

The School Plan for Student Achievement

School: Gabriela Mistral Elementary School
CDS Code: 43-69591-0132373
District: Mountain View Whisman School District
Principal: Claudia Olaciregui
Revision Date: December 9, 2021

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:

Contact Person: Claudia Olaciregui
Position: Principal
Phone Number: (650) 526-3575
Address: 505 Escuela Ave
Mountain View, CA 94040
E-mail Address: colaciregui@mvwsd.org

The District Governing Board approved this revision of the SPSA on December 9, 2021.

Table of Contents

School Vision and Mission	3
School Profile	3
Comprehensive Needs Assessment Components	7
Data Analysis	7
Analysis of Current Instructional Program	7
Description of Barriers and Related School Goals	9
School and Student Performance Data	11
CAASPP Results (All Students)	11
ELPAC Results	15
iReady Diagnostic 3 Results	18
Planned Improvements in Student Performance	25
School Goal #1	25
School Goal #2	31
School Goal #3	35
School Goal #4	38
School Goal #5	42
Summary of Expenditures in this Plan	45
Total Allocations and Expenditures by Funding Source	45
Total Expenditures by Object Type	46
Total Expenditures by Object Type and Funding Source	47
Total Expenditures by Goal	48
School Site Council Membership	49
ELAC Membership	50
Recommendations and Assurances	51

School Vision and Mission

Gabriela Mistral Elementary School's Vision and Mission Statements

Our vision:

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

Our mission:

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 eleven schools in the Mountain View Whisman School District. The district is a K-8 district with an enrollment of approximately 4,600. Gabriela Mistral Elementary is located in the city of Mountain View, California, within Santa Clara County. Gabriela Mistral is the only elementary Dual Language Immersion school, choice school in our district. In our program, students become biliterate in both English & Spanish. The school is a program with a total of 17 classrooms; three classrooms each at Kindergarten, First and Third grade, two classrooms at 4th and 5th grade.

The school year is 180 traditional days and includes 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 348 students. The school has a culturally and linguistically diverse population with the main ethnic representation being 68% Hispanic, 18% White, and 10% Asian. The school population includes 35% English Learners (EL), and 48% 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 choice program provides academic instruction in both languages by highly trained and specialized BCLAD teachers. Students learn California standards in all subject areas, and become linguistically and academically fluent in two languages. The program follows the 50:50 model of Two Way Immersion (TWI), also referred to within the school as the Balanced Language Approach. Students learn core subjects in both languages. In grades K-2, students learn Math, Science, and Spanish Language Arts in Spanish; they learn Social Studies, English Language Arts and P.E. in English. In grades 3-5, students learn Social Studies, Science, and English Language Arts in English; they learn Spanish Language Arts and Math in Spanish.

Goal 1- Student Achievement: English Language Arts 2021-22

School Goal 1: Academic Achievement English Language Arts

By June 2022, there will be a 3-percentage-point increase (from 74% to 77%) in the number of students meeting or exceeding standards in ELA as measured by CAASPP (3-5).

Subgroup Goals for CAASPP:

Students with Disabilities (SWD): There will be a 4% percentage point increase from 58% to 62%

Socio-Economically Disadvantaged (SED): There will be a 5% point increase from 48 % to 53 %

English Only (EO): There will be a 1% point increase from 91% to 92%.

Ethnicity Subgroups:

Hispanic/ Latino: There will be a 4% point increase from 60% to 64%.

White: There will be a 1% point increase from 95% to 96%.

By June 2022, Mistral students will meet the district annual growth target of 57%. Currently, Mistral is at 49%.

By June 2022, there will be a 5 percentage point decrease (from 51% to 46%) in the number of students not meeting their yearly growth targets in Reading as measured by the iReady diagnostic assessments (K-5).

Subgroup goals for iReady: By June 2022 all subgroups will make the following gains as measured by iReady benchmark assessments:

Students with Disabilities (SWD): There will be a 6% percentage point increase from 38% to 44%
Socio-Economically Disadvantaged (SED): There will be a 6 percentage point increase from 38% to 44%
English Only (EO): There will be a 4 percentage point increase from 60% to 64%

Ethnicity Subgroups -

Asian : There will be a 3 percentage point increase from 75% to 78%.
Hispanic/ Latino: There will be a 6 percentage point increase from 41% to 47%.
White: There will be a 4 percentage point increase from 57% to 61%.

Key Strategies:

- (A) During and After School tutoring supervised by a teacher and instructional aide.
- (B) Push in reading specialist during ELA using research based intervention program to be hired from a tutoring company in order to support students in tier 3 three times a week.
- (C) Refine RTI process and design structured lessons based on data analysis during PLC.
- (D) Creating assessment cycles of 6-8 weeks in order to monitor growth.
- (E) Consistent iReady lesson practices throughout the week as part of small group instructions.
- (F) Practice of differentiation on a regular basis.
- (G) Design lessons based on priority standards.
- (F) Learning recovery lessons during RTI.
- (H) Provide opportunities for vertical alignment.
- (I) Calibration of writing assessments three times a year.
- (J) Supplemental materials to support (Guided reading material, group books, leveled books to support all tiers, online programs such as iReady, Learning A-Z, NewsELA, System 44/Read 180).
- (K) Training or reading specialist in System 44/Read 180
- (L) Support new Math curriculum and Balanced Language Approach (50:50 language model) by modeling lessons, giving PD to teams, and guiding data analysis to guide planning and instruction.
- (M) Purposeful principal and instructional coach walkthroughs aligned to strategic goals.

School Goal 2: Math

By June 2022, there will be a 3-percentage-point increase (from 67% to 70%) in the number of students meeting or exceeding standards in Math as measured by CAASPP (3-5).

Subgroups for CAASPP:

Students with Disabilities (SWD): There will be a 5% percentage point increase from 50% to 55%
Socio-Economically Disadvantaged (SED): There will be a 7% point increase from 35% to 42%
English Only (EO): There will be a 2% point increase from 88% to 90%.

Ethnicity Subgroups :

Hispanic/ Latino: There will be a 4% point increase from 60% to 64%.
White: There will be a 1% point increase from 95% to 96%.

By June 2022, there will be a 6-percentage point decrease (from 58% to 52%) in the number of students not meeting their yearly growth targets in Math as measured by the iReady diagnostic assessments. (Grades K-5).

By June 2022, Gabriela Mistral school will meet or exceed the District's Annual Growth average of 48%. Currently, Mistral Annual Typical Growth in Math is 42%

Subgroup goals: By June 2022 all subgroups will make the following gains as measured by iReady benchmark assessments:

Students with Disabilities (SWD): There will be an 7 percentage point increase from 31% to 38%
Socio-Economically Disadvantaged (SED): There will be a 7 percentage point increase from 26% to 33%
English Only (EO): There will be a 4 percentage point increase from 57% to 61%

Ethnicity Subgroups -

Asian : There will be a 3 percentage point increase from 75% to 78%.
Hispanic/ Latino: There will be a 6 percentage point increase from 36% to 42%.
White: There will be a 6 percentage point increase from 44% to 50%.

- A) Continue Implementing Math curriculum (Eureka) to help teachers differentiate for rigorous content to support all learners' needs.
- B) Provide opportunities for professional development in mathematical growth mindsets with Jo Boaler.
- C) Review teacher self-assessment and guide teachers in setting professional goals as aligned to site priorities. Track progress toward goals.
- D) Continue technology use to share structured unit lesson plans and comment on teams' implementation of the units.
- E) Send i-Ready reports to families after each assessment (three times per year),
- F) Continue rigorous walkthrough cycle with principal and instructional coach with specifically targeted look fors of use of metacognition and use of academic language.
- G) Provide opportunities for vertical and horizontal collaborative data analysis and planning based on consistent progress monitoring to address California state educational standards.
- H) Use i-Ready's adaptive lessons to reteach and extend learning in Mathematics.
- I) Provide school supplies, manipulatives and lesson materials so that all students have access to the curriculum.
- J) Provide small-group Response to Instruction (RTI) time through STEAM classes.
- K) Provide targeted tutoring during and after school focused on individual needs.
- L) Provide teachers with paid time for collaborative planning, learning walks, and data analysis.
- (M) Data analysis during PLCs.
- (N) Staff meetings dedicated to analysis of priority standards and planning for learning recovery.
- (O) PLCs focused on vertical alignment to address the learning loss.

