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: November 17, 2022

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 17, 2022.

Table of Contents

District Mission and Vision

Mission: We inspire, prepare and empower every student

Vision: Every student, family, staff and community member is engaged and committed to learning in a collaborative, diverse and innovative partnership

District Values and Beliefs

We believe:
- Students and learning are at the center of all we do.
- Students thrive when presented with well-balanced, joyful learning experiences that challenge their academic, social, and emotional needs.
- Our diversity is a strength that builds students' capacities to be globally competent and culturally responsive citizens.
- Strong partnerships with students, families, educators, and the community are the foundation for creating an excellent education for each individual student.
- Learning experiences should engage students in academic excellence while building a collaborative community.
- Every student has a dynamic learner profile that must be considered when creating personalized learning experiences.
- Clear policies, procedures and responsible resource management support an effective school system.
- High expectations and continuous learning combined with a respectful and safe community create a positive educational environment.
- Modeling innovation and curiosity supports creativity and adaptability for learners.
- Students desire experiences that inspire, challenge, and build creativity and curiosity.
- Our backgrounds, life experiences, and aspirations are a strength of our community.

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 15 self-contained classrooms and two STEAM classrooms; three classrooms each at Kindergarten, First and Second grade, two classrooms at 3rd, 4th and 5th grade.

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

Gabriela Mistral's enrollment is approximately 352 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.

School Goal 1: Academic Achievement English Language Arts

By June 2023, there will be a 4-percentage-point increase (from 61% to 65%) 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 7% percentage point increase from 38% to 45%
- Socio-Economically Disadvantaged (SED): There will be a 7% point increase from 37% to 44%
- English Only (EO): There will be a 3% point increase from 85% to 88%.
- Hispanic/ Latino: There will be a 6% point increase from 47% to 53%.
- White: There will be a 3% point increase from 85% to 87%.

By June 2023, there will be a 4% increase, from 57% to 61%, in the percentage of Mistral students meeting their yearly growth targets in Reading as measured by the Annual Typical Growth on i-Ready diagnostic assessments (K-5)

Subgroup goals for iReady: By June 2023 all subgroups will make the following gains:
- Students with Disabilities (SWD): There will be a 7 percentage point increase from 31% to 38 %
- Socio-Economically Disadvantaged (SED): There will be a 5 percentage point increase from 45% to 50%
- English Only (EO): There will be a 3 percentage point increase from 70% to 73%
- Asian : There will be a 3 percentage point increase from 66% to 69%.
- Hispanic/ Latino: There will be a 6 percentage point increase from 51% to 56%.
- White: There will be a 3 percentage point increase from 65% to 68%.

Key Strategies:

(A) During and After School tutoring supervised by a teacher and instructional aide.
(B) Refine RTI process and design structured lessons based on data analysis during PLC.
(C) Assessment cycles using the district Universal Data Protocol in alignment with district data cycle calendar in order to monitor growth.
(D) Consistent iReady lesson practices throughout the week as part of small group instructions.
(E) Practice of differentiation on a regular basis.
(F) Design lessons based on priority standards.
(G) Provide opportunities for vertical alignment.
(H) Calibration of writing assessments three times a year.
(I) 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).
(J) 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.
(K) Purposeful principal and instructional coach walkthroughs (separately) to give feedback aligned to strategic goals.
(L) Covid Recovery focus - tutoring after school, fine motor activities, RTI, differentiation
(M) Assess and monitor Spanish language development, plan for SLD instruction
(N) Provide small-group Response to Instruction (RTI) time through STEAM classes.

School Goal 2: Math

By June 2023, there will be a 5-percentage-point increase, from 53% to 58%, 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 8% percentage point increase from 23% to 31% in the number of students meeting or exceeding standards in Math as measured by CAASPP (3-5).
- Socio-Economically Disadvantaged (SED): There will be an 9% point increase from 31% to 40% in the number of students meeting or exceeding standards in Math as measured by CAASPP (3-5).
- English Only (EO): There will be a 2% point increase from 81% to 84% in the number of students meeting or exceeding standards in Math as measured by CAASPP (3-5).
- Hispanic/ Latino: There will be a 6 percentage point increase from 34% to 40%.
- White: There will be a 2 percentage point increase from 88% to 90%.

By June 2023, there will be a 5-percentage point increase (from 47% to 52%) in the number of students meeting their yearly growth targets in Math as measured by the iReady diagnostic assessments. (Grades K-5).

Subgroup goals: By June 2023 all subgroups will make the following gains:

- Students with Disabilities (SWD): There will be an 6 percentage point increase from 40% to 46%
- Socio-Economically Disadvantaged (SED): There will be a 6 percentage point increase from 41% to 47%
- English Only (EO): There will be a 4 percentage point increase from 56% to 60%
- Asian : There will be a 4 percentage point increase from 56% to 60%.
- Hispanic/ Latino: There will be a 6 percentage point increase from 41% to 47%.
- White: There will be a 4 percentage point increase from 58% to 62%.

