 77.5 points below standard, which is a decrease of 11.5 points from 2018. We have four student groups in the red (African American, English Learners, Hispanic, and Homeless) and three student groups (Two or More Races, Socioeconomically Disadvantaged, and Students with Disabilities). We will use our SPRING 2021 DEMI data to determine our baseline for the 2021-2022 math goals. |

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| **\*Goal 3 - Mathematics** |

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| **By Date** | **Grade** | **Objective** | **Baseline Percentage** | **Target Percentage** | **Measure of Success** | **Frequency** |
| June 2022 | 6th - 8th | Students will perform at standard met or exceeded on KNOWLEDGE | 76.58 | 80 | DEMI | Annual |
| June 2022 | 6th-8th | Students will perform at standard met or standard exceeded on Application | 53.16 | 60 | DEMI | Annual |
| June 2021 | 6th - 8th | Students will perform at standard met or standard exceeded on communication | 46.84 | 55 | DEMI | Annual |

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| **\*Annual Measurable Outcomes (Closing the Equity Gap)** |

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| **By Date** | **Grade** | **Student Group** | **Objective** | **Baseline Percentage** | **Target Percentage** | **Measure of Success** | **Frequency** |
| June 2022 | 6-8 | English Learner | Student sub group will perform at or exceeding the grade level math score on Knowledge | 57.73 | 70 | DEMI | Annual |
| June 2022 | 6-8 | English Learner | Student sub group will perform at or exceeding the grade level math score on Application | 35.05 | 45 | DEMI | Annual |
| June 2022 | 6-8 | English Learner | Student sub group will perform at or exceeding the grade level math score on Communication | 32.99 | 40 | DEMI | Annual |
| June 2022 | 6-8 | Black or African American | Student sub group will perform at or exceeding the grade level math score on Knowledge | 69.31 | 75 | DEMI | Annual |
| June 2022 | 6-8 | Black or African American | Student sub group will perform at or exceeding the grade level math score on Application | 43.56 | 50 | CAASPP Math | Annual |
| June 2022 | 6-8 | Black or African American | Student sub group will perform at or exceeding the grade level math score on Communication | 31.68 | 40 | DEMI | Annual |
| June 2022 | 6-8 | Students with Disabilities | Student sub group will perform at or exceeding the grade level math score on Knowledge | 50.94 | 60 | DEMI | Annual |
| June 2022 | 6-8 | Students with Disabilities | Student sub group will perform at or exceeding the grade level math score on Application | 20.75 | 30 | DEMI | Annual |
| June 2022 | 6-8 | Students with Disabilities | Student sub group will perform at or exceeding the grade level math score on Communication | 22.64 | 30 | DEMI | Annual |

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| **Intervention Site Plan** |

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| **\*Students to be served by this Strategy/Activity** |

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| Unduplicated students (82%)/all students - This intervention plan will target any student who needs intensive intervention during the school day to find success in mathematics. We strategically target the student groups identified in the orange and yellow, since we have no subgroups in the red for math. |

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| **\*Strategy/Activity - Description** |

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| At the end of 2022, Bell Middle School will co-create, design and implement an effective comprehensive intervention plan of action that identifies systematic strategic intervention supports for Math and ELA faculty and targeted students.  Year 1 Content Goal:By June 2021, 100% of 8th grade math lessons will include structured opportunities for student to student conversations that develop students’ ability to communicate mathematical reasoning orally and in writing, resulting in 40% of 8th grade students (approx. 90 students) meeting or exceeding standards in Math on the SBAC exam, an increase of 14 percentage points from last year’s 7th grade cohort.  Year 2: Content Goal – By June 2022, 100% of math lessons will include structured opportunities for student to student conversations that develope students' ability to communicate mathematical reasoning orally and in writing, resulting in 5% more students scoring proficient or higher in Math on the SBAC exam compared to 2019.  Year 2 – SPSA align IIntervention Goal:  An Equity Leadership team will be identified to develop and assess the effectiveness of a schoolwide intervention plan that aligns SPSA goals with professional development with the support of resources provided by the GEAR UP grant. The first priority will be training for para educators and co-teachers. An additional focus will be developing systems to identify and communicate about students using a tiered structure, to ensure teachers know who their students are and what their needs are based on a variety of data sources. Teachers will then receive professional development on how to use multiple data sources to support students. |

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| **\*Proposed Expenditures for this Strategy/Activity** |

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| **ID** | **Proposed Expenditures** | **FTE** | **Estimated Salary/Non Salary Cost** | **Total Estimated Salary With Benefits/Non Salary cost** | **Funding Source Budget Code** | **Funding Source** | **LCFF Student Group** | **Reference** | **Rationale** |
| N0302EX | Classroom Teacher Hrly |  | $3,000.00 | $3,594.30 | 0302-30100-00-1157-1000-1110-01000-0000 | Title I Basic Program | [no data] |  | After school tutoring |
| N0302EY | Prof&Curriclm DevHrlyClsrmTchr |  | $4,000.00 | $4,792.40 | 0302-30100-00-1170-2140-0000-01000-0000 | Title I Basic Program | [no data] |  | Compensation for teachers to attend PD for the curriculum, standards based learning and cluster math teams |
| N0302EZ | Prof&Curriclm Dev Vist Tchr |  | $3,000.00 | $3,594.30 | 0302-30100-00-1192-1000-1110-01000-0000 | Title I Basic Program | [no data] |  | Visiting teachers so teachers can plan together, look at data and visit each other's classrooms for learning |

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| **\*Additional Supports for this Strategy/Activity** |

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| The majority of the actitivies are supported by the GEAR UP grant. |

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| **Adoption of New Curriculum and Standards Based Grading System** |

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| **\*Students to be served by this Strategy/Activity** |

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| This new curriculum is structured to have teachers plan for English learners and students with disabiltiies. There are language standards embedded with the intention to help students develop both content understanding and acadecic language use concurrently. With coaching and co-planning, all sub groups can be indivudally targeted and focal students can be monitored to show progress. |

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| **\*Strategy/Activity - Description** |

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| -  **Department training on the implementation of llustrative Mathematics**  -**Design and evaluation assessments/proficiency grading; balanced on procedural and conceptual / formative;**  **Administer MDTP in Grades 6-8 at the beginning, in the middle, and at the end of the 2019-20 school year.**  **Review of EL Levels/LPAC**  **Review of Quantitative –standardized data; grading**  **Review of Qualitative – teacher recommendation; behavioral**  **Pilot the district's 6th grade research team** |

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| **\*Proposed Expenditures for this Strategy/Activity** |