School Goal 3: English Language Learners

By June 2022, there will be a 10% reduction in the number of students meeting state criteria for At-Risk of LTEL status (From 48 to 43).

By June 2022, at least 80% of all English Learners (119 out of 149 students) that score a Level 4 on the ELPAC will reclassify or maintain at a Level 4 on the ELPAC.

By June 2022, 70% of RFEP students will be meeting or exceeding standards in reading as measured by the Diagnostic 3 i-Ready Reading.

By June 2022, there will be a Spanish assessment to track students' language growth.

Key Strategies:

- A) Implement Balanced Language Approach (50:50 model) with specific ELD lessons addressed to the English proficiency levels - based on data and student needs, an equal balance of SLA and ELA instruction.
- B) Provide teacher Professional Development opportunities with ATDL on release days and during after school paid hours.
- C) Provide small-group support based on ELPAC levels and class performance during ELD time.
- D) Continue walkthroughs and targeted, in-house Professional Development for Language Objectives, SIOP strategies/interactions to increase rigor and opportunities for maximizing metalinguistic awareness and language repertoires.
- E) Provide planning time (vertical and horizontal) at faculty meetings and on planning days for data dives and planning for EL student achievement.
- F) Provide release time (supported by coach) to see modeled lessons, visit other schools, study with coach/principal, ATDL consultants.
- G) Conduct KidTalks to discuss interventions, Student Success Team (SSTs), and next steps (IEP or 504 when necessary) for at-risk students.
- H) Provide English Language Development (ELD) and Spanish Language Development (SLD) in three protected periods weekly with small-group instruction embedded to support students at their proficiency level.
- I) Implement use of Learning A-Z ELL program in use for EL students to support their reading and language development.
- J) SCEF and principal communicate consistently and frequently with families of at-risk students.
- K) Provide parenting classes and resources for families to support students at home.
- L) Monitor LTELs by Principal, EL and at Risk coordinator and provide during and after school tutoring in ELA.
- M) Identify, choose, and adopt a Spanish Reading assessment that will track students mastery of language. This assessment will serve as a baseline for tracking language growth on a yearly basis.

Goal 4 - Social Emotional Health and Wellness

By June 2022, there will be a 3% percentage point increase from 86% to 89% in the number of parents who agreed or strongly agreed that the adults in the school care about them as measured by the LCAP/Climate Survey.

By June 2022, there will be a 3% percentage point increase from 78% to 81% in the number of students who agreed or strongly agreed that my school focuses on a student's character as measured by the LCAP/Climate Survey.

Key Strategies:

- A) Implement Orientation Week/Activities
- B) Implement Morning Meeting (SEL)
- C) Implement Student Council, Safety Patrol, and Expect Respect
- D) CHAC counseling services for students
- E) CHAC group support via Teen Talk and Just for Kids
- F) Awards Assemblies
- G) Establish Mistral plan to approach to address SEL Competencies- Self Awareness Focus
- H) Establish Expect Respect program to support reducing recess conflict, and building leadership skills amongst students.
- I) Student Council supporting increasing student participation and include voice from students
- J) Create a survey for students and parents
- K) Work on growth Mindsets.
- L) Provide the community with educational tips on Socio-Emotional strategies via Quetzal News and Weekly Principal's video.
- M) Provide, analyze, and determine actions from District's Health and Wellness Survey
- N) Principal weekly newsletter aligned with values that will reinforce the climate and culture of school.
- O) Kiwico PBL NGSS lessons to foster teamwork and community building.

Goal 5: Inclusive and Welcoming Culture

By June 2022, the average student attendance rate for the school will be at or above 97%.

By June 2022, the average chronic absenteeism rate for subgroups will decrease by 0.5% from 3% to 2.5% based on 5x5 Chronic Absenteeism Indicator Placement on the California School Dashboard.

By June 2022, there will be a 2% increase (77% to 79%) in the number of parents who agree or strongly agree with the statement "My school creates a welcoming environment for all families" as measured by the annual LCAP/ Climate Survey.

Key Strategies:

- A) Conduct monthly Cafecitos con Ms. O.
- B) Community building activities during orientation weeks.
- C) Consistently share information via Quetzal News, social media, principal coffees, and family chats. Provide multiple opportunities for feedback from families.
- D) Hold parent workshops for teaching skills in Math and reading and provide supplies, books, and materials for families and students in need, with teacher, At Risk Coordinator, and facilitator (SCEF) assistance to enrich the child's academic and socio-emotional experience.
- E) Provide students with leadership opportunities during the school day.
- F) Provide tangible incentives for Quetzal Prizes to reward positive behavior and academic improvement/achievement.
- G) Increase ARIS and SCEF's familiarity with campus community and culture.
- H) Continue developing school-wide social-emotional (SEL) programs.
- I) Send regular reminders home about attendance, tardies, and late pick-ups.
- J) Plan and host at least three multicultural events (increase from last year).
- K) Consistently implement Action Alert before office referral for minor, repeated offenses. Implement positive interventions, family contact, and logical consequences.
- L) Professional development at staff meetings on positive reinforcement.
- M) Creating a Quetzal newspaper for students supporting an inclusive learning environment.

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 principal. Teachers reviewed iReady benchmark data during collaboration, on Thursday, August 5, Wednesday September 29, and Tuesday, October 12. School Site Council and ELAC members reviewed the data Tuesday, September 14 and Tuesday, September 28.

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

At Mistral, we monitor and modify instruction. We review data, identify target areas for improvement, selection of strategies, and reassessment. We use staff meeting time and teacher collaboration time to evaluate strategies and plan formative and summative assessments, along with modifications to instruction. We also modify instruction during lessons based on formal, informal, and observational data.

Staffing and Professional Development

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

Based on the new laws associated with the Every Student Succeeds Act and California's new state assignment accountability system, Districts must identify the number of teachers that are in the following categories: 1. Misassigned (teaching without the appropriate credential) 2. Out of Field (teaching with a limited permit) 3. Ineffective (has taught less than 3 years). Mistral Elementary school has no misassigned teachers, no out of field teachers, and 2 teachers in their first two years of teaching. Three teachers are participating in The New Teacher Project. All other teachers are considered "highly qualified". All but 2 teachers have a BCLAD credential.

In addition to regular classroom teachers, Mistral has 2 STEAM teachers and an Instructional Coach.

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

Mistral is in the fourth 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. I-Ready assessments provide more in-depth and personalized data for student achievement in Reading and Math. Students will be assessed in Math and in English in grades K-5.

This year, teachers will experience differentiated professional learning in SIOP interactions and strategies; intentional English Language Development (ELD) instruction; differentiation strategies and dual immersion for more efficient and precise language acquisition for all learners.

Our instructional coach and two part-time STEAM teachers support our staff in the implementation of the California State Standards, Response to Instruction (RTI), and best practices. 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 RtI 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 an instructional coach. We also have two STEAM teachers on site to provide science education while teachers keep small groups for Response to Instruction (RTI). This year, students will have access to tutoring during and after school as part of the Learning Recovery Plan. In addition to this, students will work in small groups with a reading specialist.

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), and English Language Advisory Council (ELAC) all work to support students' needs through fundraising. Professionals in the community also support student literacy, math, social-emotional development, cultural awareness, and other learning opportunities through assemblies, student council, safety patrol, Expect Respect, and Living Classroom (garden).

Parents attend monthly principal coffees, ELAC meetings, PTA 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. All events and meetings follow guidelines of state and local health authorities.

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 January, 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 a variety of learning workshops, 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. This year COVID funds will be utilized to implement our district's Learning Recovery Plan. In addition to these funding, our school will receive funds from program 201 and 202 that will allow our students to reduce the achievement gap as well as adjust back to school in a safe and nurturing environment. The major activities funded are school interventions, individual tutoring during and after school, a reading lab, professional development, and purchase of intervention resources and teacher planning release time.

