

# The School Plan for Student Achievement

**School:** Gabriela Mistral Elementary School  
**CDS Code:** 43-69591-0132373  
**District:** Mountain View Whisman School District  
**Principal:** Tabitha Miller  
**Revision Date:** November 15, 2018

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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**The District Governing Board approved this revision of the SPSA on November 15, 2018.**

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## School Vision and Mission

### Gabriela Mistral Elementary School's Vision and Mission Statements

We educate students to become bilingual and bi-literate in order to maximize their potential in a multicultural, diverse global society.

We are committed to ensuring that all students develop fluency and literacy in both Spanish and English, thrive in a culture of intellectual achievement and academic success, develop high self-esteem and confidence, and cultivate an understanding and appreciation of other cultures, preparing them for a multicultural world.

## School Profile

Gabriela Mistral is one of ten schools in the Mountain View Whisman School District. The district is a K-8 district with an enrollment of 5239. Gabriela Mistral Elementary is located in the city of Mountain View, California and within Santa Clara County. Gabriela Mistral is the only elementary Dual Language Immersion school, where students become bilingual and biliterate in both English & Spanish. The school is a three-strand program with a total of 16 classrooms; three classrooms each at Kindergarten to third grade, and two classrooms at 4th and 5th grade.

The school year is 180 traditional days and includes 35 minimum days in order to support teacher collaboration. The entire staff is dedicated to providing an environment that promotes and reinforces a safe campus so that each student can attain his or her potential.

Gabriela Mistral's enrollment is approximately 390 students. The school has a culturally and linguistically diverse population with the main ethnic representation being 59% Hispanic, 24% White, and 4% Asian. The school population includes 37% English Learners (ELs), and 42% percent of the students that are socio-economically disadvantaged.

Dual Immersion is a unique educational program designed to develop bilingualism and biliteracy in English and in Spanish. This is a choice program. Instruction is provided by highly trained and specialized teachers. Students learn California standards in all subject areas, and become linguistically and academically fluent in two languages. The program follows the 90:10 model of Two Way Immersion (TWI). The first number refers to the amount of instructional time initially spent for instruction in the target or non-English language in kindergarten. The second number refers to the same ratio in English. In a 90:10 model the amount of the target language decreases yearly as English increases until there is a 50:50 balance of the languages generally in grades four and five. English time must be carefully defined and implemented. High quality curriculum and instruction are essential. Research shows that when programs are fully implemented beyond the elementary level and according to the program design, English learners in 90:10 models score as well as or better than their peers in other programs in English tests. (Lindholm-Leary, (2001) Dual Language Education, Multilingual Matters LTD).

### Academic Achievement

By June 2019, there will be a three-percentage-point increase in the number of students meeting or exceeding standards in English Language Arts (65% to 68%) and Mathematics (68% to 71%) as measured by district benchmark assessments in grades K-3 and the CAASPP assessment in grades 3-5.

### Key Strategies:

- A) Review teacher self-assessment and guide teachers in setting professional goals as aligned to site priorities. Track progress toward goals.
- B) Implement technology to streamline communication with principal and instructional coach surrounding teacher collaboration time.
- C) Provide ongoing professional development on data collection and analysis for use in driving planning, instructional decisions, and student grouping. Additional professional development in differentiated instruction, Sheltered Instruction Observation Protocol (SIOP), Depth of Knowledge (DOK), and Personalized Learning educational philosophy.
- D) Provide opportunities for vertical and horizontal collaborative data analysis and planning based on consistent progress monitoring to address California state educational standards.

- E) Conduct regular classroom visits to provide feedback to teachers surrounding school SIOp goals (robust content objectives and language objectives; links to prior learning; key vocabulary; and research-based strategies and interactions).
- F) Provide extracurricular Math tutoring for struggling students.
- G) Provide Math extension activities (Project-Based Learning) through Summit Club for grades 3-5.

#### Closing the Achievement Gap

By June 2019, there will be a decrease in the number of AT-Risk/LTEs (Long-Term English Learners or students at-risk of becoming LTEs) by at least 1.

By June 2019, there will be a three-percentage-point increase in the number of Reclassified Fluent English Proficient (RFEP) students meeting or exceeding standards in English Language Arts (70% to 73%) as measured by the CAASPP assessment.

#### Key Strategies:

- A) Teach and implement SIOp strategies for interactions to students within Math lessons. Provide opportunities for ELs and RFEPs to learn and practice academic vocabulary and language.
- B) Provide strategic small-group support in English Language Development for English Learners (ELs) in all grades.
- C) Provide extracurricular ELD tutoring and mini-lessons via Lexia program to struggling ELs.
- D) Analyze pre- and post-assessment data with Response to Instruction (RtI) teachers and Instructional Assistants (IAs) to strategically group EL and RFEP students for intensive practice and exposure to sophisticated and academic language, during RtI block and during regular instruction.
- E) Support target students in Math by examining data, setting goals, and implementing differentiated instruction.
- F) Conduct KidTalks to discuss interventions, Student Success Plans (SSPs), Student Study Team meetings (SSTs), and next steps (IEP or 504 when necessary) for at-risk students. Communicate consistently and frequently with families of at-risk students.
- G) Provide supplemental supplies, programming, and materials for differentiated lessons.
- H) Provide Spring Break half-day intervention for struggling students.

#### Inclusive and Supportive Culture

By June 2019, there will be an increase in positive perceptions of the school by students and family members by 5% on select questions in the Panorama survey.

By June 2019, there will be an increase in daily attendance from 96.6% to 97%.

By June 2019, there will be a reduction in suspensions by at least 1.

By June 2019, there will be a five-percentage-point increase in staff responding favorably to the amount and quality of feedback received (68% to 73%).

#### Key Strategies:

- A) Send regular reminders home about attendance.
- B) Continue developing school-wide social-emotional (SEL) program
- C) Consistently implement Action Alert before office referral for minor, repeated offenses. Implement positive interventions, family contact, and logical consequences. Professional development at staff meetings.
- D) Reward students who earn Quetzal prize for model behavior in assemblies and informally in the office and in classroom visits.
- E) Advertise and provide childcare and Spanish-language interpretation at each major school-community event.
- F) Implement new family engagement plan based on the needs of all families in our community. Incorporate principal coffees with topics of interest, inviting expert guest speakers.
- G) Plan and host volunteer appreciation event.
- H) Plan and host at least one multicultural event.
- I) Hold beautification events and purchase new furnishings for welcoming campus and office.
- J) Collaborate as one team to provide intensive services to at-risk students.
- K) Collect information regularly to gauge staff job satisfaction and professional development needs.
- L) Hold regular, solution-oriented leadership team meetings.
- M) Continue to provide additional Playworks support during recess to teach socio-emotional skills during play.

#### Human Capital

By June 2019, grade levels will develop and implement a plan for consistent data collection and analysis to inform planning, instructional decisions, and grouping.

#### Key Strategies:

A) Provide feedback to teacher teams via weekly collaboration notes, check-in meetings, invitations to classrooms, and walkthroughs.

B) Via professional development on data and differentiation, use data from a variety of sources (pre- and post-assessments, SBAC, ELPAC, district benchmarks, exit tickets, assignments, and observational data) to differentiate or meeting all students' needs.

C) Provide time for walkthroughs built around SIOP and Personalized Learning implementation.

D) Provide RtI teaching and assessment records.

E) Professional development in leadership for principal and instructional coach (ASCD Conference on Educational Leadership).

Professional membership in CAFE (California Association for Bilingual Education) and attendance at annual conference.

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### Analysis of Current Instructional Program

In conjunction with the needs assessments, the categories below may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### Standards, Assessment, and Accountability

#### 1. Use of state and local assessments to modify instruction and improve student achievement

To better understand the needs of the school, data was reviewed with teachers, the English Language Advisory Committee (ELAC), and the School Site Council (SSC) with the new principal. Teachers reviewed CAASPP and benchmark data on Monday, August 13, Wednesday, August 29, and Wednesday, September 12. ELAC members reviewed the data Monday, September 10 and Tuesday, September 25. School Site Council members reviewed the data Tuesday, October 9.