Key Strategies:

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 practices
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 (separately) with specifically targeted items for use of differentiation, interactions, 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)Assessment cycles using the district Universal Data Protocol in alignment with district data cycle calendar in order to monitor growth.
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) PLCs focused on vertical alignment to address the learning loss.

School Goal 3 - Academic Achievement - English Language Learners

a. By June 2023, the number of LTEL/At-Risk of becoming LTEL students will decrease by 20% from 20 to 16.

b. By June 2023, there will be a 1 percentage point increase from 88 % to 89 % in the percentage of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the CAASPP.

c. By June 2023, 100% of all English Learners that score a Level 4 on the ELPAC will reclassify and the percentage of ELs scoring at least one overall level higher (or maintaining a 4) as compared to the previous year will increase from 52 % to 57%

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.
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 and Academic Vocabulary 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.
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) in three protected periods weekly with small-group instruction embedded to support students at their proficiency level.

J) SCEF and principal communicate consistently and frequently with families of at-risk students.
K) Provide parent education classes and resources for families to support students at home.

L) Monitor LTELs by Principal, EL Coordinator and At Risk Supervisor and provide during and after school tutoring in ELA or Math
M) Implement the 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.
N) Plan for SLD period for students learning Spanish as a second language.

Goal 4 - Social Emotional Health and Wellness

By June 2023, there will be a 3 % percentage point increase from 72 % to 75 % 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) Implement Sown to Grow district-wide socio-emotional learning program.
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) Consistently implement Action Alert before office referral for minor, repeated offenses. Implement positive interventions, family contact, and logical consequences.
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 2023, the average student attendance rate for the school will be at or above 97%.
By June 2023, the average chronic absenteeism rate overall will decrease from 15% to 10%, and for the Hispanic subgroup will decrease from 11% to 7% based on state chronic absenteeism data.
By June 2023, there will be a 1 % increase from 95% to 96% 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) Implement Soul Shoppe program.
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) Send regular reminders home about attendance, tardies, and late pick-ups and support identified families with attendance and tardies.
H) Plan and host at least three multicultural events (increase from last year).
I) Professional development at staff meetings on positive reinforcement.
J) Creating a Quetzal newspaper for students supporting an inclusive learning environment.
K) School-based Parent University Series

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 and CAASPP data.

   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 School 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 is analyzed using the district data protocol for each data cycle.

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 1.5 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 fifth 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 as well as District Data Analysis Protocol and Data Cycles.

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.

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.

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 December, 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. In addition to these funding, our school will receive funds from program 201 Covid Recovery 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, professional development, and purchase of supplemental resources, and teacher hourly pay for PD, events, and after school tutoring.

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 out 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 using the district data protocol for each data cycle and design RTI lessons and specialized tutoring,

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 programatic 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 a 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	70	55	58	62	0	58	62	0	58	88.6	0.0	100.0
Grade 4	51	55	48	51	0	48	51	0	48	100	0.0	100.0
Grade 5	45	53	53	45	0	52	45	0	52	100	0.0	98.1
All Grades	166	163	159	158	0	158	158	0	158	95.2	0.0	99.4

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2477.0		2451.4	41.94		39.66	25.81		17.24	24.19		18.97	8.06		24.14
Grade 4	2537.1		2498.2	60.78		31.25	15.69		31.25	7.84		16.67	15.69		20.83
Grade 5	2576.2		2540.7	48.89		36.54	31.11		26.92	17.78		15.38	2.22		21.15
All Grades	N/A	N/A	N/A	50.00		36.08	24.05		24.68	17.09		17.09	8.86		22.15

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	45.16		25.86	41.94		56.90	12.90		17.24
Grade 4	45.10		27.08	39.22		62.50	15.69		10.42
Grade 5	53.33		28.85	37.78		59.62	8.89		11.54
All Grades	47.47		27.22	39.87		59.49	12.66		13.29

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	37.10		31.03	51.61		44.83	11.29		24.14
Grade 4	43.14		20.83	41.18		66.67	15.69		12.50
Grade 5	51.11		26.92	40.00		53.85	8.89		19.23
All Grades	43.04		26.58	44.94		54.43	12.03		18.99

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	29.03		20.69	64.52		68.97	6.45		10.34
Grade 4	49.02		25.00	47.06		66.67	3.92		8.33
Grade 5	35.56		17.31	60.00		71.15	4.44		11.54
All Grades	37.34		20.89	57.59		68.99	5.06		10.13

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	45.16		27.59	51.61		55.17	3.23		17.24
Grade 4	54.90		27.08	33.33		58.33	11.76		14.58
Grade 5	53.33		38.46	44.44		55.77	2.22		5.77
All Grades	50.63		31.01	43.67		56.33	5.70		12.66

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. CAASPP 2022 data shows that a significant decrease in the number of students at or above grade level in ELA in grades 3-5. A decrease of 13 percent points from 2019 CAASPP.