Description of Barriers and Related School Goals

School, district and community barriers to improvements in student achievement:

Designing of strategic lessons is critical for narrowing the achievement gap. In order to provide more time for our staff to plan according to our students needs, teachers have one hour of designated collaboration time per week to plan in Professional Learning Community (PLC teams). This time is provided for our certificated staff for 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. In addition to these tasks, teachers use this time to continue analyzing data and design RTI lessons and specialized tutoring, as part of our Recovering Learning Plan.

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 other district staff. 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, dual immersion, appropriate use of technology tools in differentiation, effective assessments, systematic data analysis, SIOP strategies and interactions and RtI interventions. Our dual immersion design is a 50:50, Balanced Language Approach, and the training and programmatic changes will help us ensure that all students have access to English and Spanish equally.

Literacy skills have consistently been lacking in our English Learners (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. Through RTI, homeroom teachers support Tier 1 and Tier 2 instruction to meet the needs of our diverse student population. An addition of a reading specialist will allow push in small group instruction during ELA/SLA time to target students in tier 3.

Mistral staff is composed of many bilingual employees and volunteers, including 88% of our highly-qualified teachers have a BCLAD credential, instructional assistants, and community volunteers. Our office staff, At Risk Coordinator, Instructional Coach, 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 when and if this is possible this year. We recognize that this has historically been a barrier in family engagement in school activities.

MVWSD and Mistral school staff, SSC, ELAC, and PTA have worked to bring a variety of family engagement opportunities to the school. These include Parent University, Family Science Night, Family Math Night, Project Cornerstone, School Beautification Team, 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. This year, due to CDC guidelines, some of these events will be done via Zoom and transition into in person events as CDC guidelines change.

Many of our parents and/or guardians, within our school community, feel they are unable to assist their children at home with classroom assignments and other academic endeavors. Our ARIS and SCEF will work alongside teachers to improve parent outreach programs. The SCEF will work to create at least 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; learning Math with depth and complexity; balancing English and Spanish; and getting to know each other in our community. Parents are also encouraged to participate in our Parent University.

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.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	58	58	70	57	57	62	57	57	62	98.3	98.3	88.6
Grade 4	54	54	51	54	54	51	54	54	51	100	100	100
Grade 5	54	47	45	54	47	45	54	47	45	100	100	100
All Grades	166	159	166	165	158	158	165	158	158	99.4	99.4	95.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2454.7	2462.4	2477.0	38.60	42.11	41.94	19.30	24.56	25.81	22.81	15.79	24.19	19.30	17.54	8.06
Grade 4	2529.9	2512.0	2537.1	53.70	44.44	60.78	24.07	14.81	15.69	12.96	20.37	7.84	9.26	20.37	15.69
Grade 5	2570.6	2540.6	2576.2	50.00	38.30	48.89	33.33	29.79	31.11	7.41	17.02	17.78	9.26	14.89	2.22
All Grades	N/A	N/A	N/A	47.27	41.77	50.00	25.45	22.78	24.05	14.55	17.72	17.09	12.73	17.72	8.86

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	18-19
Grade 3	38.60	52.63	45.16	35.09	28.07	41.94	26.32	19.30	12.90	
Grade 4	53.70	42.59	45.10	38.89	35.19	39.22	7.41	22.22	15.69	
Grade 5	50.00	44.68	53.33	40.74	42.55	37.78	9.26	12.77	8.89	
All Grades	47.27	46.84	47.47	38.18	34.81	39.87	14.55	18.35	12.66	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.07	31.58	37.10	45.61	42.11	51.61	26.32	26.32	11.29
Grade 4	38.89	31.48	43.14	46.30	44.44	41.18	14.81	24.07	15.69
Grade 5	59.26	40.43	51.11	27.78	44.68	40.00	12.96	14.89	8.89
All Grades	41.82	34.18	43.04	40.00	43.67	44.94	18.18	22.15	12.03

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.33	38.60	29.03	61.40	54.39	64.52	5.26	7.02	6.45
Grade 4	40.74	40.74	49.02	53.70	55.56	47.06	5.56	3.70	3.92
Grade 5	33.33	21.28	35.56	61.11	70.21	60.00	5.56	8.51	4.44
All Grades	35.76	34.18	37.34	58.79	59.49	57.59	5.45	6.33	5.06

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	40.35	45.61	45.16	45.61	42.11	51.61	14.04	12.28	3.23
Grade 4	50.00	37.04	54.90	42.59	50.00	33.33	7.41	12.96	11.76
Grade 5	64.81	38.30	53.33	25.93	48.94	44.44	9.26	12.77	2.22
All Grades	51.52	40.51	50.63	38.18	46.84	43.67	10.30	12.66	5.70

Conclusions based on this data:

1. Data shows that significant decrease in the number of students below grade level occurred in all grade levels (3 to 5).
2. Data reveals that a there was a slight improvement in the number of students performing at grade level is all grade levels (3-5).
3. Fifth grade students made the most progress in reading, and grades 3rd to 5th grade made significant growth in writing.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	58	58	70	57	57	62	57	57	62	98.3	98.3	88.6
Grade 4	54	54	51	54	54	51	54	54	51	100	100	100
Grade 5	54	47	45	54	47	45	54	47	45	100	100	100
All Grades	166	159	166	165	158	158	165	158	158	99.4	99.4	95.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2476.7	2480.5	2463.1	36.84	43.86	33.87	26.32	22.81	22.58	22.81	21.05	25.81	14.04	12.28	17.74
Grade 4	2534.2	2532.8	2556.0	40.74	37.04	60.78	31.48	40.74	15.69	22.22	11.11	15.69	5.56	11.11	7.84
Grade 5	2560.0	2535.3	2574.3	42.59	29.79	51.11	24.07	29.79	20.00	20.37	19.15	17.78	12.96	21.28	11.11
All Grades	N/A	N/A	N/A	40.00	37.34	47.47	27.27	31.01	19.62	21.82	17.09	20.25	10.91	14.56	12.66

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	43.86	50.88	37.10	35.09	33.33	33.87	21.05	15.79	29.03
Grade 4	51.85	57.41	66.67	31.48	24.07	19.61	16.67	18.52	13.73
Grade 5	48.15	38.30	57.78	27.78	31.91	26.67	24.07	29.79	15.56
All Grades	47.88	49.37	52.53	31.52	29.75	27.22	20.61	20.89	20.25

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	45.61	50.88	43.55	42.11	35.09	41.94	12.28	14.04	14.52
Grade 4	42.59	37.04	62.75	48.15	50.00	23.53	9.26	12.96	13.73
Grade 5	37.04	29.79	46.67	44.44	46.81	37.78	18.52	23.40	15.56
All Grades	41.82	39.87	50.63	44.85	43.67	34.81	13.33	16.46	14.56

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	45.61	57.89	46.77	43.86	28.07	43.55	10.53	14.04	9.68
Grade 4	48.15	48.15	56.86	37.04	40.74	31.37	14.81	11.11	11.76
Grade 5	46.30	27.66	51.11	38.89	48.94	33.33	14.81	23.40	15.56
All Grades	46.67	45.57	51.27	40.00	38.61	36.71	13.33	15.82	12.03

Conclusions based on this data:

1. When comparing Spring 2018 to Spring 2019, a significant increase in the percentage of students who exceeded grade level in grades 4 and 5th.
2. When comparing Spring 2018 to Spring 2019, a significant decrease in the percentage of students who exceeded standards in grade 3.
3. When comparing Spring 2018 to Spring 2019, a significant increase in the mean scores in grades 4 and 5 in math, and a decrease in 3rd grade mean scales scores.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
	20-21	20-21	20-21	20-21

Overall Language Percentage of Students at Each Performance Level for All Students					
Grade Level	Level 4	Level 3	Level 2	Level 1	Total Number of Students
	20-21	20-21	20-21	20-21	20-21
K	3.57	39.29	42.86	14.29	28
1	5.88	11.76	47.06	35.29	17
2	14.81	44.44	33.33	7.41	27
3	10.34	34.48	55.17	0.00	29
4	11.11	38.89	38.89	11.11	18
5	30.77	38.46	30.77	0.00	13
All Grades	11.36	35.61	42.42	10.61	132