All groups analyzed the data to determine the needs of the school to set new goals. The teachers, ELAC, SSC, and the principal developed the Single Plan of Student Achievement (SPSA) that will be the touchstone to monitor progress this academic year.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction

Mistral was above the state average in both English Language Arts (ELA) and Math. In English Language Arts, 65% of students met or exceeded standards. In Math, 68% of students met or exceeded standards. This represents a decrease in ELA from the previous year and a slight rise in Math. Mistral also outscored the district in Math.

English Learner (EL) performance in ELA increased by 10 points to 21% and in Math by 15 points to 42%. Performance by Socio-economically disadvantaged (SED) students increased by 12 points in Math to 43%; however, their performance fell in English Language Arts.

An analysis of subgroup data indicates that English Learners and Socio-economically Disadvantaged students need intensive support in ELA and Math.

In Math, the CAASPP indicated that  
49% of students were able to use mathematical rules and ideas;  
39% of students were able to apply problem-solving skills;  
45% of students were able to think logically and express their thoughts to solve a problem.

In ELA, the CAASPP indicated that  
46% of students understood stories and information that they read;  
34% of students communicated above standard in writing;  
34% of students understood spoken information above standard level;  
40% of students were able to find and present information about the topic

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Mistral staff is 95% highly qualified under NCLB legislation (one teacher is an intern and not yet fully credentialed). In addition to regular classroom teachers, our Intervention teachers and Instructional Coach are fully credentialed, bilingual and have extensive experience teaching at dual language school.

4. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Mistral is in the second year of implementation of the Response to Instruction (RtI) model and Sheltered Instruction Observation Protocol (SIOP) model. Teachers continue to use district assessments aligned with California State Standards as well as their own common formative assessments to gather data. Teachers are incorporating more quick, organic assessments (tickets out the door, checks for understanding, etc.) in their daily routines to gather real-time data to inform instructional decisions and grouping.

This year, teachers will experience differentiated professional learning in SIOP interactions and strategies; intentional English Language Development (ELD) instruction; technology tools for maximizing data collection, data analysis, and academic intervention and enrichment; and differentiation strategies.

Our full-time bilingual instructional coach and two part-time Response to Instruction (RtI) teachers support our staff in the implementation of the California State Standards. Grade-level team collaboration around student progress takes place a minimum of one time weekly on Thursday minimum days. Staff have extra time to collaborate in some staff meetings and during full and partial release days.

5. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve)

In Professional Learning Communities (PLCs), Mistral staff receive job-embedded professional development and use student data to inform instructional practice in their classrooms. Each PLC focuses on data analysis, alignment with essential standards, researching and sharing best practices, and addressing the needs of all students. Mistral staff provides collaboration notes, upon which the principal comments. The instructional coach and Rtl teachers attend collaboration sessions to assist in planning and provision of resources.

#### Opportunity and Equal Educational Access

6. Services provided by the regular program that enable underperforming students to meet standards

Teachers have access to our full time bilingual instructional coach. We also have two intervention teachers on site to provide intervention and enrichment for all students grade Kinder to 5th.

#### Parental Involvement

7. Resources available from family, school, district, and community to assist under-achieving students

Mistral's community is highly involved in our school. The School Site Council (SSC), Parent-Teacher Association (PTA), English Language Advisory Council (ELAC), and Padres Trabajando Juntos (PTJ) all work to support students' needs through volunteer time and fundraising. Businesses also support student literacy, math, social-emotional development, cultural awareness, and other learning opportunities through PTA-sponsored after-school classes, assemblies, and Living Classroom (garden).

Parents attend monthly principal coffees, ELAC meetings, PTA meetings, and Project Cornerstone volunteer meetings. They actively participate and provide input on important decisions. SSC and ELAC members assist in developing and reviewing school goals, and monitor effective implementation of the Single Plan for Student Achievement (SPSA). ELAC participants provide input on strategies for improving achievement of ELs.

Communication is provided to families via phone, email, weekly newsletter, fliers, principal coffees, School-Community Engagement Facilitator (SCEF) outreach, website, and social media.

8. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The PTA and principal sponsor Kindergarten family orientation meetings during the first months of school, in order to provide information to families about common questions and opportunities for engagement in their children's learning experience. Teachers conduct parent-teacher conferences in October, create Student Success Plans (SSPs) to address learning concerns, and schedule additional meetings with parents and other staff to provide updates and assistance to students and families.

Families at Mistral enthusiastically support our dual-immersion model and embrace the diversity in the school community. Along with participation in the Parent Institute for Quality Education (PIQE), families will have a variety of opportunities for engagement with the school and community through additional programming tailored to the needs of our diverse population. District offerings of Parent University courses are also a way parents can participate in their child's education.

#### Funding

9. Services provided by categorical funds that enable underperforming students to meet standards

Gabriela Mistral receives state funding from the District including Targeted Student Support Program (TSSP) funds. The major activities funded are Intervention auxiliary hourly staff (IAs), school interventions, and purchase of intervention resources and teacher planning release time. Gabriela Mistral Elementary School is not a Title 1 school.

## Description of Barriers and Related School Goals

School, district and community barriers to improvements in student achievement

Teachers have one hour of designated collaboration time per week to plan in Professional Learning Community (PLC teams). This is not an optimal period of time for the tasks of backward planning, creating common assessments, creating activities and centers aligned to the standards, analyzing data, grouping strategically, reflecting on previous instruction, and taking part in KidTalks to solve problems as a PLC. To provide more time, two full release days are provided by the district, one additional release day is provided by the site, and the site will use roving substitutes on various days to allow for chunks of time during which teachers can dive into data, meet with their instructional coach, meet with the principal for KidTalks, and observe other teachers. Teachers are polled almost weekly to find out where they need the most help and the instructional coach and principal create plans and schedules for partial release days with roving substitutes to meet the needs of teachers and their students.

The school leadership team will continue to meet regularly to align the school's priorities and goals to district goals and monitor the work of collaborative teams, with a focus on student learning, teacher professional development, and continuous improvement. The principal also meets twice monthly with a leadership PLC consisting of principals at four sites and one incoming principal. The principals take turns visiting one another's sites, observing classrooms, offering feedback, and engaging in problem-solving together.

Differentiated instruction can seem daunting in a school where the achievement gap is quite wide, but it is even more necessary in our situation. To improve upon our methods, Mistral is providing professional development around differentiated instruction, Personalized Learning, appropriate use of technology tools in differentiation, effective assessments, systematic data analysis, SIOP strategies and interactions and RtI interventions.

Literacy skills have consistently been lacking in our English Language (EL) population. This is true for Socio-Economically Disadvantaged (SED) students as well. Our focus on SIOP implementation allows students to have better access to the curriculum in both languages, in all subjects, but particularly in literacy. All subjects employ essential literacy skills and our focus on SIOP strategies in all subject areas help students access all academic material. Bilingual instructional assistants and two RtI teachers (one bilingual) support Tier 1 and Tier 2 instruction to meet the needs of our diverse student population.

Mistral staff is composed of many bilingual employees and volunteers, including highly-qualified teachers, instructional assistants, and community volunteers. Our office staff and School-Community Engagement Facilitator (SCEF) are bilingual in Spanish and English and communicate easily with families regarding school activities and procedures. All family engagement meetings are delivered in Spanish and English and every effort is made to ensure that families are well-informed of classroom events, curricular expectations, and opportunities for engagement in their children's education. Mistral will continue to provide childcare at most school events and meetings, as this has historically been a barrier in family engagement in school activities.

MVWSD and Mistral school staff, SSC, ELAC, PTJ, and PTA have worked to bring a variety of family engagement opportunities to the school. These include Parent University, Parent Institute for Quality Education (PIQE), Family Science Night, Family Math Night, Academic Summits, Project Cornerstone, School Beautification Team, Mistral Intentional Family Engagement program (MIFE, designed in-house) and expert-led workshops and coffees. These groups, served actively by parents and teachers, work together to create a welcoming environment. It is acknowledged that cooperation among all these groups is essential to increasing the academic success of our students.

Many within our school community feel they are unable to assist their children at home with classroom assignments and other academic endeavors. The SCEF will work to improve parent outreach programs. The SCEF will work to create three evening events over the course of the school year that will provide information for parents on how to help their children at home. Themes for evening events and informative principal coffees include but are not limited to: technology tools and digital citizenship; resources and techniques for engaging children in reading and learning at home; effective parenting strategies; supporting social-emotional development at home; getting to know each other in our community.