2. Significant declines occured for SED, (-12), SWD (-15), Hispanic/Latino (-13), and ELs (-16)

3. RFEP students made a 3-percent point growth over 2019 CAASPP.

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**		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	70	55	58	62	0	58	62	0	58	88.6	0.0	100.0
Grade 4	51	55	48	51	0	48	51	0	48	100	0.0	100.0
Grade 5	45	53	53	45	0	53	45	0	53	100	0.0	100.0
All Grades	166	163	159	158	0	159	158	0	159	95.2	0.0	100.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2463.1		2465.6	33.87		34.48	22.58		25.86	25.81		18.97	17.74		20.69
Grade 4	2556.0		2479.4	60.78		20.83	15.69		25.00	15.69		29.17	7.84		25.00
Grade 5	2574.3		2525.1	51.11		37.74	20.00		13.21	17.78		13.21	11.11		35.85
All Grades	N/A	N/A	N/A	47.47		31.45	19.62		21.38	20.25		20.13	12.66		27.04

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	37.10		39.66	33.87		37.93	29.03		22.41
Grade 4	66.67		27.08	19.61		39.58	13.73		33.33
Grade 5	57.78		41.51	26.67		26.42	15.56		32.08
All Grades	52.53		36.48	27.22		34.59	20.25		28.93

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	43.55		34.48	41.94		41.38	14.52		24.14
Grade 4	62.75		25.00	23.53		43.75	13.73		31.25
Grade 5	46.67		35.85	37.78		37.74	15.56		26.42
All Grades	50.63		32.08	34.81		40.88	14.56		27.04

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	46.77		41.38	43.55		46.55	9.68		12.07
Grade 4	56.86		25.00	31.37		45.83	11.76		29.17
Grade 5	51.11		26.42	33.33		52.83	15.56		20.75
All Grades	51.27		31.45	36.71		48.43	12.03		20.13

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall Math percentage of students who scored Standard Met or Exceeded declined from 68% to 53% 2019 to 2022

2. Third grade percentage of students who scored Standard Met or Exceeded increased slightly from 57% to 60% ,2019 to 2022. Fourth and fifth grades decreased significantly: 4th grade from 76% to 46% and 5th grade from 71% to 51%.

3. The percentage of all students that scored in Standard Not Met increased from 13% to 27%.

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
Grade K	1410.4	1428.6	1367.9	28
Grade 1	1420.5	1447.9	1392.6	17
Grade 2	1485.9	1490.6	1480.8	27
Grade 3	1493.2	1501.6	1484.2	29
Grade 4	1503.0	1509.6	1495.9	18
Grade 5	1540.2	1539.2	1540.6	13
All Grades				132

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	14.29	42.86	39.29	3.57	28
1	35.29	47.06	11.76	5.88	17
2	7.41	33.33	44.44	14.81	27
3	0.00	55.17	34.48	10.34	29
4	11.11	38.89	38.89	11.11	18
5	0.00	30.77	38.46	30.77	13
All Grades	10.61	42.42	35.61	11.36	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	21.43	50.00	14.29	28
1	11.76	41.18	35.29	11.76	17
2	3.70	18.52	48.15	29.63	27
3	0.00	3.45	65.52	31.03	29
4	0.00	22.22	33.33	44.44	18
5	0.00	0.00	53.85	46.15	13
All Grades	5.30	17.42	49.24	28.03	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	17.86	78.57	3.57	0.00	28
1	82.35	5.88	11.76	0.00	17
2	14.81	33.33	44.44	7.41	27
3	20.69	62.07	10.34	6.90	29
4	33.33	55.56	5.56	5.56	18
5	7.69	46.15	38.46	7.69	13
All Grades	27.27	50.00	18.18	4.55	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	7.14	75.00	17.86	28
1	23.53	58.82	17.65	17
2	22.22	70.37	7.41	27
3	20.69	72.41	6.90	29
4	27.78	50.00	22.22	18
5	23.08	76.92	0.00	13
All Grades	19.70	68.18	12.12	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	25.00	53.57	21.43	28
1	11.76	64.71	23.53	17
2	37.04	59.26	3.70	27
3	62.07	37.93	0.00	29
4	55.56	44.44	0.00	18
5	92.31	7.69	0.00	13
All Grades	44.70	46.97	8.33	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	0.00	85.71	14.29	28
1	5.88	17.65	76.47	17
2	11.11	70.37	18.52	27
3	6.90	58.62	34.48	29
4	0.00	72.22	27.78	18
5	23.08	61.54	15.38	13
All Grades	6.82	63.64	29.55	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
K	14.29	53.57	32.14	28
1	0.00	29.41	70.59	17
2	22.22	62.96	14.81	27
3	6.90	82.76	10.34	29
4	5.56	61.11	33.33	18
5	23.08	69.23	7.69	13
All Grades	12.12	61.36	26.52	132

Conclusions based on this data:

1. No students in grades 3-5 scored Level 4 in oral language.

2. In all domains, the majority of students scored at the Somewhat/Moderately level.

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

Reading - Diagnostic 3 2021-2022			
	Tier 1	**Tier 2**	**Tier 3**
MVWSD Overall	69%	16%	15%
Asian	91%	6%	3%
Hispanic/Latino	39%	30%	31%
White	84%	9%	7%
SWD	35%	22%	43%
Not SWD	73%	15%	12%
SED	34%	31%	35%
Not SED	84%	10%	6%
EL	27%	32%	41%
EO	83%	11%	6%
IFEP	88%	10%	2%
RFEP	64%	18%	18%
0	86%	14%	0%
1	71%	28%	1%
2	68%	18%	14%
3	78%	8%	14%
4	67%	20%	13%
5	62%	16%	22%
6	60%	15%	25%
7	66%	9%	25%
8	61%	15%	24%

Reading Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	**Met**	**Not Met**
MVWSD Overall	62%	38%
Asian	68%	32%
Hispanic/Latino	54%	46%
White	66%	34%

Reading Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
SWD	53%	47%
Not SWD	63%	37%
SED	51%	49%
Not SED	67%	33%
EL	51%	49%
EO	66%	34%
IFEP	67%	33%
RFEP	59%	41%
0	66%	34%
1	64%	36%
2	60%	40%
3	68%	32%
4	62%	38%
5	62%	38%
6	56%	44%
7	61%	39%
8	56%	44%

Math - Diagnostic 3 2021-2022			
	Tier 1	Tier 2	Tier 3
MVWSD Overall	66%	21%	13%
Asian	92%	7%	2%
Hispanic/Latino	33%	37%	29%
White	82%	13%	5%
SWD	31%	27%	43%
Not SWD	70%	20%	10%
SED	29%	38%	33%
Not SED	81%	13%	5%
EL	25%	41%	33%
EO	78%	14%	7%
IFEP	86%	11%	3%

Math - Diagnostic 3 2021-2022			
RFEP	63%	21%	16%
0	74%	26%	0%
1	69%	28%	3%
2	63%	26%	11%
3	72%	18%	9%
4	68%	17%	14%
5	65%	18%	18%
6	62%	18%	20%
7	61%	17%	22%
8	56%	17%	27%

Math Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
MVWSD Overall	61%	39%
Asian	71%	29%
Hispanic/Latino	49%	51%
White	67%	33%
SWD	47%	53%
Not SWD	63%	37%
SED	49%	51%
Not SED	66%	34%
EL	51%	49%
EO	64%	36%
IFEP	66%	34%
RFEP	62%	38%
0	58%	42%
1	59%	41%
2	53%	47%
3	70%	30%
4	63%	37%
5	70%	30%
6	56%	44%
7	62%	38%

Math Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
8	59%	41%

Gabriela Mistral Elementary School

Reading - Diagnostic 3 2021-2022			
	Tier 1	Tier 2	Tier 3
Gabriela Mistral Elementary School Overall	60%	30%	11%
Asian	94%	6%	0%
Hispanic/Latino	43%	43%	14%
White	80%	12%	7%
SWD	23%	51%	26%
Not SWD	64%	27%	9%
SED	34%	46%	20%
Not SED	86%	13%	1%
EL	27%	51%	22%
EO	90%	8%	2%
IFEP	69%	29%	2%
RFEP	83%	11%	6%
0	68%	32%	0%
1	57%	43%	0%
2	56%	25%	19%
3	67%	19%	14%
4	49%	43%	9%
5	58%	13%	28%

Reading Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
Gabriela Mistral Elementary School Overall	57%	43%
Asian	66%	34%
Hispanic/Latino	51%	49%
White	65%	35%
SWD	31%	69%
Not SWD	60%	40%
SED	45%	55%

Reading Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
Not SED	69%	31%
EL	47%	53%
EO	70%	30%
IFEP	50%	50%
RFEP	50%	50%
0	51%	49%
1	54%	46%
2	54%	46%
3	62%	38%
4	68%	32%
5	55%	45%

Math - Diagnostic 3 2021-2022			
	Tier 1	Tier 2	Tier 3
Gabriela Mistral Elementary School Overall	51%	37%	11%
Asian	84%	16%	0%
Hispanic/Latino	35%	49%	17%
White	73%	22%	5%
SWD	29%	51%	20%
Not SWD	54%	36%	10%
SED	27%	54%	19%
Not SED	77%	20%	3%
EL	18%	59%	22%
EO	82%	15%	3%
IFEP	60%	40%	0%
RFEP	78%	17%	6%
0	48%	52%	0%
1	54%	42%	4%
2	46%	38%	15%
3	57%	34%	9%
4	45%	34%	21%

Math - Diagnostic 3 2021-2022			
5	58%	19%	23%

Math Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
Gabriela Mistral Elementary School Overall	47%	53%
Asian	56%	44%
Hispanic/Latino	41%	59%
White	58%	42%
SWD	40%	60%
Not SWD	48%	52%
SED	41%	59%
Not SED	54%	46%
EL	39%	61%
EO	56%	44%
IFEP	48%	52%
RFEP	56%	44%
0	37%	63%
1	54%	46%
2	42%	58%
3	59%	41%
4	40%	60%
5	51%	49%