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| **ID** | **Proposed Expenditures** | **FTE** | **Estimated Salary/Non Salary Cost** | **Total Estimated Salary With Benefits/Non Salary cost** | **Funding Source Budget Code** | **Funding Source** | **LCFF Student Group** | **Reference** | **Rationale** |
| N0302F0 | Non Clsrm Tchr Hrly |  | $2,000.00 | $2,396.20 | 0302-30106-00-1957-2130-0000-01000-0000 | Title I Supplmnt Prog Imprvmnt | [no data] |  | compensation to host after school math engagement opportunities |

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| **\*Additional Supports for this Strategy/Activity** |

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| **Goal 4- Supporting English Learners** |

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| **Call to Action Belief Statement** |

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| We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow. |

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| **District LCAP Goals** |

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| 1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms District - with Equity at the Core and Support for the Whole Child 2. Access to Broad and Challenging Curriculum 3. Accelerating Student Learning With High Expectations for All 4. Quality Leadership, Teaching and Learning |

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| **Annual Review of This Goal: SPSA Reviewed 2020-21** |

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| **\*Analysis** |

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| Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).  Implementation  Reframing how we talk about English Learners was a launch point for the 2021-2022 school. Seeing our multi-lingual learners with a growth mindset makes a differences. We considered counselor case load assignments, teachers assignments and master schedule design with our multi-lingual learners in mind. We are keeping our multi-lingual learners and their experience at Bell at teh forfront of our discussions and decisions making. Because we have made progress with our reclassification goals, our natural next step is to increase our monitoring of students to ensure they are making progress across the board (all content areas, attendance and suspensions).  Effectiveness  According to the California Dashboard, our English Learners are scoring 149.6 below proficient standards. It increased by 5.5 points from the previous year. Our English Learners are only at 3.2 % at or exceeding grade level in English Language Arts and at 4.4 in Math. According to the dashboard, the English Learners are in the yellow in English Language Arts, Math, and chronic absenteeism. They are in the orange for suspensions. We believe that if we ensure they are here at school, in the classroom learning, with teachers implementing proper strategies, we will see progress and accomplish our goals.  We now have ELA goals using hte FAST, math goals using hte DEMI and a reclassification goal of 95% |

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| **\*Major Differences** |

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| Briefly describe any major differences between the 2020-21 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).  We have assigned all multi-lingual learners to one counselor. We hope this strategic move will allow the the school community to have only two adult champions (a counselor and a EL resource person) to consult with to keep supports streamlined and monitoring more effective. |

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| **\*Changes** |

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| Describe any changes that will be made to the 2021-22 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.  The ILT will plan and facilitate the whole staff and department level PD around strategies for English Learners and how to analyze and use the English Learner data. At each meeting, teachers are expected to report out about their students and the strategies they used. Members of the ILT will identify focal EL students to help monitor progress and report out to the team. |

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| **\*Integrated English Language Development** |

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| The English Department will participate in some intense prfessional development around ELD standards. Every member of the ENglish department will commit to implementing ELD standards and strategies 3 days a week. Para educators and co-teachers will be trained on providing ELD supports when they push in and pull out. Eventually, all teachers will be introduced to ELD standards so we can adopt the implementation of the standards school-wide. Admin will conduct weekly classroom observations to ensure the implmentation of integrated ELD. |

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| **\*Designated English Language Development** |

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| The English Department will participate in some intense prfessional development around ELD standards. Every member of the ENglish department will commit to implementing ELD standards and strategies 3 days a week. Para educators and co-teachers will be trained on providing ELD supports when they push in and pull out. Eventually, all teachers will be introduced to ELD standards so we can adopt the implementation of the standards school-wide. Admin will conduct weekly classroom observations to ensure the implementation of integrated ELD. |

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| **\*Identified Need** |

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| With our most recent ELPAC scores, out of 114 students 52 made progress by at least one level. That is less than half our goal. Despite that we want our goal to be high. We believe a barrier was online and hybrid learning. We hope we will be abe to provide more supports onsite,  On the 2019 CA Dashboard, our English Learners are in the Yellow Performance Level for ELA at 66 points below standard (increased 8.7 points). Looking at the ELA Data Comparisons, our Current English Learners are 127.5 points below standard (increased 22.2 points), our Reclassified ELs are 38.2 points below standard (declined 4.3 points) and our English Only students are 46 points below standard (increased 12.8 points). English Learners are in the Red Performance Level for math at 95.9 points below standard, a decrease of 13.2 points. Our math data comparisons show declines in performance across the board for our English Learners and English Only students alike. The CA Dashboard also provides an English Learner Progress Indicator. For 2019, 64.3% of our English Learners were making progress towards English language proficiency which is considered a High Performance Level. 63% of our ELs progressed at least one ELPI level, 1.1% maintained ELPI Level 4, 27.3% maintained ELPI Levels 1, 2L, 2H, 3L, or 3H, and 8.3% decreased at least one ELPI level. The 2019 CA Dashboard data is the most updated data we have as the 2019 CAASPP results as no testing occurred in the spring of 2020.  In the 2020-2021 school year, we were able to reclassify 49 of our English Learner students.  Each year Bell sees a growth in the number of English Learner students. Although 50% of the staff are veteran staff who have been SDAIE trained, QTEL trained and AVID trained there is no evidence of the strategies being used in the classroom. Our English Learners are clearly suffering, and we have 58 long-term English Learners who should be reclassified years ago.  **Closing the Achievement Gap with High Expectations for All**  We first had to admit that there is a gap and we contribute to it with our teaching practice and teacher behaviors. Then we have to expect students will learn regardless of their ability or challenges when they enter our school. Our English Learners are coming to us with an educational background in their home language. We need to help them acquire English so they can transfer their skills.  **Access to Broad and Challenging Curriculum**  Teachers have used their own curriculum, resources, and text/topics/skill/standard they are comfortable teaching instead of picking common, research-based curriculum and materials  **Quality Leadership, Teaching, and Learning**  Funds have been used to send staff to hours of training and professional development, but there was no follow-up and monitoring of the implementation. The admin team and the instructional leadership will plan to monitor this for all student groups that have been identified as ASTI.  **Positive School Environment, Climate, and Culture – with Equity at the Core and Support for the Whole Child**  Historically, Bell has been considered an unsafe school. We are rebranding and focusing on knowing the narrative of each student to make sure each classroom and office space is kind, welcoming, and positive for all. Our California Healthy Kids Survey data speaks to the need for more PBIS, restorative work and trauma informed training to benefit all of our student groups. |

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| **\*Goal 4 - English Learners** |