Lack of regular and consistent attendance for some students is currently being addressed, with the district Student Attendance Review Team (SART) and district SARB procedure being fully implemented. Students are encouraged to be at school on time to maximize their learning potential. The principal looks critically at all requests for Independent Study to ensure that students are missing school for only the most serious of reasons or the most beneficial of travel opportunities. Office staff also keep close records of late arrivals and send home letters reminding parents to have their students at school on time for an optimal learning experience.



While remedies to many of these areas have been addressed, an ongoing discussion of possible solutions has been the topic of staff and parent meetings. As solutions to these barriers are found, they are incorporated into this plan and reflected in the budget.

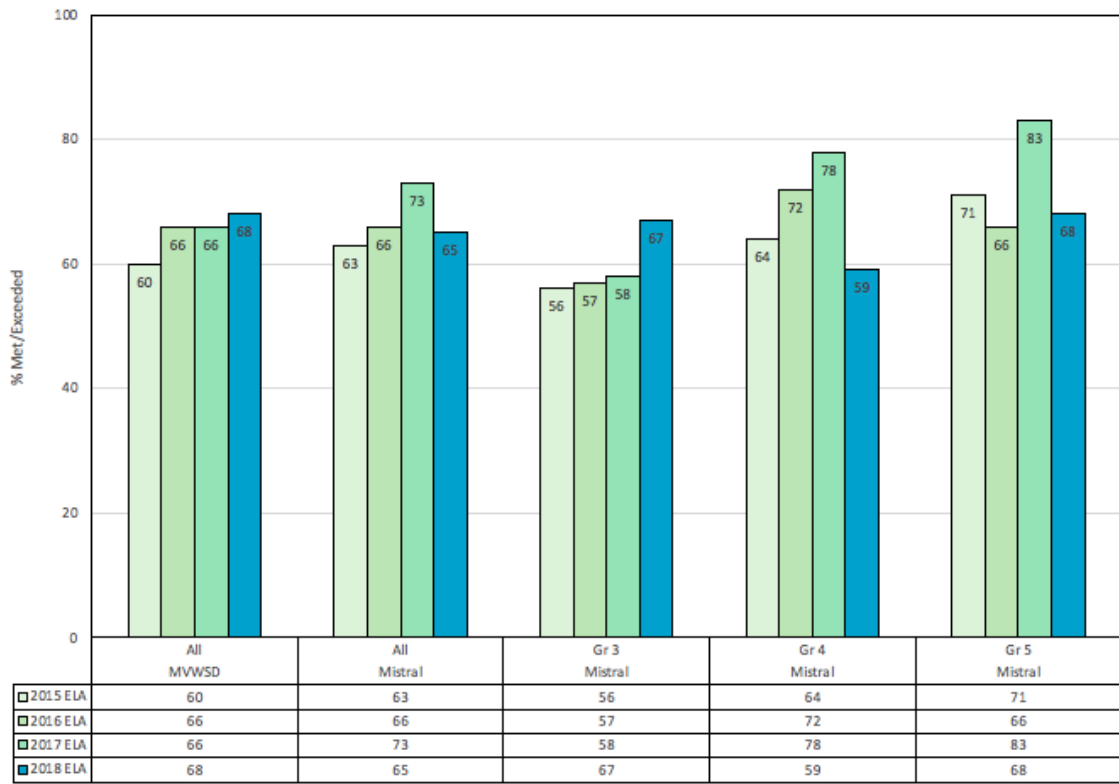
Site Demographics

Mistral	2015-16	2016-17	2017-18
Enrollment	395	388	389
Asian	4%	4%	4%
Hispanic/Latino	59%	59%	59%
White	27%	24%	24%
Students with Disabilities	4%	4%	4%
English Learners	33%	36%	37%
SocioEconomically Disadvantaged	40%	42%	42%

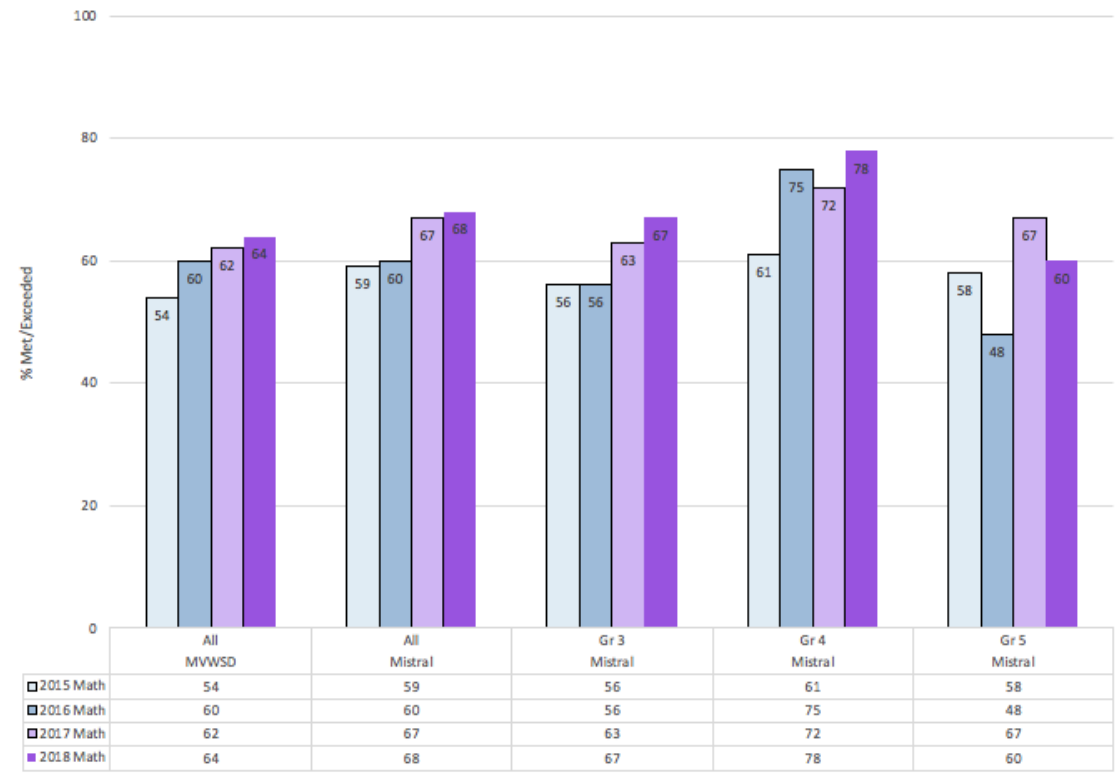
Site Demographics for students in grades 3-5

Mistral	2015-2016	2016-2017	2017-2018
English Learners	26%	24%	23% 37 kids
Reclassified Fluent English Proficient	19%	21%	21%
SocioEconomically Disadvantaged	42%	40%	41% 67 kids
Students with Disabilities	6%	5%	0
Asian	4%	4%	3%
Hispanic/Latino	63%	61%	60% 98 kids
White	26%	26%	26%
Total Enrollment	174	170	164