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 2023, there will be a 4-percentage-point increase (from 61% to 65%) 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 7% percentage point increase from 38% to 45% • Socio-Economically Disadvantaged (SED): There will be a 7% point increase from 37% to 44% • English Only (EO): There will be a 3% point increase from 85% to 88%. • Hispanic/ Latino: There will be a 6% point increase from 47% to 53%. • White: There will be a 3% point increase from 85% to 87%. By June 2023, there will be a 4% increase, from 57% to 61%, in the percentage of Mistral students meeting their annual growth target on the district iReady assessment. Subgroup goals for iReady: By June 2023 all subgroups will make the following gains: • Students with Disabilities (SWD): There will be a 7% percentage point increase from 31% to 38 % • Socio-Economically Disadvantaged (SED): There will be a 5 percentage point increase from 45% to 50% • English Only (EO): There will be a 3 percentage point increase from 70% to 73% • Asian : There will be a 3 percentage point increase from 66% to 69%. • Hispanic/ Latino: There will be a 6 percentage point increase from 51% to 56%. • White: There will be a 3 percentage point increase from 65% to 68%.

Data Used to Form this Goal:

- CAASPP & iReady D3 from 2022
- 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:

2021-22 CAASPP ELA
Overall there was a decrease from 74% to 61% in percentage of students meeting or exceeding standard

RFEP students improved 3%, all other subgroup scores decreased:
EL -16%
SED -12%
SWD -15%
Hispanic/Latino -13%

In iReady Reading 60% of students scored in Tier 1 and 57% of students met their Annual Typical Growth target.

27% of EL students scored in Tier 1 and 47% of EL students met their Annual Typical Growth target.
23% of SWD students scored in Tier 1 and 34% of SED students scored in Tier 1
31% of SWD students scored in Tier 1 and 45% of SED students scored in Tier 1
83% of RFEP students in Tier 1, 50% of RFEP students met ATG

66% MVWSD 61% Mistral CAASPP proficiency
On Diagnostic 3 iReady Reading, Mistral had 9% fewer students scoring at Tier 1 compared to MVWSD as a whole, 60% to 69%
Mistral had 5% fewer students meeting their Annual Growth Target (57%) compared to the district overall MVWSD (62%)

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
Purchase supplemental materials to support fine motor coordination in	Nov, Dec. 2022	Principal	supplemental handwriting materials	4000-4999: Books And Supplies	Covid Recovery Funds	3878

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
handwriting to recover from lack of practice during pandemic. District OT to provide information and demonstration of fine motor exercises to support legible handwriting.						
Professional Development: • Instructional coach supports implementation of curriculum- conducts demo lessons for teachers, provide PD to teams, and support data analysis to guide planning and instruction. • Continue rigorous walkthrough cycle by principal, each class 3x monthly. Principal to provide feedback to teachers on content and language, SIOP strategies and interactions, frequent opportunities for communication and differentiation. • Follow up professional development by Principal and Coach provided to teachers after district professional development days for continued support and implementation of district initiatives. These PDs will take place at staff meetings or after school.	Aug - May	Principal, Instructional Coach	No additional cost. Part of regular job responsibility. Teacher Hourly	1000-1999: Certificated Personnel Salaries	TSSP	4810

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Training for staff in use of new SLA assessment, program reports, data analysis. Teachers will analyze and utilize SLA assessment data to design instructional support and plan for differentiation to support varied student needs. Data analysis conducted after every trimester assessment during staff meeting and PLC time.	Oct-May	Principal, Coach	Teacher Hourly	1000-1999: Certificated Personnel Salaries	TSSP	3,000
Contract with tutoring service and/or pay teachers to provide before or after school tutoring	Nov - May 2022	Principal, Teachers	contracts	5800: Professional/Consulting Services And Operating Expenditures	Covid Recovery Funds	3,000
			hourly rate	1000-1999: Certificated Personnel Salaries	Covid Recovery Funds	2,000
			contracts	5800: Professional/Consulting Services And Operating Expenditures	Donations - General	2,000
Data Analysis: • Review student assessment data with teachers and families for progress monitoring, aligned with district-wide data cycles • Provide opportunities for vertical and horizontal data analysis and planning with grade level teams. Meetings will be conducted after diagnostic assessment	aligned with district data cycles Nov, March, May	Principal Instructional Coach Teachers	Extended duty cost for after hours and data analysis.	1000-1999: Certificated Personnel Salaries	TSSP	2234

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
administration.						
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	11048
			Materials and supplies for school functioning.	4000-4999: Books And Supplies	Donations - General	4478
Teacher resources for academic instruction based on standards. 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	9490
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, including 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	3366
				4000-4999: Books And Supplies	Donations - PTA	6,000
				4000-4999: Books And Supplies	School Allocation	3490
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Aug-June	Principal				
Implement new or revised strategies based on revision of plan	Aug-June	Principal				