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| **By Date** | **Grade** | **Student Group** | **Objective** | **Baseline Percentage** | **Target Percentage** | **Measure of Success** | **Frequency** |
| June 2022 | 6-8 | English Learner | Student will score at low risk or advanced | 2.9 | 12.2 | Other (Describe in Objective) | Annual |
| June 2022 | 6-8 | English Learner | Student will perform at or exceeding the grade level on Knowledge | 57.73 | 70 | DEMI | Annual |
| June 2022 | 6-8 | English Learner | Student will perform at or exceeding the grade level on application | 35.05 | 45 | DEMI | Annual |
| June 2022 | 6-8 | English Learner | Student will perform at or exceeding the grade level on Communication | 32.99 | 40 | DEMI | Annual |
| June 2022 | 6-8 | English Learner | Student will make progress by a minimum of one level | 45 | 85 | Other (Describe in Objective) | Annual |

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| **\*Annual Measurable Outcomes (Closing the Equity Gap)** |

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| **By Date** | **Grade** | **Student Group** | **Objective** | **Baseline Percentage** | **Target Percentage** | **Measure of Success** | **Frequency** |
| June 2022 | 6-8 | English Learner | English Learners eligible for reclassification wii reclassify. | 100 | 95 | Summative ELPAC | Annual |

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| **School-Wide Intervention Plan** |

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| **\*Students to be served by this Strategy/Activity** |

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| Unduplicated students (82%)/all students All core content area teachers will be exposed/re-exposed to a variety of strategies that are researched based to work for target groups, but we know it is good for all students. The ILT will plan and facilitate the full staff PDs and the department learning opportunities. Because most of our subgroups are red and orange, we in fact must move forward with all these subgroups in mind. We can't afford to focus on one or two. |

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| **\*Strategy/Activity - Description** |

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| We are in the process of creating a school-wide assessment plan where English language Arts grade level teams are administering common assessments to monitor student progress. Every English Lanuage Arts teacher is using the FAST 3 times this year and administering a writing assessment and a vocabulary assessment twice this year. All History teachers are using NewELA and common assessments to assess students’ ability to identify main idea, provide supporting details, and express their comprehension of informational text and to assess students’ ability to comprehend informational text. Other departments and grade level teams are using common assessment to monitor to develop students’ listening comprehension and writing skills, to measure writing progress and abilities. Again, we believe teaching reading, writing, listening and speaking skills is not only the responsibility of the English teacher, but all teachers. |

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| **\*Proposed Expenditures for this Strategy/Activity** |

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| **ID** | **Proposed Expenditures** | **FTE** | **Estimated Salary/Non Salary Cost** | **Total Estimated Salary With Benefits/Non Salary cost** | **Funding Source Budget Code** | **Funding Source** | **LCFF Student Group** | **Reference** | **Rationale** |
| F030249 | Inschool Resource Tchr - NEW POSN, SBB2530427 | 0.40000 | $38,413.20 | $59,070.34 | 0302-30100-00-1109-1000-1110-01000-0000 | Title I Basic Program | [no data] |  | Testing, Compliance, Small group support, push-in, pull out |
| F03024B | School Counselor - NEW POSN, SBB2530426 | 0.25000 | $21,889.50 | $31,139.94 | 0302-30106-00-1210-3110-0000-01000-0000 | Title I Supplmnt Prog Imprvmnt | [no data] |  | SEL support for ELs and families |
| F03024A | Inschool Resource Tchr - NEW POSN, SBB2530427 | 0.10000 | $9,603.30 | $14,767.59 | 0302-09800-00-1109-1000-1110-01000-0000 | LCFF Intervention Support | English Learners |  | Co-teaching support to model strategies and help plan |
| N0302F1 | Non Clsrm Tchr Hrly |  | $10,000.00 | $11,981.00 | 0302-30106-00-1957-2130-0000-01000-0000 | Title I Supplmnt Prog Imprvmnt | [no data] |  | Tutoring and supports after school |
| N0302F2 | Software License |  | $2,000.00 | $2,000.00 | 0302-30100-00-5841-1000-1110-01000-0000 | Title I Basic Program | [no data] |  | supplemental online resources |

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| **\*Additional Supports for this Strategy/Activity** |

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| **Goal 5 - Supporting Students with Disabilities** |

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| **Call to Action Belief Statement** |

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| Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities. Access: Students with disabilities are general education students first and should have access to a meaningful course of study. Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs. |

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| **District LCAP Goals** |

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| 1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms District - with Equity at the Core and Support for the Whole Child 2. Access to Broad and Challenging Curriculum 3. Accelerating Student Learning With High Expectations for All 4. Quality Leadership, Teaching and Learning |

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| **Annual Review of This Goal: SPSA Reviewed 2020-21** |

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| **\*Analysis** |

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| Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).  Our students with disabilities make up 20% of our population at any given time. The disabilities vary from the specturm mild to severe. Our students with disabilties have been the sub group in the red and orange across the board. Some are dual identified as English leanrers also. They have a high abseenteeism rate for medical reasons, suspensions and unexcused. Despite our verbal commitment to work with students with disabilties and help them progress, our data suggests we continue to struggle with helping our student engage and make progress. According to the California dashboard 2019, we have seen an increase in their abseenteeism rate. We know that the pandemic has made it that much more difficult to access the curriculum and the learning. |

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| **\*Major Differences** |

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| Briefly describe any major differences between the 2020-21 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).  As stated above, students who need scaffolds and support, motivation supports and constant reminders and check-ins in the classroom are not partiicpating as much in online learning. If there is a disability with memory, processing and other components that require help from another person, then the effort to get online and get acquainted with the work can be too much. The implications of online learning on this subgroups makes learning different and the support different, so much so, some students and families don't partiicpate. Ed Specialist are co-teaching primarily with one content, in some cases one teacher so they co-plan with fidelty. They attend PDs together and plan together more. |

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| **\*Changes** |

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| Describe any changes that will be made to the 2021-22 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.  This year, we have eliminated all but two sections of applied classes. This presents challenges because of mindset, and teacher preparation, para and student preparation. This is an opportunity to engage students in general education and see what they really can and can't accomplish, comprehend and get from being amongst peers in a classroom. We are using all plausible resoruces to make phone calls, do home visits, and reconnect with students. Ed Specialists have office hours where they are able to connect with students on their caseload every day. Where as onsight they can go weeks without seeing student on their caseload.  We have a reading intervention class this year. We also have ALD/study skills for students who are dual identified. Hopefully we cans ee progress with these students that will allow for a shift in all the data points for this subgroup.  We also have a new equity team established and we have ed specialists on the equity team to help us provide with a different lense and help us advocate and make decisions that are for students with disabilties. |