Oral Language Percentage of Students at Each Performance Level for All Students					
Grade Level	Level 4	Level 3	Level 2	Level 1	Total Number of Students
	20-21	20-21	20-21	20-21	20-21
K	14.29	50.00	21.43	14.29	28
1	11.76	35.29	41.18	11.76	17
2	29.63	48.15	18.52	3.70	27
3	31.03	65.52	3.45	0.00	29
4	44.44	33.33	22.22	0.00	18
5	46.15	53.85	0.00	0.00	13
All Grades	28.03	49.24	17.42	5.30	132

Written Language					
Percentage of Students at Each Performance Level for All Students					
Grade Level	Level 4	Level 3	Level 2	Level 1	Total Number of Students
	20-21	20-21	20-21	20-21	20-21
K	0.00	3.57	78.57	17.86	28
1	0.00	11.76	5.88	82.35	17
2	7.41	44.44	33.33	14.81	27
3	6.90	10.34	62.07	20.69	29
4	5.56	5.56	55.56	33.33	18
5	7.69	38.46	46.15	7.69	13
All Grades	4.55	18.18	50.00	27.27	132

Listening Domain				
Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students
	20-21	20-21	20-21	20-21
K	17.86	75.00	7.14	28
1	17.65	58.82	23.53	17
2	7.41	70.37	22.22	27
3	6.90	72.41	20.69	29
4	22.22	50.00	27.78	18
5	0.00	76.92	23.08	13
All Grades	12.12	68.18	19.70	132

Speaking Domain				
Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students
	20-21	20-21	20-21	20-21
K	21.43	53.57	25.00	28
1	23.53	64.71	11.76	17
2	3.70	59.26	37.04	27
3	0.00	37.93	62.07	29
4	0.00	44.44	55.56	18
5	0.00	7.69	92.31	13
All Grades	8.33	46.97	44.70	132

Reading Domain Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students
	20-21	20-21	20-21	20-21
K	14.29	85.71	0.00	28
1	76.47	17.65	5.88	17
2	18.52	70.37	11.11	27
3	34.48	58.62	6.90	29
4	27.78	72.22	0.00	18
5	15.38	61.54	23.08	13
All Grades	29.55	63.64	6.82	132

Writing Domain Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students
	20-21	20-21	20-21	20-21

Conclusions based on this data:

1. There is a significant increase of students' scoring at a level 4 in oral language as they move to upper grade levels.
2. The highest percentage of our English Learners are still developing listening skills in all grade levels. Writing is an area of focus in grades 3, 4, and 5.
3. All of our students are learning two languages, and the rate of reaching a well developed level is different to other schools that are not dual immersion.

School and Student Performance Data

iReady Diagnostic 3 Results

District Results

Math - Diagnostic 3 (May 2021)				
	Tier 1	Tier 2	Tier 3	Grand Total
Math Diagnostic 3 Overall	67%	20%	14%	
Ethnicity Subgroups				
Asian	91%	7%	2%	100%
Hispanic/Latino	34%	36%	30%	100%
White	80%	13%	6%	100%
Grand Total	67%	20%	14%	100%
Students with Disability (SWD)				
SWD	29%	25%	46%	100%
Not SWD	70%	20%	10%	100%
Grand Total	66%	21%	14%	100%
Socio-Economically Disadvantaged (SED)				
SED	30%	38%	32%	100%
Not SED	81%	13%	6%	100%
Grand Total	66%	21%	14%	100%
EL Status Subgroup Data				
EL	23%	40%	37%	100%
EO	79%	15%	6%	100%
IFEP	84%	14%	2%	100%
RFEP	61%	21%	18%	100%
Grand Total	66%	21%	14%	100%

Reading - Diagnostic 3 (May 2021)				
	Tier 1	Tier 2	Tier 3	Grand Total
Reading Diagnostic 3 Overall	71%	16%	13%	
Ethnicity Subgroups				
Asian	90%	7%	2%	100%
Hispanic/Latino	41%	29%	30%	100%

Reading - Diagnostic 3 (May 2021)				
White	84%	10%	6%	100%
Grand Total	71%	16%	13%	100%
Students with Disability (SWD)				
SWD	31%	25%	44%	100%
Not SWD	74%	16%	10%	100%
Grand Total	70%	17%	13%	100%
Socio-Economically Disadvantaged (SED)				
SED	37%	31%	32%	100%
Not SED	84%	11%	5%	100%
Grand Total	70%	17%	13%	100%
EL Status Subgroup Data				
EL	26%	34%	40%	100%
EO	83%	12%	5%	100%
IFEP	88%	10%	2%	100%
RFEP	65%	18%	17%	100%
Grand Total	70%	17%	13%	100%

iReady Diagnostic 3 Math 2020-21	Annual Typical Growth (Students meeting their yearly growth targets)	
Grade Level	Met	Not Met
0	38%	62%
1	44%	56%
2	46%	54%
3	50%	50%
4	44%	56%
5	61%	39%
6	46%	54%
7	52%	48%
8	44%	56%
Grand Total	47%	53%
Students with Disability (SWD)	Met	Not Met
SWD	36%	64%
Socio-Economically Disadvantaged (SED)	Met	Not Met

SED	36%	64%
EL Status Subgroup Data	Met	Not Met
EL	31%	69%
EO	50%	50%
IFEP	50%	50%
RFEP	51%	49%
Grand Total	47%	53%
Ethnicity Subgroup Annual Typical Growth Data	Met	Not Met
Asian	59%	41%
Hispanic/Latino	36%	64%
White	49%	51%
Grand Total	48%	52%

iReady Diagnostic 3 Reading 2020-21	Annual Typical Growth (Students meeting their yearly growth targets)	
Grade Level	Met	Not Met
0	33%	67%
1	47%	53%
2	56%	44%
3	60%	40%
4	57%	43%
5	63%	37%
6	63%	37%
7	66%	34%
8	60%	40%
Grand Total	56%	44%
Students with Disability (SWD)	Met	Not Met
SWD	44%	56%
Socio-Economically Disadvantaged (SED)	Met	Not Met
SED	44%	56%
EL Status Subgroup Data	Met	Not Met
EL	38%	62%
EO	60%	40%
IFEP	55%	45%

RFEP	63%	37%
Grand Total	56%	44%
Ethnicity Subgroup Annual Typical Growth Data	Met	Not Met
Asian	65%	35%
Hispanic/Latino	45%	55%
White	62%	38%
Grand Total	57%	43%

Gabriela Mistral Elementary School

Math - Diagnostic 3 (May 2021)				
	Tier 1	Tier 2	Tier 3	Grand Total
Math Diagnostic 3 Overall	58%	31%	10%	
Ethnicity Subgroups				
Asian	86%	11%	4%	
Hispanic/Latino	44%	41%	15%	
White	76%	20%	4%	
Grand Total	58%	31%	10%	
Students with Disability (SWD)				
SWD	31%	42%	27%	
Not SWD	61%	31%	9%	
Grand Total	59%	31%	10%	
Socio-Economically Disadvantaged (SED)				
SED	29%	54%	17%	
Not SED	86%	11%	3%	
Grand Total	59%	31%	10%	
EL Status Subgroup Data				
EL	21%	56%	24%	
EO	88%	11%	1%	
IFEP	60%	40%	0%	
RFEP	88%	8%	4%	
Grand Total	59%	31%	10%	

Reading - Diagnostic 3 (May 2021)

Reading - Diagnostic 3 (May 2021)				
	Tier 1	Tier 2	Tier 3	Grand Total
Reading Diagnostic 3 Overall	64%	28%	8%	
Ethnicity Subgroups				
Asian	89%	11%	0%	
Hispanic/Latino	49%	38%	13%	
White	81%	17%	2%	
Grand Total	64%	28%	8%	
Students with Disability (SWD)				
SWD	23%	54%	23%	
Not SWD	67%	26%	7%	
Grand Total	64%	28%	8%	
Socio-Economically Disadvantaged (SED)				
SED	38%	46%	15%	
Not SED	87%	12%	1%	
Grand Total	64%	28%	8%	
EL Status Subgroup Data				
EL	30%	50%	20%	
EO	90%	9%	1%	
IFEP	72%	28%	0%	
RFEP	75%	25%	0%	
Grand Total	64%	28%	8%	
iReady Diagnostic 3 Math 2020-21	Annual Typical Growth (Students meeting their yearly growth targets)			
Grade Level	Met		Not Met	
0	22%		78%	
1	45%		55%	
2	37%		63%	
3	49%		51%	
4	37%		63%	
5	70%		30%	
6				
7				
8				