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 2023, there will be a 5-percentage-point increase, from 53% to 58%, 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 8% percentage point increase from 23% to 31% in the number of students meeting or exceeding standards in Math as measured by CAASPP (3-5).
- Socio-Economically Disadvantaged (SED): There will be an 9% point increase from 31% to 40% in the number of students meeting or exceeding standards in Math as measured by CAASPP (3-5).
- English Only (EO): There will be a 2% point increase from 81% to 84% in the number of students meeting or exceeding standards in Math as measured by CAASPP (3-5).
- Hispanic/ Latino: There will be a 6 percentage point increase from 34% to 40%.
- White: There will be a 2 percentage point increase from 88% to 90%.

By June 2023, there will be a 5-percentage point increase (from 47% to 52%) in the number of students meeting their yearly growth targets in Math as measured by the Annual Typical Growth on i-Ready diagnostic assessments (K-5)

Subgroup goals: By June 2023 all subgroups will make the following gains:

- Students with Disabilities (SWD): There will be an 6 percentage point increase from 40% to 46%
- Socio-Economically Disadvantaged (SED): There will be a 6 percentage point increase from 41% to 47%
- English Only (EO): There will be a 4 percentage point increase from 56% to 60%
- Asian : There will be a 4 percentage point increase from 56% to 60%.
- Hispanic/ Latino: There will be a 6 percentage point increase from 41% to 47%.
- White: There will be a 4 percentage point increase from 58% to 62%.

Data Used to Form this Goal:

- CASSPP Math & iReady D3 from 2022
- 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:

2021-22 CAASPP ELA Goals
Prior year goal was not met as there was a 14% decrease from 67% to 53% meeting or exceeding standard

All subgroup CAASPP scores decreased:
EL -17%
Hispanic/Latino -15%
SWD -21%
SED -2%
RFEP -5%

In trimester 3 of 2021-22 school year, on iReady Math 51% of students scored in Tier 1 for Math and 47% of all students met Annual Typical Growth
18% of EL students were Tier 1
39% of EL students met Annual Typical Growth
40% of SWD students and 41% of SED students met Annual Typical Growth

Fewer Mistral students scored at Tier 1 on Math Diagnostic 3: Mistral 60% MVWSD 66%
Fewer Mistral students met their Annual Typical Growth Target : Mistral 47%   MVWSD 61%

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
Instructional coach and Principal support implementation with fidelity of Eureka Math curriculum by providing demo lessons and professional development to grade level teams focusing this year on differentiation and problem solving.	August - May	Principal Instructional Coach Teachers	Hourly rate for after hours trainings.	1000-1999: Certificated Personnel Salaries	TSSP	1900
			Multi Funded	1000-1999: Certificated Personnel Salaries	Donations - PTA	2000
Principal to conduct classroom walkthroughs and provide teacher feedback on site and district initiatives- Differentiation strategies to support students. Feedback will	August - May	Principal	No additional cost. 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
also be provided on Dual Language Immersion practices for grade levels that teach Math in Spanish.						
Increase student confidence and self-esteem through the use of tutoring service to support small group instruction in 4th and 5th grade (FEV) to recover academic loss Fourth and Fifth Graders will benefit from FEV tutoring in specific math areas. Contract with tutoring service and/or pay teachers to provide before or after school tutoring	Jan-May	FEV tutors and teachers	District Funded			
Purchase of enrichment instructional materials for Tier 1 students - Art of Problem Solving, to enhance self-esteem and growth mindset.	October - May	Teachers Instructional Coach	Math booklets and instructional materials	4000-4999: Books And Supplies	Covid Recovery Funds	2230
Explore additional teacher Professional Development through the county office with a focus on mathematical practices. In consultation with Ed Services department finalize details of math PD.	August - May	Principal	Anticipated cost for consultant contract	5000-5999: Services And Other Operating Expenditures	School Allocation	7930
Teachers will use the district data protocol to identify strengths and focus areas. Next steps for instruction will be designed based on this data analysis.	aligned with district data cycles	Principal	No additional Cost ,Part of regular job responsibilities			
Analyze data from benchmarks, observations, and feedback and revise plan as needed Implement new or revised strategies based on revision of plan.	October - May	Principal	No additional cost			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In trimesters 2 and 3, Grades 3-5 will dedicate instructional time preparing students by teaching the transfer of math vocabulary from Spanish to English. Test prep periods in English will take place starting in March to prepare students for CAASPP.	Nov - May	Principal Teachers	No additional cost			

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
    ● **School Goal 3.a - LTEL/At-RIsk Goal**
    ● **School Goal 3.b - RFEP Goal**
    ● **School Goal 3.c - ELPAC Goal**

School Goal 3 - Academic Achievement - English Language Learners a. By June 2023, the number of LTEL/At-Risk of becoming LTEL students will decrease by 20% from 20 to 16. b. By June 2023, there will be a 1 percentage point increase from 88 % to 89 % in the percentage of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the CAASPP. c. By June 2023, 100% of all English Learners that score a Level 4 on the ELPAC will reclassify and the percentage of ELs scoring at least one overall level higher (or maintaining a 4) as compared to the previous year will increase from 52 % to 57%
Data Used to Form this Goal:
ELPAC and iReady reading D3 from 2022

Findings from the Analysis of this Data:

A high percentage of students are not scoring at least one level higher on the ELPAC (48%).