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| **\*Identified Need** |

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| Each year Bell see's a growth in the number of students with disabilities. Although 50% of the staff are verteran staff who have been in a variety of scaffolds and supports, there is no evidence of the strategies being used in the classroom. Our English Learners are clearly suffering nad we have 58 long term students with disabilities who should been reclassified years ago.  **Closing the Achievement Gap with High Expectations for All**  We first had to admit that there is a gap and we contribute to it with our teacher practice and teacher behaviors. Then we have to expect students will learn regardless of their ability or challenges when they enter our school.  **Access to Broad and Challenging Curriculum**  Teachers have used their own curriculum, resources and text/topics/skill/standard they are comfortable teaching instead of picking common, research based curriculum and materials  **Quality Leadership, Teaching and Learning**  Funds have been used to send staff to hours of training and professional development, but there was no follow up and monitoring of the implementation. The admin team and the instructional leadership will plan for monitor this for all sub groups that have identifies us as ASTI.  **Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child**  Historically, Bell has been considered an unsafe school. We are rebranding and we narrating to make sure each classroom and office space is kind, welcoming and positive for all. Our chks data speaks to the need for more PBIS, restorative work and trauma informed training to benefit all of our sub groups. We are making sure we promote inclusion at all levels so students with disabilites feel safe and a part of the culture. |

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| **\*Goal 5- Students with Disabilities** |

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| **By Date** | **Grade** | **Objective** | **Baseline Percentage** | **Target Percentage** | **Measure of Success** | **Frequency** |
| June 2022 | 6-8 | Students will perform at or exceeding grade level in Math on Knowledge | 50.94 | 60 | Progress Reports on IEP Goals | Annually |
| June 2022 | 6-8 | Students will perform at or exceeding grade level in English Language Arts | 11 | 30 | Progress Reports on IEP Goals | Annually |
| June 2022 | 6-8 | Students will perform at or exceeding grade level in Math on Application | 20.75 | 30 | Progress Reports on IEP Goals | Annually |
| June 2022 | 6-8 | Students will perform at or exceeding grade level in Math on Communication | 22.64 | 30 | Progress Reports on IEP Goals | Annually |

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| **\*Annual Measurable Outcomes** |

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| **By Date** | **Grade** | **Student Subgroup** | **Objective** | **Baseline Percentage** | **Target Percentage** | **Measure of Success** | **Frequency** |
| June 2022 | 6-8 | Students with Disabilities | Students will meet IEP goals in English and Math | 0 | 75 | Progress Reports on IEP Goals | Annual |

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| **School-Wide Intervention Plan** |

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| **\*Students to be served by this Strategy/Activity** |

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| Unduplicated students (82%)/allstudents - All core content area teachers will be exposed/re-exposed to a variety of strategies that are researched based to work for target groups, but we know it is good for all students. The ILT will plan and facilitate the full staff PDs and the department learning opportunities. Because most of our subgroups are red and orange, we in fact must move forward with all these subgroups in mind. We can't afford to focus on one or two. |

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| **\*Strategy/Activity - Description** |

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| We are in the process of creating a school-wide assessment plan where English language Arts grade level teams are administering common assessments to monitor student progress. Every English Lanuage Arts teacher is using the FAST 3 times this year and administering a writing assessment and a vocabulary assessment twice this year. All History teachers are using NewELA and common assessments to assess students’ ability to identify main idea, provide supporting details, and express their comprehension of informational text and to assess students’ ability to comprehend informational text. Other departments and grade level teams are using common assessment to monitor to develop students’ listening comprehension and writing skills, to measure writing progress and abilities. Again, we believe teaching reading, writing, listening and speaking skills is not only the responsibility of the English teacher, but all teachers. |

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| **\*Proposed Expenditures for this Strategy/Activity** |

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| **ID** | **Proposed Expenditures** | **FTE** | **Estimated Salary/Non Salary Cost** | **Total Estimated Salary With Benefits/Non Salary cost** | **Funding Source Budget Code** | **Funding Source** | **LCFF Student Group** | **Reference** | **Rationale** |
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| **\*Additional Supports for this Strategy/Activity** |

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| **GEAR Up Math** |

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| **\*Students to be served by this Strategy/Activity** |

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| This intervention plan will target any sub group students who needs intensivei nterventions during the school day. We strategically target the subgroups identified in the orange and yellow, since we have no subgroups in the red for math. |

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| **\*Strategy/Activity - Description** |

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| At the end of 2022, Bell Middle School will co-create, design and implement an effective comprehensive intervention plan of action that identifies systematic strategic intervention supports for Math and ELA faculty and targeted students.  Year 1 Content Goal:By June 2020, 100% of 8th grade math lessons will include structured opportunities for student to student conversations that develop students’ ability to communicate mathematical reasoning orally and in writing, resulting in 40% of 8th grade students (approx. 90 students) meeting or exceeding standards in Math on the SBAC exam, an increase of 14 percentage points from last year’s 7th grade cohort.  Year 2: Content Goal – By June 2022, 100% of math lessons will include structured opportunities for student to student conversations that develope students' ability to communicate mathematical reasoning orally and in writing, resulting in 5% more students scoring proficient or higher in Math on the SBAC exam compared to 2019.  Year 2 – SPSA align IIntervention Goal:  An Equity Leadership team will be identified to develop and assess the effectiveness of a schoolwide intervention plan that aligns SPSA goals with professional development with the support of resources provided by the GEAR UP grant. The first priority will be training for para educators and co-teachers. An additional focus will be developing systems to identify and communicate about students using a tiered structure, to ensure teachers know who their students are and what their needs are based on a variety of data sources. Teachers will then receive professional development on how to use multiple data sources to support students. |

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| **\*Proposed Expenditures for this Strategy/Activity** |

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| **ID** | **Proposed Expenditures** | **FTE** | **Estimated Salary/Non Salary Cost** | **Total Estimated Salary With Benefits/Non Salary cost** | **Funding Source Budget Code** | **Funding Source** | **LCFF Student Group** | **Reference** | **Rationale** |
| N03021Q | Supplies |  | $4,766.00 | $4,766.00 | 0302-30100-00-4301-1000-1110-01000-0000 | Title I Basic Program | [no data] |  | level reading books, other supplies need per the IEP to meet student needs. |
| N03027S | Classroom PARAS Hrly |  | $1,000.00 | $1,330.90 | 0302-30106-00-2151-1000-1110-01000-0000 | Title I Supplmnt Prog Imprvmnt | [no data] |  | Training for Para Educators |
| N030285 | Prof&Curriclm Dev Vist Tchr |  | $5,346.00 | $6,405.04 | 0302-30100-00-1192-1000-1110-01000-0000 | Title I Basic Program | [no data] |  | Ed Specialist are co-teacher and case managers. In order to provide quality service and meet student needs they may need to attend training, have meetings and do assessments during the school day and need a sub. Also General Education teacher spend more time prepping lessons to meet the needs of students. |
| N0302ER | Prof&Curriclm DevHrlyClsrmTchr |  | $8,694.00 | $10,416.28 | 0302-30100-00-1170-2140-0000-01000-0000 | Title I Basic Program | [no data] |  | Ed Specialist are co-teacher and case managers. In order to provide quality service and meet student needs they may need to attend training, have meetings and do assessments after the school day and need compensation. Also General Education teacher spend more time prepping lessons to meet the needs of students. |
| N0302F3 | Non Clsrm Tchr Hrly |  | $11,387.00 | $13,642.76 | 0302-30106-00-1957-2130-0000-01000-0000 | Title I Supplmnt Prog Imprvmnt | [no data] |  | Tutoring, Push-In during prep |
| N0302F4 | Software License |  | $5,000.00 | $5,000.00 | 0302-30100-00-5841-1000-1110-01000-0000 | Title I Basic Program | [no data] |  | Online resources for practice and supplemental time |