Reading - Diagnostic 3 (May 2021)		
Grand Total	42%	58%
Students with Disability (SWD)	Met	Not Met
SWD	26%	74%
Socio-Economically Disadvantaged (SED)	Met	Not Met
SED	31%	69%
EL Status Subgroup Data	Met	Not Met
EL	22%	78%
EO	57%	43%
IFEP	48%	52%
RFEP	52%	48%
Grand Total	42%	58%
Ethnicity Subgroup Annual Typical Growth Data	Met	Not Met
Asian	75%	25%
Hispanic/Latino	36%	64%
White	44%	56%
Grand Total	42%	58%

iReady Diagnostic 3 Reading 2020-21	Annual Typical Growth (Students meeting their yearly growth targets)	
Grade Level	Met	Not Met
0	17%	83%
1	48%	52%
2	49%	51%
3	56%	44%
4	61%	39%
5	68%	32%
6		
7		
8		
Grand Total	49%	51%
Students with Disability (SWD)	Met	Not Met
SWD	38%	62%
Socio-Economically Disadvantaged (SED)	Met	Not Met

SED	38%	62%
EL Status Subgroup Data	Met	Not Met
EL	37%	63%
EO	60%	40%
IFEP	50%	50%
RFEP	48%	52%
Grand Total	49%	51%
Ethnicity Subgroup Annual Typical Growth Data	Met	Not Met
Asian	75%	25%
Hispanic/Latino	41%	59%
White	57%	43%
Grand Total	49%	51%

Conclusions based on this data:

1. Based on this data, a significant achievement gap exists in Hispanic/Latino students, English Learners, SED, and SWD in reading. Lowest percentages of students in tier 1 are the Hispanic, English Learners, SED, and SWD subgroups.
2. According to the the 2020-2021 iReady typical growth, a significant achievement gap exists in Hispanic/Latino students, English Learners, SED, and SWD in math. Lowest percentages of students in tier 1 are the Hispanic, English Learners, SED, and SWD subgroups.
3. According to the the 2020-2021 iReady typical growth, overall, students at Gabriela Mistral performed better in reading than in math.

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:

School Goal 1: Academic Achievement - English Language Arts
LCAP Goal 1:
Develop and Implement effective and consistent instructional practices that meet the needs of all students.

Strategic Plan Goal Area #1:

Effective and consistent instructional practices that meet the needs of all students

School Goal 1: Academic Achievement - English Language Arts

- School Goal 1.a - CAASPP Goal
- School Goal 1.b - One Year's Growth Goal

By June 2022, there will be a 3-percentage-point increase (from 74% to 77%) in the number of students meeting or exceeding standards in ELA as measured by CAASPP (3-5).

Subgroup Goals for CAASPP:

Students with Disabilities (SWD): There will be a 4% percentage point increase from 58% to 62%

Socio-Economically Disadvantaged (SED): There will be a 5% point increase from 48 % to 53 %

English Only (EO): There will be a 1% point increase from 91% to 92%.

Ethnicity Subgroups:

Hispanic/ Latino: There will be a 4% point increase from 60% to 64%.

White: There will be a 1% point increase from 95% to 96%.

By June 2022, Mistral students will meet the district annual growth target of 57%. Currently, Mistral is at 49%.

By June 2022, there will be a 5 percentage point decrease (from 51% to 46%) in the number of students not meeting their yearly growth targets in Reading as measured by the iReady diagnostic assessments (K-5).

Subgroup goals for iReady: By June 2022 all subgroups will make the following gains as measured by iReady benchmark assessments:

Students with Disabilities (SWD): There will be a 6% percentage point increase from 38% to 44%

Socio-Economically Disadvantaged (SED): There will be a 6 percentage point increase from 38% to 44%

English Only (EO): There will be a 4 percentage point increase from 60% to 64%

Ethnicity Subgroups -

Asian : There will be a 3 percentage point increase from 75% to 78%.

Hispanic/ Latino: There will be a 6 percentage point increase from 41% to 47%.

White: There will be a 4 percentage point increase from 57% to 61%.

Data Used to Form this Goal:

- CAASPP & iReady D3 from 2021
- Progress monitoring using site and district assessments, walkthroughs, teaching snapshots, SIOP walkthroughs, formal observations, grade-level Common Formative Assessments, teacher collaboration notes, staff 'pulse checks' and feedback, summative student end-of-unit assessment results (aligned to California State Standards from the adopted curriculum), and staff meeting data dives.

Findings from the Analysis of this Data:

Context for understanding data: Due to the global pandemic and resulting school closure, there was no CAASPP data collected from 2020-2021. The administration of the iReady exam was remote administration for trimester 1 and 2. For trimester 3, there was a hybrid of some remote and some in person administration.

In trimester 3 of 2020-21 school year, 64% of students scored in tier 1 for reading. When broken down by subgroups, the data reveals that a significant achievement gap exist in regard to :

Hispanic/Latino students vs Asian/White students (-15%)

Students with Disabilities vs Students who don't have disabilities (-44)%

Socio-Economically disadvantaged students vs non Socio-Economically disadvantaged (-49%)

English Learners vs EO/IFEP/RFEP (-60%, -42%, and -45%)

If English learners are able to reclassify, they perform better than those who are native English Speakers

Similarly, the data reveals that for Hispanic/Latino students, Students with Disabilities, Socio-economically disadvantaged, and English learners, 13%, 23%, 15%, and 20% of students fall in tier 3 which indicates that those students are more than 2 years below grade-level expectations.

Mistral had 7% fewer overall students in tier 1 when compared with the MVWSD school district as a whole. Mistral students had 5% less overall students in tier 3, as compared to MVWSD population. Conversely, Mistral had fewer students in tier 3 in subgroups of Hispanic/Latino, SWD, SED, and EL. 17% fewer, 14% fewer, 21% fewer, and 17% fewer respectively. Mistral has fewer students belonging to those subgroups who are 2 or more grade levels in reading.

How the School will Evaluate the Progress of this Goal:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Research and contract with an outside agency to provide additional staff for tutoring/intervention. Reading specialist to provide small group instruction during ELA block, 3 times a week. Researched based reading intervention programs will be used.	Aug - May	Principal	Hourly cost.	1000-1999: Certificated Personnel Salaries	Program 201	6210
Instructional coach supports implementation of curriculum- conducts demo lessons for teachers, provide PD to teams, and support data analysis to guide planning and instruction.	Aug - May	Instructional Coach	No additional cost. Part of regular job responsibility.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support teachers with goals setting for the year. Teachers goals align with school and district initiative. Initial goal setting in Fall and then goal progress check-ins in Spring. Support instructional shifts with the focus on differentiation, small group instruction, and dual immersion principles.	Fall and Spring	Principal Teachers	No additional cost. Part of regular job responsibility.			
Purchase of reading support materials to be used with reading specialist.	Oct - May	Principal	Cost of supplemental materials.	5000-5999: Services And Other Operating Expenditures	Program 201	7840
Review student assessment data with teachers and families for progress monitoring.	September, January, and May	Principal Coach Teachers	No additional cost. Part of regular job responsibility.			
Continue rigorous walkthrough cycle with principal and instructional coach. Principal to provide feedback to teachers on content and language, SIOP strategies and interactions, frequent opportunities for communication and differentiation.	Aug - May	Principal Instructional Coach	No additional cost. Part of regular job responsibility.			
Provide opportunities for vertical and horizontal data analysis and planning with grade level teams. Meetings will be conducted after diagnostic assessment administration.	September/October and January	Principal Instructional Coach Teachers	Extended duty cost for after hours and data analysis.	1000-1999: Certificated Personnel Salaries	School Allocation	5420
Use i-Ready's adaptive lessons to reteach and extend learning in English Language Arts. Students will practice 45 minutes a week during small group instruction.	Aug - May	Teachers Instructional Coach	District funded. No additional cost to site			
Allocation for supporting school functioning with school and office supplies.	Aug - May	Principal Secretary	Materials and supplies for school functioning.	4000-4999: Books And Supplies	School Allocation	9350