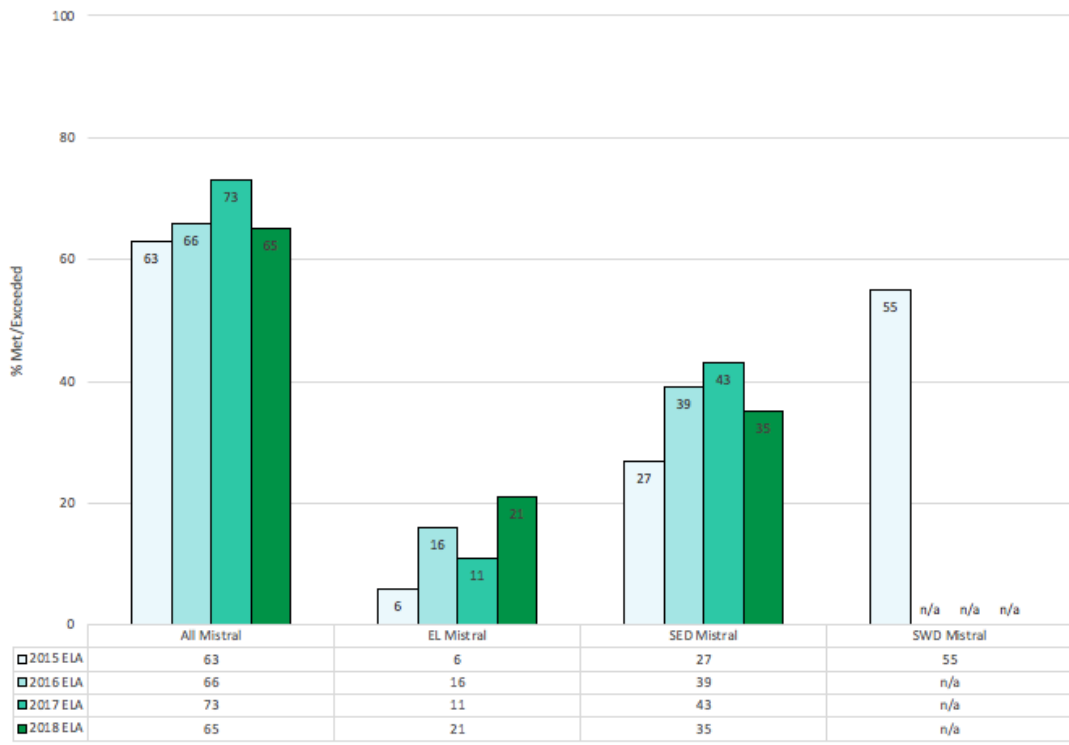
### ELA CAASPP



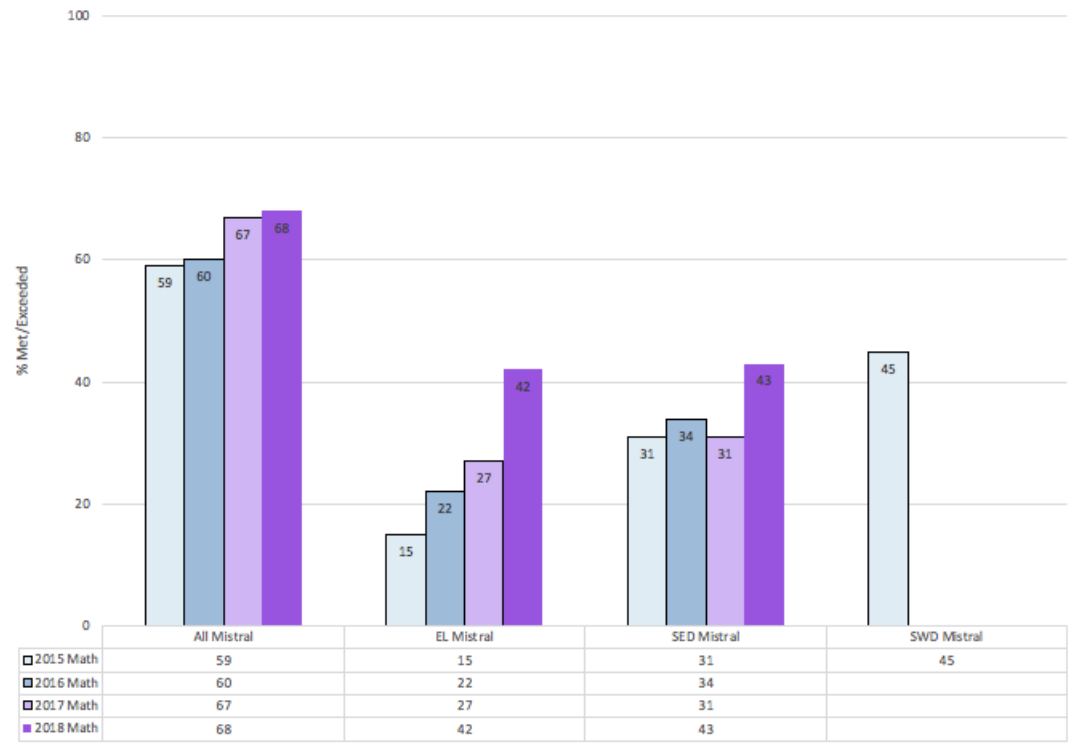
### Math CAASPP



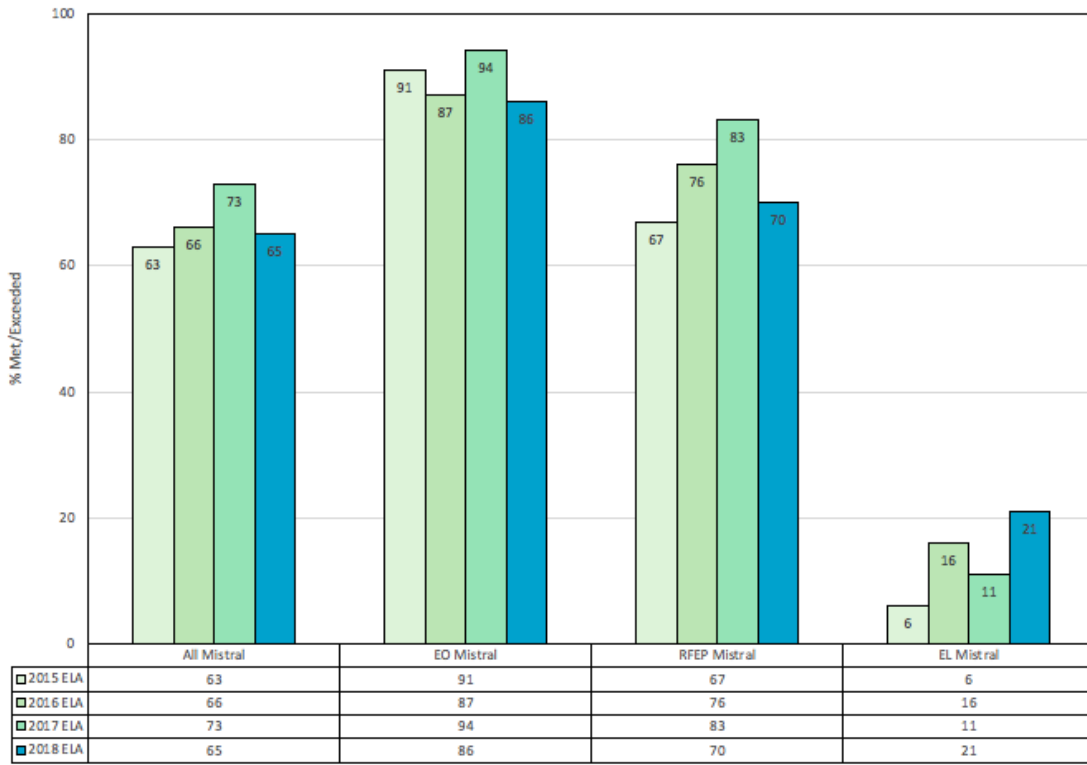
### ELA CAASPP Subgroups



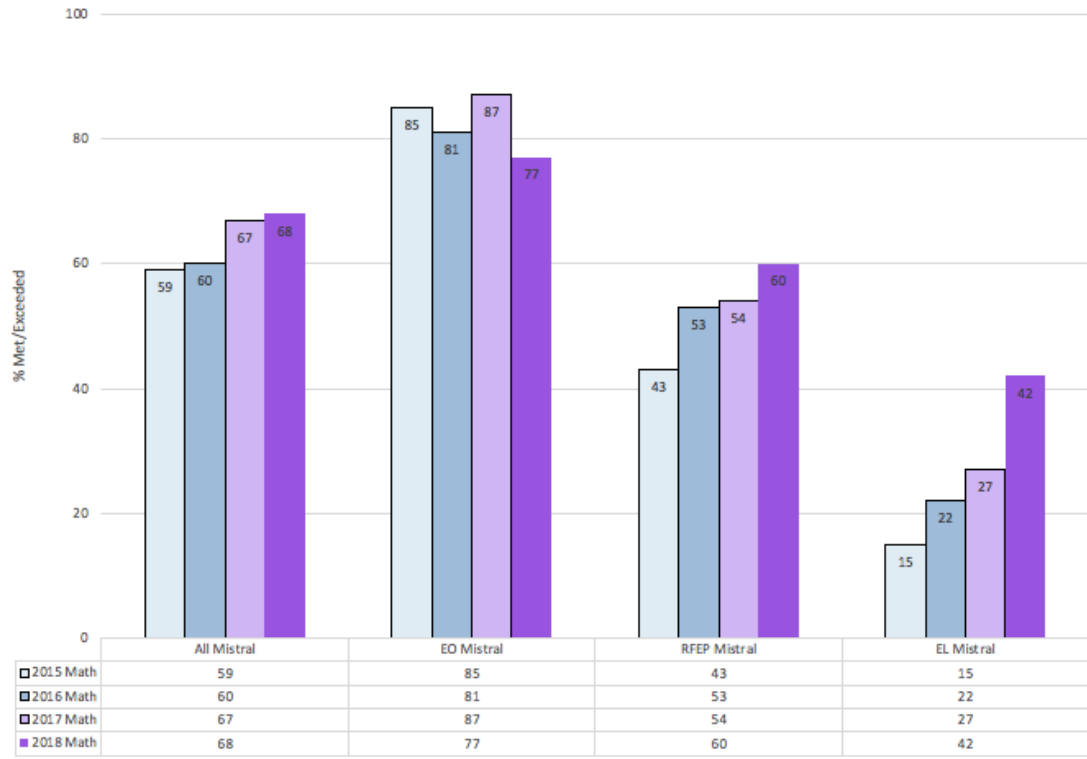
### Math CAASPP Subgroups



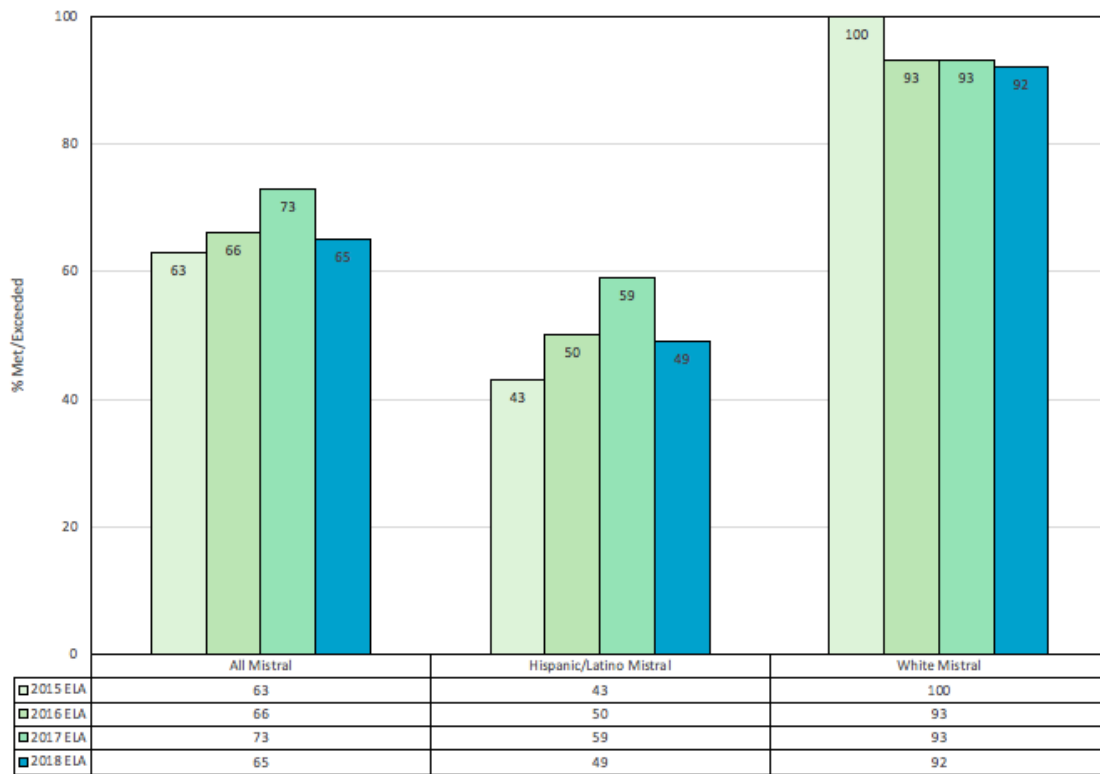
ELA CAASPP English Learner Status



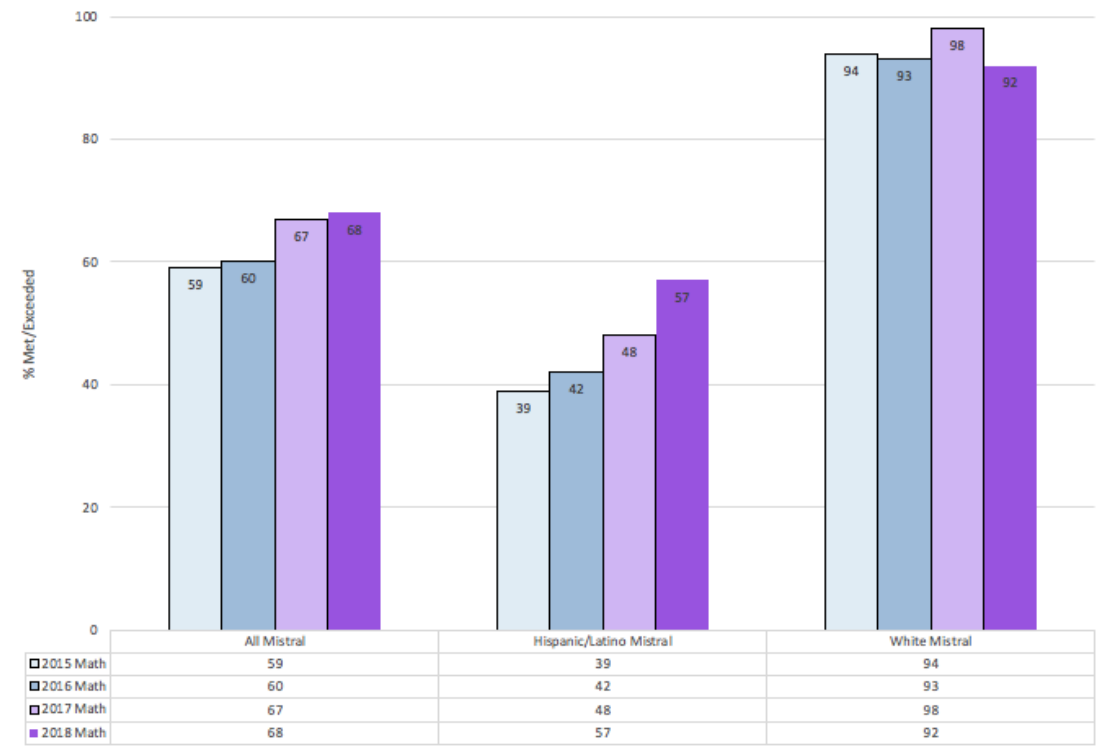
Math CAASPP English Learner Status



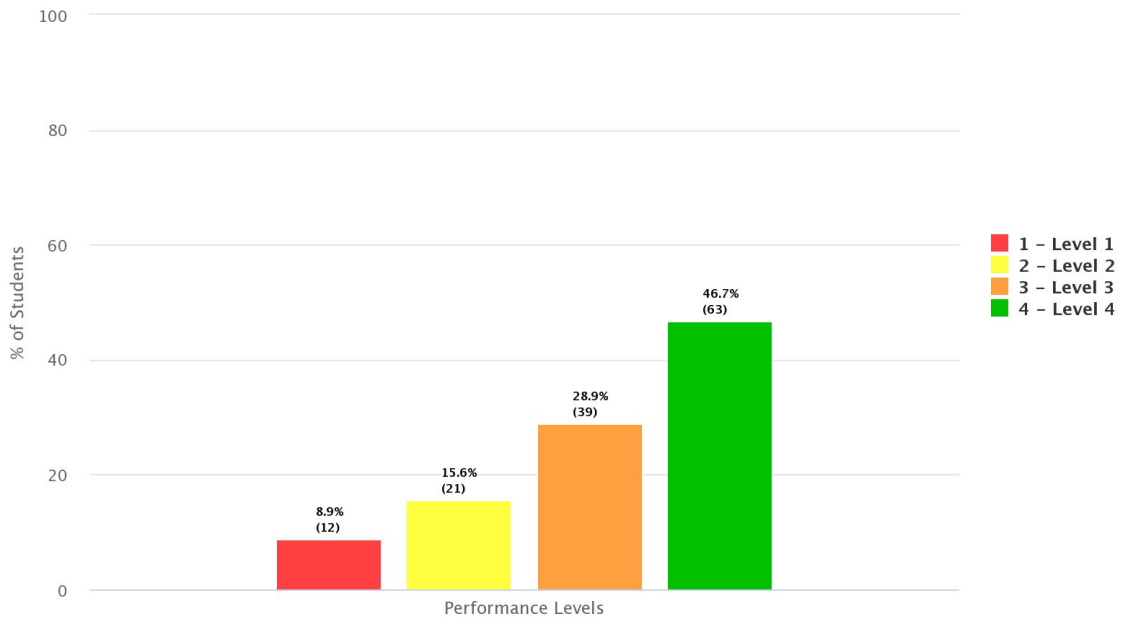
ELA CAASPP Ethnicity



Math CAASPP Ethnicity



### Mistral English Language Proficiency Assessments for California (ELPAC) 17-18



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	2015-16	2016-17	2017-18
Attendance	97.17%	96.87%	96.61%
Suspension	2	8	2
Reclassification	0%	26.2%	9.3%

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Academic Achievement</b>
<b>LEA/LCAP GOAL:</b>
Goal 1: Ensure that all students have access to equitable conditions of learning by providing and investing in highly qualified teachers, leaders, and staff; well-maintained facilities and equipment; and standards-aligned instructional materials and resources in a fiscally responsible manner.
<b>Strategic Plan</b>
Goal 1: Every student will be prepared for high school and 21st Century citizenship.
<b>SCHOOL GOAL #1:</b>
By June 2019, there will be a three-percentage-point increase in the number of students meeting or exceeding standards in English Language Arts (65% to 68%) and Mathematics (68% to 71%) as measured by district benchmark assessments in grades K-3 and the CAASPP assessment in grades 3-5.
<b>Data Used to Form this Goal:</b>
CAASPP & District Assessments



**Findings from the Analysis of this Data:**

In ELA percent & number of students did not meet standards:

- 3rd grade 33% (18 students)
- 4th grade 40% (21 students)
- 5th grade 31% (14 students)
- tested 57, 54, 47

In Math percent & number of students did not meet standards:

- 3rd grade 33% (18 kids)
- 4th grade 22% (11 kids)
- 5th grade 40% (18 kids)

2017-18 ELA Goal - Increase from 72% to 75% met/exceeded

Met ELA Goal? - No - dropped to 65%

Grade 3 ELA increased by 9 points

EL performance on ELA increased by 10 points

Contributing factors:

(+) Extracurricular support in English literacy

(-) Loss of access to coaching for half of year

(-) First year of RtI (Giro Quetzal)

(-) Inconsistent implementation of SIOP

2017-18 Goal - Increase from 67% to 70% met/exceeded

Met Math Goal? - No - 68%

1% gain in Math (+4% compared to district)

Students in grade 4 had highest percentage of students meeting or exceeding standards (78% met or exceeded)

