

# Mission Bell Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Mission Bell Elementary School
<b>Street</b>	4020 Conning St.
<b>City, State, Zip</b>	Jurupa Valley, CA 92509-2599
<b>Phone Number</b>	951 360-2748
<b>Principal</b>	Joan Lauritzen
<b>Email Address</b>	jlauritzen@jusd.k12.ca.us
<b>Website</b>	<a href="http://www.jurupausd.org/schools/missionbellelementary">www.jurupausd.org/schools/missionbellelementary</a>
<b>County-District-School (CDS) Code</b>	33 67090 6032189

Entity	Contact Information
<b>District Name</b>	Jurupa Unified School District
<b>Phone Number</b>	951-360-4100
<b>Superintendent</b>	Mr. Elliott Duchon
<b>Email Address</b>	info@jUSD.k12.ca.us
<b>Website</b>	www.jurupausd.org

## School Description and Mission Statement (School Year 2019-20)

Mission Bell Elementary School is a learning community where teachers, parents, students, administration and community members work together to ensure the academic success and social development of every student.

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

The current enrollment is 391 TK-6 including two SDC classes. Two State Preschool classes are also housed on campus serving 48 students in morning and afternoon sessions. Ninety-two percent of the school's population participates in the free and reduced-price lunch program. English language learners represent 52 percent of the student population. Approximately 97 percent of the students are Hispanic, and 3 percent are of other ethnicities. Eleven percent of our population is students with disabilities and receive special education services.

Both academic and social success are the vision for all students at Mission Bell Elementary School. Our academic expectation is that every student at Mission Bell will meet or exceed the State of California grade-level standards. Academic practice and decision making are based on the latest research of achievement and leadership, and are put into practice using the most effective strategies available. Students will be well prepared to work independently and in teams to solve complex problems. Competent research skills will be an expectation for all students, and each student will have a working knowledge of technology as a tool for learning in the 21st Century. The use and application of technology is an ongoing focus throughout our campus. All 2-6 students have been provided with a personal Chrome Book for use at school and home. Each kindergarten and first grade classroom has 1:1 Chrome Books for the use by the students while at school..

All of the stakeholders at Mission Bell are appropriately included in the school community with parents, faculty, staff, and community all contributing to the academic success and social development of the students.

Our mission statement is "Mission Bell knows no limits to the academic success of each child."  
AVID Motto: "Success is a Choice".

**Student Enrollment by Grade Level (School Year 2018-19)**

Grade Level	Number of Students
Kindergarten	65
Grade 1	41
Grade 2	64
Grade 3	54
Grade 4	50
Grade 5	54
Grade 6	52
<b>Total Enrollment</b>	<b>380</b>

**Student Enrollment by Group (School Year 2018-19)**

Student Group	Percent of Total Enrollment
Black or African American	0.3
Hispanic or Latino	96.8
White	2.4
Two or More Races	0.3
Socioeconomically Disadvantaged	92.4
English Learners	52.6
Students with Disabilities	10.5
Homeless	

**A. Conditions of Learning****State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

**Teacher Credentials**

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
<b>With Full Credential</b>	20	19	19	819
<b>Without Full Credential</b>	0	0	0	15
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	16

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

**Year and month in which data were collected:** September 27, 2019

Jurupa Unified School District conducts an evaluation of instructional materials to adopt materials that best meet the needs of students. The district conducts adoptions on a districtwide basis. The review process includes a committee of a majority of classroom teachers in the appropriate discipline (Education Code Section 60210). In addition, all instructional materials are in compliance with social content standards. When making adoption decisions, the adoption committee uses the content standards, the curriculum frameworks, the State Board of Education-adopted evaluation criteria, and the reports on each adoption as resources. The final decision for selecting and recommending textbook adoptions is with the adoption committee. The most recently adopted textbooks were selected from the state-approved list.

All students, including English learners, have standards-aligned textbooks checked out to them, to use in class and to take home, in each of the core curriculum areas of reading/language arts, mathematics, science and history/social science; foreign language and health; visual and performing arts; and science laboratory equipment for grades nine through twelve as appropriate.