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use iReady assessment data to plan for students support as a part of the learning recovery plan.	Oct - May	Principal Coach Teachers	District Funded. No additional cost to site			
After school 1:1 tutoring program delivered through Sylvan MV	Oct - May	Sylvan MV	District Funded. No additional cost to site			
Purchase level books for classroom libraries to support students at various levels of reading	Oct - May	Principal	Classroom leveled libraries. Multi-funded.	4000-4999: Books And Supplies	TSSP	5473
				4000-4999: Books And Supplies	Donations - PTA	3000
School leadership meetings that will focus on fine tuning and structuring instructional strategies that will support SED and EL students three times a year.	Aug - May	Principal Instructional Coach Teaching staff	Hourly rate per certificated salary.	1000-1999: Certificated Personnel Salaries	TSSP	2700
Purchase school supplies that support our reading curriculum for targeted students in SED and EL subgroups.	Aug - May	Principal	Allocation for school supplies. for targeted students and for all other student groups. Multi-funded	4000-4999: Books And Supplies	TSSP	2000
				4000-4999: Books And Supplies	Donations - PTA	1000
Follow up professional development provided to teachers after district professional development days for continued support and implementation of district initiative. These PDs will take place after school and/or on the weekend	Oct - May	Principal Instructional Coach	Extended Duties	1000-1999: Certificated Personnel Salaries	TSSP	5400
Purchase of Spanish reading assessments that will support SLA instructional focus.	Aug - May	Principal	Multi funded to support targeted students.	4000-4999: Books And Supplies	School Allocation	4500
			Multi funded to support all students.	4000-4999: Books And Supplies	TSSP	4500
Teachers will analyze and utilize SLA assessment data to design instructional support and plan for differentiation to support varied	Aug - May	Principal Teachers	Part of regular job responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
student needs. Data analysis conducted after every trimester assessment during staff meeting and PLC time.						
Implement new or revised strategies based on revision of plan						

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:

School Goal 2: Academic Achievement - Math
LCAP Goal 1:
Develop and Implement effective and consistent instructional practices that meet the needs of all students.

Strategic Plan Goal Area #1:

Effective and consistent instructional practices that meet the needs of all students

School Goal 2: Academic Achievement - Math

- **School Goal 2.a - CAASPP Goal**
- **School Goal 2.b - One Year's Growth Goal**

By June 2022, there will be a 3-percentage-point increase (from 67% to 70%) in the number of students meeting or exceeding standards in Math as measured by CAASPP (3-5).

Subgroups for CAASPP:

Students with Disabilities (SWD): There will be a 5% percentage point increase from 50% to 55%

Socio-Economically Disadvantaged (SED): There will be a 7% point increase from 35% to 42%

English Only (EO): There will be a 2% point increase from 88% to 90%.

Ethnicity Subgroups :

Hispanic/ Latino: There will be a 4% point increase from 60% to 64%.

White: There will be a 1% point increase from 95% to 96%.

By June 2022, there will be a 6-percentage point decrease (from 58% to 52%) in the number of students not meeting their yearly growth targets in Math as measured by the iReady diagnostic assessments. (Grades K-5).

By June 2022, Gabriela Mistral school will meet or exceed the District's Annual Growth average of 48%. Currently, Mistral Annual Typical Growth in Math is 42%

Subgroup goals: By June 2022 all subgroups will make the following gains as measured by iReady benchmark assessments:

Students with Disabilities (SWD): There will be an 7 percentage point increase from 31% to 38%

Socio-Economically Disadvantaged (SED): There will be a 7 percentage point increase from 26% to 33%

English Only (EO): There will be a 4 percentage point increase from 57% to 61%

Ethnicity Subgroups -

Asian : There will be a 3 percentage point increase from 75% to 78%.

Hispanic/ Latino: There will be a 6 percentage point increase from 36% to 42%.

White: There will be a 6 percentage point increase from 44% to 50%.

Data Used to Form this Goal:

- CASSPP Math & iReady D3 from 2021
- Progress monitoring using site and district assessments, walkthroughs, teaching snapshots, SIOP walkthroughs, formal observations, grade-level Common Formative Assessments, teacher collaboration notes, staff 'pulse checks' and feedback, summative student end-of-unit assessment results (aligned to California State Standards from the adopted curriculum), and staff meeting data dives.

Findings from the Analysis of this Data:

Context for understanding data: Due to the global pandemic and resulting school closure, Gabriela Mistral students didn't take the CAASPP last year. Similarly, administration of the iReady exam was remote administration for trimester 1 and 2. For trimester 3, there was a hybrid of some remote and some in person administration. Because of this, prior years goals were not able to be assessed for CAASPP.

In trimester 3 of 2020-21 school year, 58% of students scored in tier 1 for reading. When broken down by subgroups, the data reveals that a significant achievement gap exist in regard to:

Hispanic/Latino students vs Asian/White students (-42%)

Students with Disabilities vs Students who don't have disabilities (-30%)

Socio-Economically disadvantaged students vs non Socio-Economically disadvantaged (-57%)

English Learners vs EO/IFEP/RFEP (-67%, -39%, and -67%)

A significant gap exist also between RFEP and IFEP (-28%)

Similarly, the data reveals that for Hispanic Latino, Students with Disabilities, Socio-economically disadvantaged, and English learners, 15%, 27%, 17%, and 24% of students fall in tier 3 which indicates that those students are more than 2 years below grade-level expectations.

Mistral Students performed 9% lower in tier 1 than the MVWSD school district. However, Mistral students had 4% fewer overall students in tier 3. Similarly, Mistral had 10% more Hispanic/Latino students in tier 1; 2% more SWD in tier 1, 2% less SED students in tier 1, and 2% less students in tier 1 than the MVWSD school district. Mistral has fewer students belonging to those subgroups who are 2 or more grade levels in Math.

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, ELPAC, and CAASPP

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Research and contract with an outside agency to provide additional staff for tutoring/intervention. Math specialist to provide small group instruction 3 times a week using researched based math intervention strategies.	October - May	Principal Instructional Coach Teachers	Hourly salary rate.	1000-1999: Certificated Personnel Salaries	Program 201	7400
Instructional coach supports implementation of Eureka Math curriculum by providing demo lessons and professional development to grade level teams.	August - May	Principal Instructional Coach Teachers	Hourly rate for after hours trainings.	1000-1999: Certificated Personnel Salaries	TSSP	4000
			Multi Funded	1000-1999: Certificated Personnel Salaries	Donations - PTA	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers use student Eureka Math assessment data, iReady Diagnostic data, Standards Mastery assessments to identify strengths and focus areas.	October - May	Principal Instructional Coach Teachers	No additional cost			
Principal to conduct classroom walkthroughs and provide teacher feedback on site and district initiatives- Differentiation strategies to support students. Feedback will also be provided on Dual Language Immersion practices for grade levels that teach Math in Spanish.	August - May	Principal	No additional cost. Part of regular job responsibilities			
After school tutoring program one on one (Sylvan MV) to address needs of Tier 2 and Tier 3 students as a part of the Learning Recovery Plan	August - May	Sylvan MV tutoring team	District Funded			
Purchase of enrichment instructional materials for Tier 1 students - Art of Problem Solving. To be used during small group instruction and Math RTI time.	October - May	Teachers Instructional Coach	Math booklets and instructional materials	4000-4999: Books And Supplies	Program 201	2700
Explore additional teacher Professional Development with a focus on mathematical practices.	August - May	Principal	Anticipated cost for consultant contract	5000-5999: Services And Other Operating Expenditures	School Allocation	4500
Teachers will analyze iReady Math Data during staff meetings after Trimester Diagnostic assessments to identify strengths and focus areas. Next steps for instruction will be designed based on this data analysis.	September/Oct, January	Principal	No additional Cost ,Part of regular job responsibilities			
Implement new or revised strategies based on revision of plan.	October - May	Principal				