Students grade 3 met or exceeded at 67% (+4% compared to year before)

Contributing factors:

(+) Extracurricular support in Math

(+) Summit club extension/PBL activities to support high fliers

(-) Use of GoMath curriculum (as compared to district's use of Eureka)

The School Plan for Student Achievement

(-) Wide gap in performance and expectations (focus on algorithms at home for some)

**How the School will Evaluate the Progress of this Goal:**

Progress monitoring using site and district assessments, walkthroughs, snapshots, SIOP walkthroughs, formal observations, grade-level Common Formative Assessments, teacher collaboration notes, staff 'pulse checks'  
 Summative student end-of-unit assessment results (aligned to California State Standards from the adopted curriculum), district trimester benchmark assessment, and CAASPP

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review teacher self-assessment and compose professional goals as aligned to site priorities. Track progress toward goals.	Sep-May	Teachers Principal	2 days roving substitutes	1000-1999: Certificated Personnel Salaries	School Allocation	310.00
Implement technology to streamline communication with principal and instructional coach surrounding teacher collaboration time.	Aug-May	Teachers Principal	No expenditures/Part of regular staff responsibilities.			0.00
Provide ongoing professional development on data collection and analysis for use in driving planning, instructional decisions, and student grouping. Additional professional development in differentiated instruction, Sheltered Instruction Observation Protocol (SIOP), Depth of Knowledge (DOK), and Personalized Learning educational philosophy.	Oct-Apr	Principal Instructional Coach Teachers	Staff meeting time (no expenditures) 4 days roving substitutes (Rtl)	1000-1999: Certificated Personnel Salaries	School Allocation	620.00
Provide opportunities for vertical and horizontal collaborative data analysis and planning based on consistent progress monitoring to address California state educational standards.	Sep-May	Principal Instructional Coach Teachers	1 release day (16 teachers, no Rtl sub needed) 3 days roving substitute	1000-1999: Certificated Personnel Salaries	School Allocation	2480.00 465.00
Conduct regular classroom visits to provide feedback to teachers surrounding school SIOP goals (robust content objectives and language objectives; links to prior learning; key vocabulary; and research-based strategies and interactions).	Oct-May	Principal Instructional Coach District leaders	No expenditures/Part of regular staff responsibilities.			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide extracurricular Math tutoring for struggling students. 20 weeks, once per week, grades 4 and 5.	Oct-Apr	Teachers	3 certificated teachers; 20 weeks; once per week	1000-1999: Certificated Personnel Salaries	TSSP	3228.00