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| **\*Additional Supports for this Strategy/Activity** |

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| **Goal 6 - Supporting Black Youth** |

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| **Call to Action Belief Statement** |

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| Developing antiracist and restorative school communities. |

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| **District LCAP Goals** |

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| 1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms District - with Equity at the Core and Support for the Whole Child 2. Access to Broad and Challenging Curriculum 3. Accelerating Student Learning With High Expectations for All 4. Quality Leadership, Teaching and Learning |

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| **Annual Review of This Goal: SPSA Reviewed 2020-21** |

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| **\*Analysis** |

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| Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).  We have partnered with community organizations to creatively meet the needs of Black Youth. COVID has created some barriers for partnering in person, which we believe is very important for our youth. Due to the trauma many of our Black youth face, being at school is about socialization, being bale to eat and feeling safe. The learning is a secondary focus for them, but we have found that when we talk to them they have dreams, but they aren't sure how to navigate and be resilient. We are having weekly conversatons about interventions and supports for Black Youth. Making it a priority for us to try interventions other than suspensions, offering them tutoring, enrolling them in advanced classes when there is an opportunity, and connecting with community resources to get the students and families help. |

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| **\*Major Differences** |

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| Briefly describe any major differences between the 2020-21 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).  We no longer have the full time guidance assistant, who was a Black male roel model on campus. We have another full tiem ocunselor, but she is female. We need more male staff and volunteers. |

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| **\*Changes** |

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| Describe any changes that will be made to the 2021-22 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis. |

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| **\*Identified Need** |

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| Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.  After review of our California Dashboard, D and F data by progress period and semester, and suspension and referral data, we can see clearly that Black, African,and African American students are struggling. They have the the highest suspension/referral rates, the highest numbe rof Ds and Fs, and the highest number of absences (even without suspensions). |

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| **\*Goal 6- Supporting Black Youth** |

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| **By Date** | **Grade** | **Group** | **Objective** | **Baseline Percentage** | **Target Percentage** | **Measure of Success** | **Frequency** |
| June 2022 | 6-8 | Black, African or African American | Students will feel like theyhave a caring adult on campus | 0 | 100 | Suspensions (Classroom and School) | Annual |
| June 2022 | 6-8 | Black, African or African American | Student suspension rates in this sub group will decrease | 23 | 9 | Suspensions (Classroom and School) | Annual |
| June 2022 | 6-8 | Black, African or African American | Student chronic absenteesim rate will decrease | 14 | 9 | Grades | Annual |
| June 2022 | 6-8 | Black, African or African American | Students will score at low risk or advanced | 34 | 61 | Grades | Annual |

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| **\*Goal 6 Supporting Black Youth - Additional Goals** |

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| ✓ 1. During the year of 2021, Bell Middle School site selection/hiring panel will complete anti-bias training before conducting any interviews. ✓ 2. During the year of 2021, Bell Middle School will develop and implement a site-specific system for tracking classroom referrals. ✓ 3. Bell Middle School will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process. ✓ 4. Bell Middle School has developed a Site Equity Team that will meet quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal. ✓ 5. During the year of 2021 Bell Middle School will develop and implement a site-specific system for tracking school police detainments. ✓ 6. The staff diversity goal at Bell Middle School is to maintain or increase the percentage of diverse educators from current year to the following |

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| **Strategy/Activity 1** |

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| **\*Students to be served by this Strategy/Activity** |

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| Unduplicated/All Black, African or African American students |

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| **\*Strategy/Activity - Description** |

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| Implementation of a Black Student Union and Black Parent Group where speakers can come visit with and share information to students and families that are geared to provide information and services for all students and families of African/Black decent, including academics, Black history, and family supports. |

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| **\*Proposed Expenditures for this Strategy/Activity** |

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| **ID** | **Proposed Expenditures** | **FTE** | **Estimated Salary/Non Salary Cost** | **Total Estimated Salary With Benefits/Non Salary cost** | **Funding Source Budget Code** | **Funding Source** | **LCFF Student Group** | **Reference** | **Rationale** |
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| **\*Additional Supports for this Strategy/Activity** |

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| **Strategy/Activity 1** |

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| **Goal 7 - Family Engagement** |

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| **Call to Action Belief Statement** |

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| Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities. |

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| **District LCAP Goals** |

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| 5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities |

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| **Annual Review of This Goal: SPSA Reviewed 2020-21** |

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| **\*Analysis** |

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| Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).  Out of 121 parents who participated in our healthy kid's survey in the 2018-2019 school year, 86% said they agree or strongly agree that the school allows input and welcomes parents’ contributions.84% feel encouraged to be an active partner with the school in educating their child. Last year we allocated most parent involvement funds for translation services, per family requests, as well as inservice supplies for refreshments. Parents are taking time our their busy schedule to attend a meeting, so the least we could do is have refreshments.  Our SPSA goal last year was to have 750 families (100%) of our projected family count receive information regarding grades and progress every 6 weeks. I believe we met the goal but we didn't have a system to truly track who received it, what was returned, what may have been thrown in the trash, etc...Some teachers have better systems than others, as far as communicating with parents regularly.  Our other goal was to have 75% of our families (approx 562) attend at least one school-sponsored event. Again, an ambitious goal that I confident we were close to meeting, however, we do not have solid quantitative data to show we met the goal. We will develop an online sign-in protocol to better track participation.  Parents care about what happens to their children. We understand that some are just too busy to come to the school for meetings ad events. We are redefining what parent involvement means and our goals this year will be aligned specifically to the CHKS parent survey. Historically, our community has viewed our school as unsafe and academically low performing. We are working to rebrand our campus and rewrite our narrative and the CHKS parent survey data suggest we are headed in the right direction. The surveys were not administered in the 2020-2021 school year so we are looking forward to administering data this year.  This summer our Equity Team met and discussed that our efforts as a site have not been enough and we need to think about parent engagement from teh perspective of different cultures. We realize a one-size fit approach for parent engagement is not going to work for 2021-2022. Staff members are being encouraged to seek to understand where parents are coming from. The site is intentional, saying repeatedly, we need your help and we want your ideas. and making sure we implement their ideas.  We also have our contract with PIQE to facilitate parent workshops. We are going to offer classes, and presentations in English and Spanish, in the evening and in the morning if parents choose |