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:

School Goal 3 - Academic Achievement - English Language Learners
LCAP Goal 1:
Develop and Implement effective and consistent instructional practices that meet the needs of all students.
Strategic Plan Goal Area #1:
Effective and consistent instructional practices that meet the needs of all students
School Goal 3: Academic Achievement - English Language Learners <ul style="list-style-type: none">• School Goal 3.a - LTEL/At-Risk Goal• School Goal 3.b - RFEP Goal• School Goal 3.c - ELPAC Goal
<p>By June 2022, there will be a 10% reduction in the number of students meeting state criteria for At-Risk of LTEL status (From 48 to 43).</p> <p>By June 2022, at least 80% of all English Learners (119 out of 149 students) that score a Level 4 on the ELPAC will reclassify or maintain at a Level 4 on the ELPAC.</p> <p>By June 2022, 70% of RFEP students will be meeting or exceeding standards in reading as measured by the Diagnostic 3 i-Ready Reading.</p> <p>By June 2022, there will be a Spanish assessment to track students' language growth.</p>
Data Used to Form this Goal:
ELPAC and iReady reading D3 from 2021
Findings from the Analysis of this Data:
<p>A high percent of English Learner (34%) are at risk of becoming LTELs. There is an opportunity to reclassify students in grades 4 and 5.</p> <p>Continuing factors that can support this outcome:</p> <ul style="list-style-type: none">• SIOP implementation across the board.• Professional development in the integration of ELD in ELA• Professional development in 50/50 Dual Immersion programs• Professional development in the integration of Benchmark Advance and Adelante

How the School will Evaluate the Progress of this Goal:

ELPAC results and reclassification rates

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development from Association of Two Way Dual Language Education (ATDLE). Consultant will train Mistral staff in the guiding principles of Dual Immersion and support the transition to an accurate alignment with the 50/50 Dual Immersion model	Aug - May	Principal Teaching staff ATDLE consultants	Consultant Cost	5000-5999: Services And Other Operating Expenditures	Donations - PTA	13,000
Provide teachers with additional time for instructional planning for English and Second Language Learners. With Mistral's dual immersion focus this additional time will be used to design and implement the 50/50 alignment. Teachers will be provide 3 paid hours every trimester after school.	Aug - May	Principal Instructional Coach Teaching Staff	Extended Duty Cost	1000-1999: Certificated Personnel Salaries	TSSP	6075
Conduct walkthroughs with Dual Immersion consultant to observe program implementation assessment, design next steps. Communicate analysis of program assessment and actions as a result from the principal and ATDLE consultant walkthroughs.	Aug - May	Principal Instructional Coach	No additional cost. Included in consultant contract above			
Purchase of a Spanish assessment that tracks language progress in the dual immersion program.	Aug - May	Principal Instructional Coach Teaching Staff ELPAC Coordinator	Multi funded	5000-5999: Services And Other Operating Expenditures	TSSP	3500
			Benchmark assessment cost	4000-4999: Books And Supplies	School Allocation	3500
Implementation of SIOP strategies: 1. Lesson Planning with a focus on <ul style="list-style-type: none"> Language Objectives Vocabulary Development 2. Building background knowledge	8/21-6/22	Principal Instructional Coach Teaching Staff	No additional cost.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Explore the possibility of hiring an additional instructional aide to support small group instruction for Designated English Language Development under teacher guidance.	Oct - May	Principal	Classified hourly rate	2000-2999: Classified Personnel Salaries	TSSP	5420
English 3D Instructional materials and licenses for EL student	Aug - May	Principals	District funded			
After school enrichment activities to support language development such as cooking classes, chess club. These activities will promote language practice and development. Teachers will provide enrichment activities and supervision.	Jan - May	Principal Teachers	Certificated hourly rate	1000-1999: Certificated Personnel Salaries	After School Enrichment	3620
Purchase materials for after school enrichment activities and clubs	Jan - May	Principal Secretary	Cost of materials	4000-4999: Books And Supplies	After School Enrichment - Elementary Schools	1620
Implement new or revised strategies based on revision of plan	Nov-May	Principal				

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:

School Goal 4 - Social-Emotional Health and Wellness
LCAP Goal 2:
Develop and implement programs and processes to equitably and effectively support students' social-emotional health and behavior.
Strategic Plan Goal Area #2:
Student Social Emotional Health
School Goal 4: Social-Emotional Health and Wellness <ul style="list-style-type: none">● School Goal 4.a - Parent Goal● School Goal 4.b - Student Goal
By June 2022, there will be a 3% percentage point increase from 86% to 89% in the number of parents who agreed or strongly agreed that the adults in the school care about them as measured by the LCAP/Climate Survey. By June 2022, there will be a 3% percentage point increase from 78% to 81% in the number of students who agreed or strongly agreed that my school focuses on a student's character as measured by the LCAP/Climate Survey.
Data Used to Form this Goal:
LCAP survey

Findings from the Analysis of this Data:

A high percentage of parents believe that the adults at Gabriela Mistral care for their children.

Gabriela Mistral will continue to work on activities and curriculum that addresses the socio-emotional component of our students. This year, our school will focus on Self-Awareness as the socio-emotional competency.

Contributing Factors for this high percentages are:

- Quetzal News
- Monthly Quetzal student assemblies.
- SCEF's role in helping families, especially Spanish-speaking.
- Varied parent workshops put on by the district office and principal
- Cafecitos with the Principal
- Online community building with Kinder teachers

How the School will Evaluate the Progress of this Goal:

- Surveys by families, students, and staff
- Family attendance at school meetings (Cafecitos, SSC, ELAC, DELAC)
- Behavior referrals
- Social media views and responses
- Views of weekly newsletter
- Feedback from parent at different meetings

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Counseling services: One-to-One CHAC support for students, as needed	Aug - May	Principal SCEF CHAC personnel	No additional cost. District Partnership			
CHAC personnel conduct small group student meetings focused on socio emotional activities and well being Counseling Services: Just for Kids for Grade 3 Counseling Services: Tween Talk for Grade 5	Aug - May	Principal SCEF CHAC personnel	No additional cost. District Partnership			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Consistently share information to reinforce core values and practices of Gabriela Mistral. This will be done via newsletters, social media posts, and Principal Coffees. Provide multiple opportunities for feedback from families during Principal Coffees, ELAC, SSC (Approximately 3 meetings per month)	Aug - May	Principal SCEF ARIS	No additional cost. Part of regular job responsibilities			
Extend classified staff duties to consult with Principal, SCEF, ARIS and support student leadership via Student Council, Expect Respect, and Safety Patrol.	Oct - May	Principal SCEF ARIS	Classified Staff Hourly Rate	2000-2999: Classified Personnel Salaries	Program 201	1430
Purchase of sensory-calming supplies for students such as fidgets, balance stools, elastic bands for chairs, weighted blankets, etc.	Aug - May	Principal Secretary	Purchase of materials	4000-4999: Books And Supplies	Program 201	800
Continue developing school-wide social-emotional (SEL) lessons and activities.	Aug - May	Principal Teachers SCEF	No additional costs			
Consistently implement behavior expectations with staff before office referral for minor and repeated offenses. Implement positive interventions, family contact, and logical consequences to improve student behavior. Professional development is provided at staff meetings.	Aug - May	Principal Teachers SCEF ARIS Yard duty	No additional costs			
Provide tangible incentives for Quetzal Prizes to reward positive behavior and academic improvement/achievement.	Aug - May	Principal Secretary	Cost of prizes and incentives	4000-4999: Books And Supplies	Program 201	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Research T-SEL competencies in consultation with Health and Wellness Director	Oct - May	Principal Teachers Director of Health and Wellness	No additional cost. Part of regular job responsibilities			
Explore contract with SoulShoppe for virtual student assemblies and strategies for SEL student support. Purchase program components - Tools of the Heart and Allies Against Racism programs school wide.	Nov - May	Principal ARIS SCEF	Cost of Program	5000-5999: Services And Other Operating Expenditures	Program 201	4120
Start a student led newspaper - Quetzal Newspaper - to promote latest news, core values, and multi-cultural, multi lingual updates. Extended duty for supervising teacher.	Oct - May	Teacher Students	Hourly rate for certificated staff	1000-1999: Certificated Personnel Salaries	Program 201	1450
Purchase materials for Quetzal Newspaper such as additional iPads, Computer software to support newspaper development	Oct - May	Secretary Teacher Principal	Material Purchase	4000-4999: Books And Supplies	Program 201	1750
Purchase of Kiwico PBL science kits. Students will work in small groups on PBL project that will foster community building.	At the end of each trimester.	STEAM teacher Principal	Kiwico kits	4000-4999: Books And Supplies	Program 202	4050
Implement new or revised strategies based on revision of plan	Nov. - May	Principal	No additional cost. Part of regular job responsibilities			