Supplies, programming, PD, materials	Ongoing	Principal	Supplies, programming, PD, materials	4000-4999: Books And Supplies	School Allocation	5180
Provide Math extension activities (Project-Based Learning) through Summit Club for grades 3-5.	Oct-May	Classified staff	Volunteer hours Otterboxes for new iPads; Next Lesson subscriptions 185	4000-4999: Books And Supplies	After School Enrichment	0.00 2218.56

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Closing the Achievement Gap</b>
<b>LEA/LCAP GOAL:</b>
Goal 2: Increase achievement for all students and accelerate learning outcomes for English Language Learners, low-income students, and other target groups to close the achievement gap.
<b>Strategic Plan</b>
Goal 2: Achievement gaps will be eliminated for all student groups in all areas.
<b>SCHOOL GOAL #2:</b>
By June 2019, there will be a decrease in the number of AT-Risk/LTEs (Long-Term English Learners or students at-risk of becoming LTEs) by at least 1. By June 2019, there will be a three-percentage-point increase in the number of Reclassified Fluent English Proficient (RFEP) students meeting or exceeding standards in English Language Arts (70% to 73%) as measured by the CAASPP assessment.
<b>Data Used to Form this Goal:</b>
CASSPP ELA & Math

**Findings from the Analysis of this Data:**

In ELA percent & number of students did not meet standards:

- ELs 78% (29 students)
- SED 65% (43 students)
- Hisp/Lat 51% (49 students)

In Math percent & number of students did not meet standards:

- ELs 58% (21 students)
- SED 57% (38 students)
- Hisp/Lat 43% (42 students)

Decrease At-Risk/LTEs from 11 to 8

Met goal? No. Students moved on to middle school without reclassifying.

EL performance on ELA increased by 10 points.

EL Math performance increased by 15 points.

SED Math performance increased by 12 points.

(-) English Learners are targeted students for Language Arts.

(+) Reclassified students tend to score well (70% met or exceeded ELA standards).

(-) Inconsistent delivery of explicit language development.

(-) In some cases, non-certificated staff who were not fluent in English delivered after-school tutoring, so no mini-lessons or corrections in English.

(-) SIOP focus changed mid-year.

(-) Science often integrated into ELD block.