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| **\*Major Differences** |

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| Briefly describe any major differences between the 2020-21 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).  Many families now prefer online oprions so we continue to offer that. We also offer onsite fo families who prefer onsite meetings (IEPs, parent meetings, etc...) |

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| **\*Changes** |

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| Describe any changes that will be made to the 2021-22 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.  No major changes. |

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| **\*Identified Need** |

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| **\*Goal 7- Family Engagement** |

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| **By Date** | **Participants** | **Objective** | **Baseline Percentage** | **Target Percentage** | **Measure of Success** |
| June 2022 | Foundation | Parent Membership will increase from 0 to | 0 | 5 | CAL - SCHLS (CSPS) |
| June 2022 | SSC | Parent/Community Membership will reamin consistent to match the expected ratio | 33 | 100 | Other - Describe in objective |
| June 2022 | SGT | Parent/Community Membership will reamin consistent to match the expected ratio | 0 | 100 | Other - Describe in objective |
| June 2022 | Volunteers | The number of parents who volunteer at least once will increase | .2 | 2.6 | Other - Describe in objective |

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| **\*Annual Measurable Outcomes** |

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| **By Date** | **Participants** | **Objective** | **Baseline Percentage** | **Target Percentage** | **Measure of Success** |
| June 2022 | Other (Describe in Objective) | Parent participation in school and district led classes and workshops onsite will increase by 5% | 1.8 | 8 | Meeting Attendance |
| June 2022 | Foundation | Parent Membership will increase from 0 to | 0 | 5 | Committee Attendance |
| June 2022 | SSC | Parent/Community Membership will reamin consistent to match the expected ratio | 33 | 100 | Meeting Attendance |
| June 2022 | SGT | Parent/Community Membership will reamin consistent to match the expected ratio | 0 | 100 | Meeting Attendance |
| June 2022 | Volunteers | The number of parents who volunteer at least once will increase | .6 | 2.6 | Committee Attendance |

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| **Parent/Neighborhood Center Parent Workshop Series** |

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| **\*Families to be served by this Strategy/Activity** |

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| The workshop series is open to all Bell Middle School families. The facilitators are informed that we have target sub groups and they are asked to provide strategies nad tips that re specific to the subgroups when applicable. Additionally, we are askign that flyers and presentations be done in Spanish when possible. |

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| **\*Strategy/Activity - Description** |

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| Administer a parent survey asking for workshop topic interests and time preferences  Offer PIQE parent workshops in English and Spanish in the morning and the evenings (8 week classes at a time)  Offer Parent Engagement Office parent workshops (1 each quarter)  Offer two family open house event (1 fall and 1 spring)  Offer a monthly Coffee with Principal Meeting  Recruit parent volunteers and offer incentives to families who participate or volunteer |

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| **\*Proposed Expenditures for this Strategy/Activity** |

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| **ID** | **Proposed Expenditures** | **FTE** | **Estimated Salary/Non Salary Cost** | **Total Estimated Salary With Benefits/Non Salary cost** | **Funding Source Budget Code** | **Funding Source** | **LCFF Student Group** | **Reference** | **Rationale** |
| F03024E | School Counselor - NEW POSN, SBB2530426 | 0.15000 | $13,133.70 | $18,683.98 | 0302-30106-00-1210-3110-0000-01000-0000 | Title I Supplmnt Prog Imprvmnt | [no data] |  | Having this extra counselor position does allow for counselors to connect with more families and understand their cultures and needs. |
| F03024C | School Library Techn II - Lacey-Jackson, Karen | 0.20000 | $8,516.00 | $15,269.07 | 0302-09800-00-2230-2420-0000-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income |  | This position spends hours a month making phone and sending emails to connect with families regarding mentor and group opportunities, technology and instructional materials. |
| F03024D | Clerk Typist I - Burns, Shirley | 0.25000 | $7,222.00 | $14,509.08 | 0302-09800-00-2401-3110-0000-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income |  | This position spends hours a day calling and emailing families, as well as servicing them at the front desk. She is in constant communication about attendance, and student well being. She provides customer service up front when families enter the campus. |
| N0302A | Other Support Prsnl PARAS Hrly |  | $500.00 | $665.45 | 0302-30103-00-2281-2495-0000-01000-0000 | Title I Parent Involvement | [no data] |  | Translation Services/ChildCare for meetings and events |
| N03024U | Tech Professional OTBS Hrly |  | $800.00 | $1,064.72 | 0302-30103-00-2455-2495-0000-01000-0000 | Title I Parent Involvement | [no data] |  | Preparation for parents meetings and events |
| N030260 | Supplies |  | $1,655.00 | $1,655.00 | 0302-30103-00-4301-2495-0000-01000-0000 | Title I Parent Involvement | [no data] |  | Supplies for parent center access for families (paper, child care equipment, technology) |
| N03027I | Inservice supplies |  | $1,000.00 | $1,000.00 | 0302-30103-00-4304-2495-0000-01000-0000 | Title I Parent Involvement | [no data] |  | We want to be sure we can provide things for families when they come to campus. This includes light refreshment, coffee and tea. |
| N0302ES | Postage Expense |  | $200.00 | $200.00 | 0302-30103-00-5920-2495-0000-01000-0000 | Title I Parent Involvement | [no data] |  | Communication to families |

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| **\*Additional Supports for this Strategy/Activity** |

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| **Goal 8- Graduation/Promotion Rate** |

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| **Call to Action Belief Statement** |

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| All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow. |

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| **District LCAP Goals** |

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| 1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms District - with Equity at the Core and Support for the Whole Child 2. Access to Broad and Challenging Curriculum 3. Accelerating Student Learning With High Expectations for All 4. Quality Leadership, Teaching and Learning |

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| **Annual Review of This Goal: SPSA Reviewed 2020-21** |