Elementary students receive core curriculum textbooks on the first day of enrollment. Middle school and high school students receive textbooks checked out to them at registration days a few days before the first day of school. All students enrolling after the first day of school have core curriculum textbooks checked out to them by the Library Clerk on their first day of enrollment.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	World of Wonders (TK), Wonders (K-6) McGraw Hill Education Publishers (2016)	Yes	0
Mathematics	My Math (TK-5), California Math (Gr.6), McGraw Hill Education Publishers (2015)	Yes	0
Science	California Science (K-6), Houghton Mifflin Harcourt Publishers (2008)	Yes	0
History-Social Science	History-Social Science, (K-6) Houghton Mifflin Harcourt Publishers (2006)	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

Mission Bell Elementary School was built in 1959. It currently contains 31 classrooms, multiple office spaces, 6 student restrooms, one large playground for 1st - 6th graders, and one smaller playground for Pre-school and Kindergarten students. 2 Kindergarten rooms, a 1st grade room and one pre-school room have self-contained restrooms. The school has a full-service library, complete with a Maker Space activity areas. A multi-purpose room with an attached kitchen serves as a student eating area and an assembly location. An outside area contains 8 picnic tables for use by students during the day. Mission Bell is currently under renovation of the multi-purpose room, library, cafeteria and office area.

A walking/running track has been added to the field area of the playground.

A day and night custodian clean the school on a daily basis with deep cleaning performed during the summer. Work orders are completed for repairs needing to be done. Depending upon the job, the site custodian completes the work order or it is assigned to the district maintenance department.

A closed campus was implemented in August of 2015. All gates are closed from 8:15-2:35. Parents must check in at the office in order to be on campus. Teachers provide after school duty in the parking lots and quad area to ensure that children are safe. Monthly fire drill are held as well as disaster evacuation and search and rescue drills. A safe school coordinator maintains the safety notebook and revises procedures as needed. An annual safety inspection is performed by a district safety committee.

Mission Bell Elementary School was renovated beginning in 2016. The renovation includes a new multi-purpose room, kitchen and cafeteria, teacher's lounge and administration building. The quad area was redone to conform to ADA standards. Funding for this project will be from a bond measure EE.

## School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 11/22/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	30	35	36	38	50	50
Mathematics (grades 3-8 and 11)	21	27	24	25	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	217	215	99.08	0.92	35.35
Male	126	124	98.41	1.59	32.26
Female	91	91	100.00	0.00	39.56
Black or African American					
American Indian or Alaska Native					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Filipino</b>					
<b>Hispanic or Latino</b>	210	208	99.05	0.95	34.62
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	199	198	99.50	0.50	33.84
<b>English Learners</b>	140	138	98.57	1.43	33.33
<b>Students with Disabilities</b>	34	34	100.00	0.00	2.94
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>					
<b>Homeless</b>					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	217	216	99.54	0.46	27.31
<b>Male</b>	126	125	99.21	0.79	28.00
<b>Female</b>	91	91	100.00	0.00	26.37
<b>Black or African American</b>					
<b>American Indian or Alaska Native</b>					
<b>Filipino</b>					
<b>Hispanic or Latino</b>	210	209	99.52	0.48	26.32
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	199	198	99.50	0.50	24.24

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	140	139	99.29	0.71	24.46
Students with Disabilities	34	34	100.00	0.00	5.88
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	13.6	16.9	5.1

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

Mission Bell Elementary School provides many opportunities for parent involvement. Parents are invited and encouraged to participate in the required advisory committees: School Site Council (SSC), English Learner's Advisory Committee (ELAC), GATE Advisory Committee (GAC), and Special Education Parent Advisory Committee (SEPAC). Mission Bell has a functioning Parent Teacher Organization (PTO). Parents are also encouraged to attend Back to School Night, Parent Teacher Conferences, AVID Parent Meetings, Parent/Child activities, Family Events, etc. as well as volunteer to help in classes or school activities and events.

Parent classes help our parents become more involved in their child's education and to increase their knowledge and skills. A wide variety of activities are offered including: Mother/Son Dance, Father/Daughter/Dance, Trimester Family Picnics, Monthly Patriotic Programs, Monthly Family Walk Nights, Grade Level Parent Meetings, Latino Family Literacy, Strengthening Families and Family Math FUN to name a few.