**How the School will Evaluate the Progress of this Goal:**

Progress monitoring using site and district assessments, walkthroughs, grade-level Common Formative Assessments

Summative student end-of-unit assessment results (aligned to California State Standards from the adopted curriculum), district trimester benchmark assessment, and CAASPP

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teach and implement SIOP strategies for interactions to students within Math lessons. Provide opportunities for ELs and RFEPs to learn and practice academic vocabulary and language.	Ongoing	Principal Instructional Coach EL Coordinator Director of Federal Programs	No expenditures/Part of the regular staff responsibilities.			0.00
Provide strategic small-group support in English Language Development for English Learners (ELs) in all grades.	Sep-May	Teachers	No expenditures/Part of the regular staff responsibilities.			
Provide extracurricular ELD/ELA tutoring and mini-lessons via Lexia program to struggling ELs.	Oct-Apr	Certificated Teachers	One hour; 3 days per week; 20 weeks	1000-1999: Certificated Personnel Salaries	TSSP	9683.00
Analyze pre- and post-assessment data with Response to Intervention (RtI) teachers and Instructional Assistants (IAs) to strategically group EL and RFEP students for intensive practice and exposure to sophisticated and academic language, during RtI block and during regular instruction.	Oct-June	Teachers Instructional Coach Instructional Assistants	No expenditures/Part of the regular staff responsibilities.			
Support target students in Math by examining data, setting goals, and implementing differentiated instruction.	Ongoing	Teachers Instructional Coach Instructional Assistants	No expenditures/Part of the regular staff responsibilities.			
Conduct KidTalks to discuss interventions, Student Success Plans (SSPs), Student Study Team meetings (SSTs), and next steps (IEP or 504 when necessary) for at-risk students. Communicate consistently and frequently with families of at-risk students.	Nov, Feb	Principal Teachers Instructional Coach School Psychologist SCEF At-Risk Supervisor	November: During release days (expenditure listed in Goal 1)  February 2 roving substitute days	1000-1999: Certificated Personnel Salaries	School Allocation	0.00  310.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide supplemental supplies, programming, professional development, and materials for differentiated lessons.	Ongoing	Principal Instructional Coach Office Staff	iStation purchase	4000-4999: Books And Supplies	TSSP	3600.00
			Substitutes for workshops - as needed	1000-1999: Certificated Personnel Salaries	TSSP	1000.00
			Hire Instructional Assistants to provide extra support - PTA sponsored, no school budget allocation	None Specified		
			Registration for workshops - as needed Covered by PTA/donations	5800: Professional/Consulting Services And Operating Expenditures		
Provide Spring Break half-day intervention for struggling students.	Apr	Certificated teachers	4 hours per day; 4 days (one week only)	1000-1999: Certificated Personnel Salaries	TSSP	2200.00
Supplies, programming, materials, PD	Ongoing	Principal	Supplies, programming, materials, PD	4000-4999: Books And Supplies	School Allocation	6000
			Subs for partial release/PD training	2000-2999: Classified Personnel Salaries	TSSP	3100
			Experiential learning, PBL, PD	5000-5999: Services And Other Operating Expenditures	TSSP	8500
After-school support for struggling students	Ongoing	Principal Teachers IAs	After-school support	2000-2999: Classified Personnel Salaries	After School Enrichment	1511.44



## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Human Capital</b>
<b>LEA/LCAP GOAL:</b>
Goal 1: Ensure that all students have access to equitable conditions of learning by providing and investing in highly qualified teachers, leaders, and staff; well-maintained facilities and equipment; and standards-aligned instructional materials and resources in a fiscally responsible manner.
<b>Strategic Plan</b>
Goal 4: Mountain View Whisman School District will invest in teachers, leaders and staff to ensure we are the place talented educators choose to work.
<b>SCHOOL GOAL #3:</b>
By June 2019, grade levels will develop and implement a plan for consistent data collection and analysis to inform planning, instructional decisions, and grouping.
<b>Data Used to Form this Goal:</b>
Walkthrough data, grade-level PLC agendas and notes, staff 'pulse checks' for professional development and coaching needs, coaching schedule and notes, leadership and staff meeting agendas and notes District assessments Cohort assessment data Existing intervention/remediation plan Common Formative Assessment data analysis

**Findings from the Analysis of this Data:**

2017-18 Goal

By June 2018, grade-level teams will operate as Professional Learning Communities (PLCs) by updating Guaranteed and Viable Curriculum plans, using Common Formative Assessments (CFAs) and complete 3 or more RtI cycles, continue professional learning in Sheltered Instruction Observation Protocol (SIOP) and Social Emotional Learning (SEL) – positive behavior.

Met Human Capital Goal? No

Student achievement trends at Mistral are inconsistent. Goal was not quantifiable.

Contributing Factors

- (-) Lack of consistency in SEL and behavior management implementation
- (-) No interventions required before referral
- (-) Lack of consistent data collection in PowerSchool
- (-) Undefined roles (Who does what to help students?)
- (+) Staff collaborate regularly and turn in PLC notes
- (-) No access to Instructional Coach for half of year
- (-) Inconsistent RtI implementation at some grade levels (Year 1)
- (-) Inconsistent SIOP implementation (Year 1)

**How the School will Evaluate the Progress of this Goal:**

Progress monitoring using site and district assessments, data analysis from grade-level teams, walkthroughs, grade-level PLC agendas and notes, coaching schedule and notes, staff meeting agendas and notes, regular staff 'pulse check,' summative student end-of-unit assessment results (aligned to California State Standards from the adopted curriculum), district trimester benchmark assessment, and CAASPP Accountability and feedback - monitoring progress of staff professional goals

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide feedback to teacher teams via weekly collaboration notes, check-in meetings, invitations to classrooms, and walkthroughs.	Ongoing 2018-2019	Principal	No expenditures/Part of regular staff responsibilities.			0.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Via professional development on data and differentiation, use data from a variety of sources (pre- and post-assessments, SBAC, ELPAC, district benchmarks, exit tickets, assignments, and observational data) to differentiate or meeting all students' needs.	Ongoing 2018-2019	Principal Instructional Coach Teachers Instructional Assistants	No expenditures/Part of regular staff responsibilities.  Math workshop for second-grade teacher, grant from Kiwanis.	None Specified		0.00
Provide time for walkthroughs built around SIOP and Personalized Learning implementation.	Ongoing 2018-2019	Principal Teachers Instructional Coach	4 days, roving substitutes	1000-1999: Certificated Personnel Salaries	School Allocation	620.00
Provide RtI teaching and assessment records.	Ongoing 2018-2019	Teachers	No expenditures/Part of regular staff responsibilities.			
Professional development in leadership for principal and instructional coach (ASCD Conference on Educational Leadership). Professional membership in CABE (California Association for Bilingual Education) and attendance at annual conference.	Fall, Spring	Principal EL Coordinator District	District paid			0.00
PD, supplies, programming, materials	Ongoing	Principal Teachers Coach	PD, supplies, programming, materials	5000-5999: Services And Other Operating Expenditures	School Allocation	4000
School events, programming, and supplies for students with SEL challenges	Ongoing	Principal Teachers At-Risk Supervisor SCEF	Events and supplies to focus on SEL challenges	4000-4999: Books And Supplies	TSSP	6489

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Inclusive, Supportive Culture</b>
<b>LEA/LCAP GOAL:</b>
Goal 4: Ensure a safe, healthy, and respectful District and school environment to increase engagement, involvement, and satisfaction of students, staff, parents, and community members.
<b>Strategic Plan</b>
Goal 3: Build engaging and positive interactions among students, staff, parents and the community ensuring that everyone will feel welcomed and included in the educational process.
<b>SCHOOL GOAL #4:</b>
By June 2019, there will be an increase in positive perceptions of the school by students and family members by 5% on select questions in the Panorama survey. By June 2019, there will be an increase in daily attendance from 96.6% to 97%. By June 2019, there will be a reduction in suspensions by at least 1. By June 2019, there will be a five-percentage-point increase in staff responding favorably to the amount and quality of feedback received (68% to 73%).
<b>Data Used to Form this Goal:</b>
Surveys from students, family members, and staff. Attendance and suspension rates Family participation in school events (attendance records and surveys)

**Findings from the Analysis of this Data:**

2017-18 Goal - By June 2018, 84% of students who report feeling safe and respected at school.