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| **\*Analysis** |

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| Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).  Based on a review of data, students with disabilities, SED and students learnign English as a seocnd language contune to struggle with African American students have the highest number of Ds and Fs, and therefore particpate less in promotion from 8th grade. That has been our narrative for six years and last year's SPSA goal was to make 80% of our all students, at each grade level, each sub group passed English and Math courses with a C or better. We met the goal with all sub groups except the students with disabilities and the African American students. There were still mind-sets and a lack of culturally relevant and special education research based stratgeies being used to ensure students were engaged and learning. |

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| **\*Major Differences** |

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| Briefly describe any major differences between the 2020-21 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).  We are publiciy reviewing the data which will give a sense of urgency to staff members who really care about the student subgroups and meeting goals |

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| **\*Changes** |

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| Describe any changes that will be made to the 2021-22 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.  Picking focal students in the sub groups to help narrate their experience at Bell and admin holdign staff accountable for knowing the learner and making data driven decisions.  Staff members aprtiicpating in training and having a plan to have interventions in the classroom so students aren't always sent out, missing out on learning and earning Ds and Fs. |

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| **\*Identified Need** |

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| We want students with disabilititesand African American students to feel a positive connection to the school. Failing all classes is not a positive thing. We want to look forward to and partiicpate in end of the year acitivities, PBIS rewards and field trips. Traditionally staff felt everything was a privilege and not an opportunity so students with Ds and Fs did not participate in anything positive.  Students with disabilities and African American students have the highest number of Ds and Fs, and therefore particpate less in promotion from 8th grade. That has been our narrative for six years and last year's SPSA goal was to make 80% of our all students, at each grade level, each sub group passed English and Math courses with a C or better. We met the goal with all sub groups except the students with disabilities and the African American students. There were still mind-sets and a lack of culturally relevant and special education research based stratgeies being used to ensure students were engaged and learning. |

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| **\*Goal 8- Graduation/Promotion Rate** |

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| **By Date** | **Grade** | **Objective** | **Baseline Percentage** | **Target Percentage** | **Measure of Success** | **Frequency** |
| June 2020 | 6-8 | Students will pass Math courses with a C or better | 85 | 90 | Graduation/Promotion | Annual |
| June 2020 | 6-8 | Students will pass English courses with a C or better | 85 | 90 | Graduation/Promotion | Annual |

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| **\*Annual Measurable Outcomes (Closing the Equity Gap)** |

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| **By Date** | **Grade** | **Student Group** | **Objective** | **Baseline Percentage** | **Target Percentage** | **Measure of Success** | **Frequency** |
| June 2022 | 8 | English Learner | Students will be eligible for promotion to middle school by passing all core content classes with a C or better | 0 | 85 | Graduation/Promotion | Annual |
| June 2022 | 8 | Black or African American | Students will be eligible for promotion to middle school by passing all core content classes with a C or better | 0 | 85 | Graduation/Promotion | Annual |
| June 2022 | 8 | Students with Disabilities | xxStudents will be eligible for promotion to middle school by passing all core content classes with a C or better | 0 | 85 | Graduation/Promotion | Annual |

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| **Site Intervention Plan** |

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| **\*Students to be served by this Strategy/Activity** |

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| Unduplicated students (82%)/all students -This intervention plan will target any student group student who needs intensive intervention during the school day. We strategically target the subgroups identified in the orange and yellow, since we have no subgroups in the red for math. |

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| **\*Strategy/Activity - Description** |

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| At the end of 2024, Bell Middle School will co-create, design and implement an effective comprehensive intervention plan of action that identifies systematic strategic intervention supports for Math and ELA faculty and targeted students.  By June 2022, 100% of math lessons will include structured opportunities for student to student conversations that develope students' ability to communicate mathematical reasoning orally and in writing, resulting in higher performance on math DEMI. Additionally, 100% of ELA classrooms will use a common curriculum and supplementary resource to better monitor student growth.  SPSA align IIntervention Goal:  An Equity Leadership team will be identified to develop and assess the effectiveness of a schoolwide intervention plan that aligns SPSA goals with professional development with the support of resources provided by the GEAR UP grant. The first priority will be training for para educators and co-teachers. An additional focus will be developing systems to identify and communicate about students using a tiered structure, to ensure teachers know who their students are and what their needs are based on a variety of data sources. Teachers will then receive professional development on how to use multiple data sources to support students.  We are in the process of creating a school-wide assessment plan where English language Arts grade level teams are administering common assessments to monitor student progress. Every English Lanuage Arts teacher is using the FAST 3 times this year and administering a writing assessment and a vocabulary assessment twice this year. All History teachers are using NewELA and common assessments to assess students’ ability to identify main idea, provide supporting details, and express their comprehension of informational text and to assess students’ ability to comprehend informational text. Other departments and grade level teams are using common assessment to monitor to develop students’ listening comprehension and writing skills, to measure writing progress and abilities. Again, we believe teaching reading, writing, listening and speaking skills is not only the responsibility of the English teacher, but all teachers.  Each grade level team will have release time every two months to review data with a focal lense on English Learners and Students with Disabilities. |

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| **\*Proposed Expenditures for this Strategy/Activity** |

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| **ID** | **Proposed Expenditures** | **FTE** | **Estimated Salary/Non Salary Cost** | **Total Estimated Salary With Benefits/Non Salary cost** | **Funding Source Budget Code** | **Funding Source** | **LCFF Student Group** | **Reference** | **Rationale** |
| F03024G | School Nurse - VACANCY, SBB2529503 | 0.20000 | $17,996.80 | $25,494.66 | 0302-30100-00-1240-3140-0000-01000-0000 | Title I Basic Program | [no data] |  | With full-time nursing we can track, support and provided wellness support to students to keep them healthier in school and passing classes. |
| F03024F | School Counselor - NEW POSN, SBB2530426 | 0.10000 | $8,755.80 | $12,455.97 | 0302-30106-00-1210-3110-0000-01000-0000 | Title I Supplmnt Prog Imprvmnt | [no data] |  | With the extra counselor, the caseloads are smaller. This gives counselors an opportunity to provide better academic advisement and conference with student failing classes. |
| F03024H | School Library Techn II - Lacey-Jackson, Karen | 0.20000 | $8,516.00 | $15,269.07 | 0302-09800-00-2230-2420-0000-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income |  | The library tech has really become IT support for student devices on campus. This allows for students to stay engaged in technology, get assignments done and keep grades up. |
| N03026Q | Software License |  | $3,000.00 | $3,000.00 | 0302-30100-00-5841-1000-1110-01000-0000 | Title I Basic Program | [no data] |  | To maximize time in the classroom, we must have resources available to students after school and on the weekend to practice building basic skills. This will also help any students home sick with an opportunity to practice work skills in ELA and math |
| N0302BH | Classroom Teacher Hrly |  | $6,519.00 | $7,810.41 | 0302-30100-00-1157-1000-1110-01000-0000 | Title I Basic Program | [no data] |  | Teacher to plan for differentiation. Students who have Ds and Fs will be invited to attend tutoring after school and these funds will be used to compensate teachers to help students pull grades up |
| N0302CN | Supplies |  | $4,200.00 | $4,200.00 | 0302-09800-00-4301-1000-1110-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income |  | Students with Ds and Fs may need additional resources to be successful. We want to be able to invest in those additional resources and materials. |
| N0302EQ | Non Clsrm Tchr Hrly |  | $10,000.00 | $11,981.00 | 0302-30106-00-1957-2130-0000-01000-0000 | Title I Supplmnt Prog Imprvmnt | [no data] |  | Students who have Ds and Fs will be invited to attend tutoring after school and these funds will be used to compensate teachers to help students pull grades up |
| N0302ET | Counselor Hrly |  | $3,000.00 | $3,594.30 | 0302-30100-00-1260-3110-0000-01000-0000 | Title I Basic Program | [no data] |  | Counselors can provide additional academic and social emotional support after school to help student improve grades and eligibility for promotion. |
| N0302EU | Other Nonclsrm PARAS Hrly |  | $1,000.00 | $1,330.90 | 0302-30106-00-2955-2140-0000-01000-0000 | Title I Supplmnt Prog Imprvmnt | [no data] |  | Para needs training to better support struggling students in class. They can also provide tutoring after school and push in extra hours for support. |