Continuing factors that can support meeting the goal of increasing the percentage of students who score one level higher:

- intensify SIOP implementation across the board.
- Professional development in the integration of ELD in ELA with a focus on language objectives, interactions, and academic vocabulary.
- 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
Supplemental Instructional materials to support language development			instructional materials and supplies	4000-4999: Books And Supplies	School Allocation	1000
Research effective practices to implement SLD consistently in 23-24, develop plan in Spring 2023	Nov - May	Principal				
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 provided 3 paid hours every trimester after school.	Aug - May	Principal Instructional Coach Teaching Staff	Extended Duty Cost	1000-1999: Certificated Personnel Salaries	TSSP	6200
Provide a workshop each trimester for English Learner students by grade level for students in grades 2-5: to help them understand the process of reclassification, to help them understand the benefits of bilingualism, to give them strategies for practicing English outside of school, understanding the ELPAC test	Nov - May	Principal, Grade Level Team	No additional cost			
Implementation of SIOP strategies:	8/21-6/22	Principal	No additional cost.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Lesson Planning with a focus on • Language Objectives • Vocabulary Development 2. Building background knowledge 3. Student Interactions and academic vocabulary		Instructional Coach Teaching Staff				
Ongoing professional development on SIOP strategies to support English Learners	8/13-6/3	Principal EL Coach Instructional Coach	Certificated hourly rate	2000-2999: Classified Personnel Salaries	TSSP	1200
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	Donations - PTA	3620
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 ● **School Goal 4.a - Parent Goal** ● **School Goal 4.b - Student Goal**
By June 2023, there will be a 3 % percentage point increase from 72 % to 75 % 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 CHAC personnel conduct small group student meetings focused on socio emotional activities and well being CHAC grade level workshops K-5	Aug - May	Principal SCEF CHAC personnel	No additional cost. District Partnership			
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	Covid Recovery Funds	1434
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	Covid Recovery Funds	1044
Schoolwide and Grade Level Assemblies - STEM, Leadership	Aug - May	Principal	contract costs	5800: Professional/Consulting Services And Operating Expenditures	After School Enrichment - Elementary Schools	2310
Train and Implement Soul Shoppe	Nov-May	Principal, SCEF, ARIS, Teachers	Program Package Elevate Empathy and Practice Peace	5800: Professional/Consulting Services And Operating Expenditures	Covid Recovery Funds	20,950

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) lessons and activities. Continue monthly Quetzal Assemblies to recognize students demonstrating the school values	Aug - May	Principal Teachers SCEF	Supplies and materials	4000-4999: Books And Supplies	Covid Recovery Funds	614
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	Covid Recovery Funds	500
Additional PD to implement Sown to Grow SEL Curriculum consistently at all grades.	Nov - May	Principal, Teachers	Hourly rate for additional PD	1000-1999: Certificated Personnel Salaries	Covid Recovery Funds	1000
Continue student leadership opportunity- a student led 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	Covid Recovery Funds	1450
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	Parent Engagement (PIQE/FEI/PU) TSSP	3500 3500
Analyze data from benchmarks, observations, and feedback and revise plan as needed 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

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School Goal #5

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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
    ● **School Goal 5.a - Attendance Goal**
    ● **School Goal 5.b - Chronic Absenteeism Goal**
    ● **School Goal 5.c - Welcoming Environment Goal**

By June 2023, the average student attendance rate for the school will be at or above 97%. By June 2023, the average chronic absenteeism rate overall will decrease from 15% to 10%, and for the Hispanic subgroup will decrease from 11% to 7% based on state chronic absenteeism data. By June 2023, there will be a 1 % increase from 95% to 96% 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.
Data Used to Form this Goal:
Parents' and Students' LCAP survey.
Findings from the Analysis of this Data:

There was a high percentage of students with chronic absenteeism in comparision to most other district schools.
Gabriela Mistral needs to continue working on school climate to improve in the percentage of families that feel a welcoming environment on campus.
 	