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:

School Goal 5 - Inclusive and Welcoming Culture
LCAP Goal 3:
Cultivate and maintain an inclusive and welcoming culture that acknowledges, embraces, and empowers all stakeholders.
Strategic Plan Goal Area # 3:
Inclusive and welcoming culture
School Goal 5: Inclusive and Welcoming Culture <ul style="list-style-type: none">• School Goal 5.a - Attendance Goal• School Goal 5.b - Chronic Absenteeism Goal• School Goal 5.c - Welcoming Environment Goal
<p>By June 2022, the average student attendance rate for the school will be at or above 97%.</p> <p>By June 2022, the average chronic absenteeism rate for subgroups will decrease by 0.5% from 3% to 2.5% based on 5x5 Chronic Absenteeism Indicator Placement on the California School Dashboard.</p> <p>By June 2022, there will be a 2% increase (77% to 79%) in the number of parents who agree or strongly agree with the statement "My school creates a welcoming environment for all families" as measured by the annual LCAP/ Climate Survey.</p>
Data Used to Form this Goal:
Parents' and Students' LCAP survey.
Findings from the Analysis of this Data:
<p>Gabriela Mistral's students improved their attendance during distance learning.</p> <p>There was a low percentage of students with chronic absenteeism.</p> <p>Gabriela Mistral needs to continue working on school climate to improve in the percentage of families that feel a welcoming environment on campus.</p> <p>Contributing Factors to these percentages:</p> <ul style="list-style-type: none">• SCEF and principal constant monitoring of students attendance via distance learning.• Cafecitos that allowed parents to ask questions and clarify concerns.

How the School will Evaluate the Progress of this Goal:

- End of the year parents' and students' LCAP survey
- Attendance and suspension rates

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Develop Student Leadership Groups: Purchase of vests, shirts and equipment for Expect Respect, Safety Patrol, and Student Council. Leaders will provide a welcoming environment at school, where students feel safe and wanting to come to school.	Aug - May	Principal School staff	Purchase Materials	4000-4999: Books And Supplies	Program 202	490
Mistral Quetzal Values: Principal will continue to educate students and community on importance of attendance, being at school, and making academic progress via Quetzal News, weekly videos, assemblies, monthly assemblies.	Aug - May	Principal and school staff	No additional cost.			
Project Cornerstone/Los Dichos: Parents will support teachers with videos for the Project Cornerstone/Los Dichos program.	Oct - May	Parents and Teaching staff	No additional cost			
Send regular reminders home about attendance, tardies, and late pick-ups.	Aug - May	Principal SCEF ARIS Secretary Attendance Clerk	No additional cost. Part of regular job responsibilities			
Extend hours for Attendance clerk to help and coordinate leadership	Oct - May	Principal Attendance Clerk	Classified hourly rate	2000-2999: Classified Personnel Salaries	Program 201	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
groups and ensure student leadership programs to run effectively.						
School Beautification to create a welcoming environment representing a multi-cultural learning environment. Teachers will work with parents during the weekends to align school activities to dual immersion principles. These events will be conducted in partnership with PTA committees. This supports building strong relationships with the parent community and fosters parent involvement. Materials will need to be purchased for these beautification projects and teachers will be paid for extended duty.	Oct- May	Principal Teacher	Extended duty for teachers. Materials for projects	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU) After School Enrichment - Elementary Schools	3170 2000
Purchase of radio devices to ensure safety of students and staff on campus.	Oct - May	Principal Office Staff Supervisors	Purchase communication radios	4000-4999: Books And Supplies	Program 202	2700
Create a welcoming environment by ensuring student safety and following COVID mitigation strategies. Extend Noon Duty Supervisor hours to support for longer time.	Aug - May	Noon Duty supervisors	Multi funded. Supervisor hours on campus 5 hours a day.	2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	School Allocation TSSP	3500 2080
Implement new or revised strategies based on revision of plan.	Nov-May	Principal	No additional cost. Part of regular job responsibilities			

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source

Funding Source	Allocation 75%	Allocation 100%	Balance (Allocations-
School Allocation	23,078	30,770	0.00
Program 201	27,150	36,200	0.00
Program 202	5,430	7,240	0.00
TSSP	28,236	37,648	-3,500.00
After School Enrichment -	2,715	3,620	0.00
Parent Engagement	6,541	8,721	5,551.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
After School Enrichment	3,620.00
After School Enrichment - Elementary Schools	3,620.00
Donations - PTA	19,000.00
Parent Engagement (PIQE/FEI/PU)	3,170.00
Program 201	36,200.00
Program 202	7,240.00
School Allocation	30,770.00
TSSP	41,148.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	47,445.00
2000-2999: Classified Personnel Salaries	13,930.00
4000-4999: Books And Supplies	50,433.00
5000-5999: Services And Other Operating Expenditures	32,960.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	After School Enrichment	3,620.00
4000-4999: Books And Supplies	After School Enrichment - Elementary	3,620.00
1000-1999: Certificated Personnel Salaries	Donations - PTA	2,000.00
4000-4999: Books And Supplies	Donations - PTA	4,000.00
5000-5999: Services And Other Operating	Donations - PTA	13,000.00
1000-1999: Certificated Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	3,170.00
1000-1999: Certificated Personnel Salaries	Program 201	15,060.00
2000-2999: Classified Personnel Salaries	Program 201	2,930.00
4000-4999: Books And Supplies	Program 201	6,250.00
5000-5999: Services And Other Operating	Program 201	11,960.00
4000-4999: Books And Supplies	Program 202	7,240.00
1000-1999: Certificated Personnel Salaries	School Allocation	5,420.00
2000-2999: Classified Personnel Salaries	School Allocation	3,500.00
4000-4999: Books And Supplies	School Allocation	17,350.00
5000-5999: Services And Other Operating	School Allocation	4,500.00
1000-1999: Certificated Personnel Salaries	TSSP	18,175.00
2000-2999: Classified Personnel Salaries	TSSP	7,500.00
4000-4999: Books And Supplies	TSSP	11,973.00
5000-5999: Services And Other Operating	TSSP	3,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	57,393.00
Goal 2	20,600.00
Goal 3	36,735.00
Goal 4	14,600.00
Goal 5	15,440.00

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
Claudia Olaciregui	X				
Dana Tynefiled				X	
Joey Mercer				X	
Shannon Wilkowski				X	
Miriam Hernandez				X	
Liliana Camacho				X	
Daniela Nagel			X		
Iris Morales		X			
Ismael Portillo		X			
Maribel Leon		X			
Numbers of members of each category:	1	3	1	5	0

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

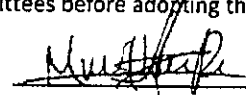
Name of ELAC Member	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Claudia Olaciregui	X				
Marianna Whaley		X			
Yesica Lepe			X		
Diana Pinto				X	
Rosalia Gil				X	
Miriam Hernandez				X	
Numbers of ELAC Members of each category:	1	1	1	3	0

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 11/16/2021.

Attested:

Claudia Olaciregui

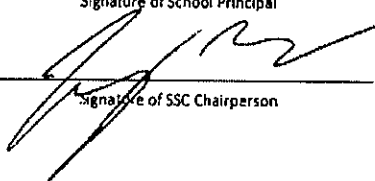
Typed Name of School Principal


Signature of School Principal

11/19/21
Date

Joey Mercer

Typed Name of SSC Chairperson


Signature of SSC Chairperson

2021/11/19
Date