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| **\*Additional Supports for this Strategy/Activity** |

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| **STEAM** |

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| **Our Vision** |

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| Our work is about widening the sphere of success by engineering equitable learning outcomes for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive educational experiences in order for students to be agents of change and make hope a reality. |

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| **STEAM Belief Statement** |

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| We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to impact their world in real and powerful ways. |

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| **Leading, Implementing, Monitoring, and Actualizing a Coherent Plan** |

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| **School Leadership Actions** |

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| **Leadership Practice** |

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| The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning. |

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| **Leading, Implementing, Monitoring, and Actualizing a Coherent Plan** |

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| My 2021-2022 opening meeting with staff had the theme of reimagining Bell Middle. Our focus is getting to know each narrative and making decisions with an equity lense. We have 3 Equity Goals:  -To ensure a culturally relevant, quality, rigorous and equitable instructional experience for all students  -To ensure opportunities for meaningful, interdisciplinary collaboration between all stakeholders, and shared decision making to develop professional and respectful relationships between all staff, families and community  -Implement school-wide policies and procedures through an equity lens to make sure all voices are heard and decisions are made to meet the needs of individual students  We all agree that ALL students deserve opportunities. They work everyday to earn our respect and earn grades and earn rewards. What opportunities do we give them automatically (people with privileges get opportunities all the time without having “earned it”).  I continue to remind my staff and myself to.....  1) Looking in the mirror  2) Being Inclusive  3) Having honest conversations  4) Not making excuses  5) Monitor Progress  I have been strategic about taking staff members on this journey with me. Members of my ILT and members of the Equity Team, along with me have made a commitment to  - Learn more  - Be intentional  -Monitor our work and hold each other accountable  -Try on a variety of instructional strategies and monitor their effectiveness using data  -Make practice public and share our learnings with other adult learners  -Be courageous collaborators - willingness and openness to challenge each other’s assumptions  I am leading the work, with the help of the GEAR UP team, to establish a school-wide intervention plan that will meet the needs of students who need additional support with academics and social emotionlal. Here is out goals: At the end of 2024, Bell Middle School will co-create, design and implement an effective comprehensive Academic Intervention Services (AIS) plan of action that identifies systematic strategic intervention supports for Math and ELA.  I admit I have work to do with improveing as nstructional leader.  have a responsibility to ensure that campus culture maintains an important aspect. I am committed to the California Administrative Performance Expectations (CAPEs).  CAPE 1: Developing and Articulating a Vision of Teaching and Learning for the School Consistent with the Local Education Agency’s Overall Vision and Goals  CAPE 2: Developing a Shared Commitment to the Vision Among All Members of the School Community  CAPE 3: Leading by Example to Promote Implementation of the Vision  CAPE 4: Sharing Leadership with Others in the School Community Category B: Instructional Leadership (CACEs B1–B32)  CAPE 5: Promoting Implementation of K-12 Standards, Pedagogical Skills, Effective Instructional Practices and Student Assessments for Content Instruction  CAPE 6: Evaluating, Analyzing, and Providing Feedback on the Effectiveness of Classroom Instruction to Promote Student Learning and Teacher Professional Growth  CAPE 7: Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors  CAPE 8: Communicating With the School Community about Schoolwide Outcomes Data and Improvement Goals Category C: School Improvement Leadership (CACEs C1–C9)  CAPE 9: Working with Others to Identify Student and School Needs and Developing a Data-Based School Growth Plan  CAPE 10: Implementing Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement  CAPE 11: Identifying and Using Available Human, Fiscal, and Material Resources to Implement the School Growth Plan  CAPE 12: Instituting a Collaborative, Ongoing Process of Monitoring and Revising the Growth Plan Based on Student Outcomes Category D: Professional Learning and Growth Leadership (CACEs D1–D11)  CAPE 13: Modeling Life-Long Learning and Job-Related Professional Growth  CAPE 14: Helping Teachers Improve Their Individual Professional Practice Through Professional Growth Activities  CAPE 15: Identifying and Facilitating a Variety of Professional and Personal Growth Opportunities for Faculty, Staff, Parents, and Other Members of the School Community in Support of the Educational Program Category E: Organizational and Systems Leadership (CACEs E1–E27)  CAPE 16: Understanding and Managing the Complex Interaction of All of the School’s Systems to Promote Teaching and Learning  CAPE 17: Developing, Implementing, and Monitoring and Monitoring the School’s Budget  CAPE 18: Implementing California School Laws, Guidelines, and Other Relevant Federal, State, and Local Requirements and Regulations Category F: Community Leadership (CACEs F1–F10)  CAPE 19: Representing and Promoting the School’s Accomplishments and Needs to the LEA and the Public CAPE 20: Involving the Community in Helping Achieve the School’s Vision and Goals |

**Appendices**

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

**Appendix A**

**Budget Summary**

**Appendix B**

**Parent & Family Engagement Policy**

**Appendix C**

**School Parent Compact**

**Appendix D**

**Data Reports**

Data Reports: Attached Data comes from [www.sandi.net/my-school](http://sandi.net/my-school) :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

• Illuminate

• California Dashboard

\* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.

**Appendix E**

**2021-22 SPSA Assessment and Evaluation**

**Appendix F**

**WASC Recommendations (WASC Schools Only)**