Contributing Factors to these percentages:
    • COVID-19 cases and absence requirements
    • 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	After School Enrichment - Elementary Schools	1000
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. Project Cornerstone/Los Dichos: Parents will support teachers with videos for the Project Cornerstone/Los Dichos program.	Aug - May	Principal and school staff	No additional cost Project Cornerstone PTA funded			
Send regular reminders home about attendance, tardies, and late pick-ups. SCEF, Aris, Secretaries and Principals identify attendance cases at weekly Huddle for further action by SCEF and/or ARIS	Aug - May	Principal SCEF ARIS Secretary Attendance Clerk	No additional cost. Part of regular job responsibilities			
Extend daily hours to 7 hours (to .875 FTE) for Attendance clerk to help	Oct - May	Principal Attendance Clerk	Classified hourly rate	2000-2999: Classified Personnel Salaries	School Allocation	8917

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and coordinate leadership groups and ensure student leadership programs to run effectively.						
Provide workshops for Kindergarten parents on the importance of school attendance starting in Kindergarten, combined with strategies for promoting independence and joy of learning	Oct-May	Principal, SCEF, Kindergarten Team	Hourly rate	1000-1999: Certificated Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	500
Analyze data from benchmarks, observations, and feedback and revise plan as needed						
Implement new or revised strategies based on revision of plan						
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.	1000-1999: Certificated Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	1721
			Materials for projects	4000-4999: Books And Supplies	After School Enrichment - Elementary Schools	500
			Materials	4000-4999: Books And Supplies	School Facility	352
Implement schoolwide community building events			Teacher hourly to plan and attend	1000-1999: Certificated Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	1000
			supplies	4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	285
			supplies	4000-4999: Books And Supplies	Donations - PTA	1097

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent University Extension Series: Provide parent trainings such as language development support, raising a bilingual child, socio-emotional wellness, in collaboration with ELRise (SCCOE) Provide childcare	Oct-May	SCEF, Principal	Teacher Hourly	1000-1999: Certificated Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	1000
			childcare	2000-2999: Classified Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	500
			materials and Supplies	4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	500
			childcare	2000-2999: Classified Personnel Salaries	Donations - PTA	500

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	24,289	32,385	0.00
School Facility	264	352	0.00
Covid Recovery Funds	28,575	38,100	0.00
TSSP	28,800	38,400	0.00
After School Enrichment -	2,858	3,810	0.00
Parent Engagement	6,754	9,006	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
After School Enrichment - Elementary Schools	3,810.00
Covid Recovery Funds	38,100.00
Donations - General	6,478.00
Donations - PTA	13,217.00
Parent Engagement (PIQE/FEI/PU)	9,006.00
School Allocation	32,385.00
School Facility	352.00
TSSP	38,400.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	35,135.00
2000-2999: Classified Personnel Salaries	12,551.00
4000-4999: Books And Supplies	54,372.00
5000-5999: Services And Other Operating Expenditures	7,930.00
5800: Professional/Consulting Services And Operating	28,260.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	After School Enrichment - Elementary	1,500.00
5800: Professional/Consulting Services And	After School Enrichment - Elementary	2,310.00
1000-1999: Certificated Personnel Salaries	Covid Recovery Funds	4,450.00
2000-2999: Classified Personnel Salaries	Covid Recovery Funds	1,434.00
4000-4999: Books And Supplies	Covid Recovery Funds	8,266.00
5800: Professional/Consulting Services And	Covid Recovery Funds	23,950.00
4000-4999: Books And Supplies	Donations - General	4,478.00
5800: Professional/Consulting Services And	Donations - General	2,000.00
1000-1999: Certificated Personnel Salaries	Donations - PTA	5,620.00
2000-2999: Classified Personnel Salaries	Donations - PTA	500.00
4000-4999: Books And Supplies	Donations - PTA	7,097.00
1000-1999: Certificated Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	4,221.00
2000-2999: Classified Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	500.00
4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	4,285.00
2000-2999: Classified Personnel Salaries	School Allocation	8,917.00
4000-4999: Books And Supplies	School Allocation	15,538.00
5000-5999: Services And Other Operating	School Allocation	7,930.00
4000-4999: Books And Supplies	School Facility	352.00
	TSSP	3,500.00
1000-1999: Certificated Personnel Salaries	TSSP	20,844.00
2000-2999: Classified Personnel Salaries	TSSP	1,200.00
4000-4999: Books And Supplies	TSSP	12,856.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	61,494.00
Goal 2	14,060.00
Goal 3	12,020.00
Goal 4	36,302.00
Goal 5	17,872.00

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				
Dara Tynefield				X	
Elaine Zuber				X	
Shannon Wilkowski				X	
Miriam Hernandez				X	
Liliana Camacho				X	
Nelson Brasil			X		
Iris Morales		X			
Carmen Garcia		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.
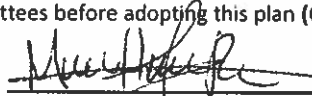
ELAC Membership

Name of ELAC Member	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Claudia Olaciregui	X				
Irma Valdez		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)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 11/17/22.

Attested:

Claudia Olaciregui
_____
Typed Name of School Principal

Signature of School Principal   11/7/22
                                   Date

Dara Tynefield
_____
Typed Name of SSC Chairperson

Signature of SSC Chairperson   11/7/22
                                   Date