Parents can contact the school or the PTO President at 951-360-2748 to find out how to become involved.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	1.5	2.0	0.9	3.4	3.6	3.6	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.3	0.2	0.3	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Mission Bell Elementary School in accordance with Senate Bill 187 has safe school strategies that include information on the status of school crime and the following elements: safe school programs; child abuse reporting procedures; disaster-response procedures; suspensions and expulsion policies pursuant to Education Code Sections 48900, 48915, and 49709; the District's Discipline Handbook and Sexual Harassment Policy; our school and district dress codes; and procedures and rules for safety on the way to and from school, as well as during school hours. The school safety plan was most recently reviewed and updated in January 2020 by school staff and the School Site Council.

Mission Bell practices fire drills on a monthly basis to ensure that students know how to exit their classrooms and assemble on the field in an orderly fashion. A disaster drill is held at least once a year. Our site has some emergency water and food supplies, blankets, first-aid supplies, radios, flashlights, and tools recommended for disaster use. We also promote anti-drug, anti-alcohol schoolwide by celebrating Red Ribbon Week.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		3		18	1	2		33	1		1
1	28		2		25		2		21	1	1	
2	24		2		23	1	2		23		2	
3	20	1	2		19	1	2		18	2	2	
4	27		2		27		2		34			1
5	33		1	2	27		2		31		2	
6	24	2	1	1	25	2		2	26		2	
Other**									9	1		

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	.1
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	
Other	.1

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10957	2733	8224	89897
District	N/A	N/A	8825	\$89,656.00
Percent Difference - School Site and District	N/A	N/A	-7.1	-0.4
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	25.9	16.3

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

Mission Bell School receives funding through the State-funded Local Control Funding Formula (LCFF) which assists the school in providing additional educational opportunities and services for the students and parents. A combination of LCFF, Title I and Title III Funding provides for two intervention teachers who provide instructional support through the Language Intervention Program (4-6) and Primary Intervention (K-3). These funds also provide the support to two Bilingual Tutors as well as a health care aide, parent involvement, staff development and supplemental materials and supplies as well as student incentives.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,878	\$51,374
Mid-Range Teacher Salary	\$79,746	\$80,151
Highest Teacher Salary	\$106,973	\$100,143
Average Principal Salary (Elementary)	\$126,881	\$126,896
Average Principal Salary (Middle)	\$129,964	\$133,668
Average Principal Salary (High)	\$147,669	\$143,746
Superintendent Salary	\$253,634	\$245,810
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

## Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	3	2

### Professional Development

The Jurupa Unified School district is committed to providing high-quality, research-based professional development to all of its teachers. During the 2017-2018 school year, training included the continued implementation of California Common Core State Standards for mathematics and English Language Arts. ELA and math Units of Study committees continue to refine the units based on teacher feedback. Trainings are offered at various times of the year by district department. The use of DIBELS (Dynamic Indicators of Basic Early Literacy Skills) has expanded to K-3 with teacher receiving training in effective strategies for learning, assessment and intervention. Teachers on the NGSS committee continue to meet to develop mini-units for their grade levels. Grade level teachers met in district wide cohort NGSS training throughout the year where the mini lessons were presented and discussed. Teachers collaborate and learn together during these observations. As part of year 2 implementation of AVID Elementary, a group of five teachers attended Summer Institute where they learned effective teaching strategies. This core group of teachers has demonstrated some of these strategies throughout the year to the rest of the staff. Teachers had the opportunity to participate in Universal Design for Learning training. New teachers continue to receive training in Balanced Math.

Mission Bell is in its third year of Impact Team implementation. Teachers in grades 2-5 are learning the protocols and processes of helping students monitor and assess their own readiness and efforts to set personal learning goals. Teachers are also learning protocols that help them to assess student work and to use the data to inform instruction.

Staff development and curricular improvement are planned and implemented to improve student achievement. By increasing the faculty's awareness and refining their skills, staff-development activities enable the instructional staff to deliver curriculum and instruction based upon program needs. The school sustains high interest in professional growth and improvement. The district provided teachers with the opportunities to participate in GATE training. Independently, teachers often continue their own education through master's programs and specialty certificate programs. Mission Bell teachers attend weekly meetings to analyze current data and grade-level collaboration provides opportunities for teachers to work together to improve instruction. Student data is used to help drive the instruction along with a focus on state standards.