Inclusive, Support Culture goal met? Unclear.

Student/Family survey May 2018:

62% of students reported physical and psychological safety.

87% of students reported favorable student-teacher relationships

84% of families reported they understood how to communicate with the school

93% of teachers responded favorably to questions about relationships with school leadership

Contributing Factors

(+) Project Cornerstone offers common SEL language and strategies.

(+) Playworks is positive influence at recess time.

(+) Monthly Quetzal model student assemblies

(+) SCEF's role in helping families, especially Spanish-speaking

(+) Level 1 & 2 PIQE (Parent Institute for Quality Education)

(+) School-wide community-building events (Día de los Muertos, Math and Science Nights, Science Fair, Walk-a-thon)

(-) Construction affected play space and learning environment.

(-) Concentration of student conflict/misbehavior during recess and lunch

(-) Some lack of clarity among families about purpose of the DI program

**How the School will Evaluate the Progress of this Goal:**

Surveys by families, students, and staff

Family attendance at school events

Attendance and suspension rates

Behavior referrals

Social media views and responses

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Send regular reminders home about attendance, including letters regarding late arrivals and pickups. Speak in person to families.	Ongoing 2018-2019	Principal Office Staff SCEF At-Risk	No expenditures/Part of regular staff responsibilities. Mailings	5900: Communications	School Allocation	150.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue developing school-wide social-emotional (SEL) program	Ongoing 2018-2019	Principal Teachers SCEF At-Risk Teachers Playworks program/coaches	Posters, self-regulation tools, peace paths (painting) Professional development Some duties part of regular responsibilities/no expenditures Covered by PTA	4000-4999: Books And Supplies  None Specified	Donations - General	500.00
Consistently implement Action Alert before office referral for minor, repeated offenses. Implement positive interventions, family contact, and logical consequences. Professional development at staff meetings.	Ongoing 2018-2019	Teachers Principal Yard Duty/Instructional Assistants At-Risk Supervisor SCEF	No expenditures/Part of regular staff responsibilities.			0.00
Reward students who earn Quetzal prize for model behavior in assemblies and informally in the office and in classroom visits.	Ongoing 2018-2019	Teachers Principal Yard Duty/Instructional Assistants At-Risk Supervisor SCEF	Prizes Covered by PTA	4000-4999: Books And Supplies		
Advertise and provide childcare and Spanish-language interpretation at each major school-community event.	Ongoing 2018-2019	SCEF Office staff Yard duty	Childcare, interpretation, events	2000-2999: Classified Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	2221.00
Implement new family engagement plan based on the needs of all families in our community. Incorporate principal coffees with topics of interest, inviting expert guest speakers. Mistral Inclusive Family Engagement Program (MIFE) developed in-house to meet families' needs.	Nov-Apr	Principal SCEF At-Risk Supervisor District leaders (speakers)	Events, speakers, food, activities, communications re: events	5900: Communications	Parent Engagement (PIQE/FEI/PU)	3929.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Plan and host volunteer appreciation event.	May	Principal SCEF Teachers Office Staff	food, decorations, gifts	5900: Communications	Donations - General	210.00
Plan and host at least one multicultural event.	Nov-Jun	Principal SCEF ELAC PTJ PTA	Decorations, flags, signage, food, prizes, activities	4000-4999: Books And Supplies	Donations - General	1000.00
Hold beautification events and purchase new furnishings for welcoming campus and office.	Ongoing 2018-2019	Principal Office Staff Teachers (volunteer) Families	Furniture, landscaping, construction supplies paint, food for volunteers	4000-4999: Books And Supplies	Donations - General	6000.00
PD, events, programming, supplies, materials, community outreach, experiential learning opportunities	Ongoing	Principal Teachers SCEF Office staff	Experiential learning	5000-5999: Services And Other Operating Expenditures	School Allocation	6440
Collaborate as one team to provide intensive services to at-risk students.	Ongoing 2018-2019	Principal SCEF At-Risk Supervisor Yard duty Office Staff Psychologist Counselors Teachers Instructional Coach Ed Services RSPs	Yard duty salaries	2000-2999: Classified Personnel Salaries	Yard Supervision	35000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collect information regularly to gauge staff job satisfaction and professional development needs.	Ongoing 2018-2019	Principal Instructional Coach	Digital surveys, anecdotal observations, conversations at staff meetings and collaboration time. No expenditures/Part of regular staff responsibilities.			0.00
Hold regular, solution-oriented leadership team meetings.	Monthly	Principal Teachers Instructional Coach Office Staff	Snacks PTA supported	4000-4999: Books And Supplies		
Continue to provide Playworks support during recess to teach socio-emotional skills during play.	Ongoing 2018-2019	Playworks coaches	Playworks program (one week per month), daily coach	2000-2999: Classified Personnel Salaries	Donations - PTA	21196
			Playworks	2000-2999: Classified Personnel Salaries	Donations - General	2536



## Planned Improvements in Student Performance

### School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA/LCAP GOAL:</b>
<b>Strategic Plan</b>
<b>SCHOOL GOAL #4:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
School Allocation	26110	0.00
Yard Supervision	35,000	0.00
TSSP	37800	0.00
After School Extended Learning	15,960	15,960.00
After School Enrichment	3730	0.00
Parent Engagement (PIQE/FEI/PU)	6150	0.00
Donations - General	10269	23.00
Donations - PTA	21696	500.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School Enrichment	3,730.00
Donations - General	10,246.00
Donations - PTA	21,196.00
Parent Engagement (PIQE/FEI/PU)	6,150.00
School Allocation	26,110.00
TSSP	37,800.00
Yard Supervision	35,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	20,451.00
2000-2999: Classified Personnel Salaries	65,564.44
4000-4999: Books And Supplies	30,987.56
5000-5999: Services And Other Operating Expenditures	18,940.00
5900: Communications	4,289.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	After School Enrichment	1,511.44
4000-4999: Books And Supplies	After School Enrichment	2,218.56
2000-2999: Classified Personnel Salaries	Donations - General	2,536.00
4000-4999: Books And Supplies	Donations - General	7,500.00
5900: Communications	Donations - General	210.00
2000-2999: Classified Personnel Salaries	Donations - PTA	21,196.00
2000-2999: Classified Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	2,221.00
5900: Communications	Parent Engagement (PIQE/FEI/PU)	3,929.00
1000-1999: Certificated Personnel Salaries	School Allocation	4,340.00
4000-4999: Books And Supplies	School Allocation	11,180.00
5000-5999: Services And Other Operating	School Allocation	10,440.00
5900: Communications	School Allocation	150.00
1000-1999: Certificated Personnel Salaries	TSSP	16,111.00
2000-2999: Classified Personnel Salaries	TSSP	3,100.00
4000-4999: Books And Supplies	TSSP	10,089.00
5000-5999: Services And Other Operating	TSSP	8,500.00
2000-2999: Classified Personnel Salaries	Yard Supervision	35,000.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	14,036.56
<b>Goal 2</b>	35,904.44
<b>Goal 3</b>	11,109.00
<b>Goal 4</b>	79,182.00

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Tabitha Miller	X				
María Rosas		X			
Carrie Taylor				X	
Laiza Bromberg				X	
Jennifer DeGraaff		X			
Sanda Sainz		X			
Miriam Hernández				X	
Imelda Moreno				X	
Vanesa Licona			X		
Jill Rakestraw				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>0</b>

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

## ELAC Membership

Name of ELAC_MEMBER ELAC_MEMBERS	Principal	Classroom Teacher	Other School Staff	Parent or Community ELAC_MEMBER	Secondary Students
Tabitha Miller	X				
María Rosas		X			
Sandra Sainz-Malvido		X			
Vanesa Licon			X		
Imelda Moreno				X	
Miriam Hernandez				X	
Rosalía Gil				X	
<b>Numbers of ELAC Members of each category:</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>0</b>

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

X English Learner Advisory Committee



Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10-23-2018.

Attested:

Tabitha Miller

Typed Name of School Principal



Signature of School Principal

10/23/18

Date

María Rosas

Typed Name of SSC Chairperson



Signature of SSC Chairperson

10/23/18

Date