

# 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 7, 2023

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 December 7, 2023.**

## Table of Contents

District Mission and Vision .....	3
School Profile.....	3
Comprehensive Needs Assessment Components .....	6
Data Analysis .....	6
Analysis of Current Instructional Program .....	6
Description of Barriers and Related School Goals .....	8
School and Student Performance Data .....	10
CAASPP Results (All Students) .....	10
ELPAC Results .....	14
iReady Diagnostic 3 Results .....	17
Planned Improvements in Student Performance .....	23
School Goal #1 .....	23
School Goal #2 .....	28
School Goal #3 .....	32
School Goal #4 .....	36
School Goal #5 .....	40
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

## 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 4,500. 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. Mistral is one of two 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 self-contained classrooms and two STEAM classrooms; Our school counts with one Transitional Kinder, three classrooms each at Kindergarten, First, Second, and third grade, and two classrooms 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 committed to providing an welcoming and caring environment that promotes and reinforces a safe campus where ALL students can attain his or her highest potential.

Gabriela Mistral's enrollment is approximately 378 students. The school has a culturally and linguistically diverse population with the main ethnic representation being 71% Hispanic, 16% White, and 3% Asian. The school population includes 46% English Learners (EL), and 52% 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 choice program provides academic instruction in both languages by highly trained and specialized BCLAD teachers. Our students learn California standards in all subject areas, and become linguistically and academically fluent in both 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, and they learn Spanish Language Arts and Math in Spanish.

School Goal 1: Academic Achievement English Language Arts

By June 2024, there will be:

A 4% point increase (from 61% to 65%) in the number of students meeting or exceeding standards in English Language Arts as

measured by CAASPP (3-5)

A 8% percentage point increase (from 20% to 28%) in Students with Disabilities

A 7% point increase (from 35% to 42%) in students Socio-Economically Disadvantaged

A 1% point increase (from 90% to 91%) in English Only students

A 8% point increase (25% to 33%) in English Learners

A 6% point increase (from 42% to 48%) in Hispanic/ Latino students

A 1% point increase (from 89% to 90%) in White students

By June 2024:

\*100% of the students will meet or exceed their yearly growth target in Reading as measured by the Annual Typical Growth on iReady Diagnostic Assessment (K-5)

Key Strategies:

\*Refine Response to Instruction process and design structured lessons based on data analysis from PLC and collaboration time

\*Data Review Meetings and Universal Data Protocol Cycles

\*Assessment cycles using the district Universal Data Protocol in alignment with district data cycle calendar in order to monitor growth

\*instructional coach support for lesson designs and priority standards alignment

\*Calibration of writing assessments three times a year in order to adjust instruction

\*Integrate supplemental materials to support at risk students (Guided reading material, group books, leveled books to support all tiers, online programs such as iReady, Learning A-Z, and Learning Ally).

\*Purposeful principal walkthroughs in order to provide on time feedback aligned to strategic goals and school's instructional focus

\*Assess and monitor Spanish language development through iStation and formative assessments in order to plan for SLA and SLD instruction

\*Provide small-group Response to Instruction (RTI) and intervention groups during STEAM blocks

School Goal 2: Math

By June 2024, there will be:

A 5% point increase (from 50% to 55%) in the number of students meeting or exceeding standards in Math as measured by CAASPP (3-5)

A 8% percentage point increase (from 21% to 29%) in students Socio-Economically Disadvantaged

A 6% point increase (from 40% to 46%) in Students with Disabilities

A 2% point increase (from 81% to 83%) in English Only students

A 7% point increase (28% to 35%) in English Learners

A 7% point increase (from 31% to 38%) Hispanic/ Latino students

A 1% point increase (from 86% to 87%) in White students

By June 2024:

100% of the students will meet or exceed their yearly growth target in math as measured by the Annual Typical Growth on iReady Diagnostic Assessment (K-5)

Key Strategies

\*Refine Response to Instruction process and design structured lessons based on data analysis from PLC and collaboration time

\*Data Review Meetings and Universal Data Protocol Cycles

\*Differentiation

School Goal 3 - Academic Achievement - English Language Learners

By June 2024:

The number of students who are At-Risk of becoming LTEL or LTEL will decrease by 20%, from 13 to 10.

\*There will be a 3% percentage point increase in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the CAASPP.

\*100% of all English Learners that scored a Level 4 on the ELPAC will reclassify. Currently there are 16 students who will reclassify.

\*The percentage of ELs scoring at least one overall level higher (or maintaining a 4) as compared to the previous year will increase from 44% to 50%.

#### Key Strategies:

\*Integrated ELD (Focus on lesson preparation, key vocabulary, and feedback)

\*Designated ELD (Pre-assessments, small group instruction during ELA blocks, post assessments)

\*SIOP comprehensible input techniques

\*Use of supplemental materials such as Learning A-Z ELL edition and Learning Ally audiobooks for language learners in order to develop reading comprehension skills and language development

\*Close monitoring/regular check-ins with students at a level 4 on ELPAC

\*Professional development for designated ELD and SIOP strategies

\*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.

\*Provide small-group support based on ELPAC levels and class performance during ELD time (Within the ELA block).

\*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.

\*Provide planning time (vertical and horizontal) at faculty meetings and on planning days for data dives and planning for EL student achievement.

\*Provide release time (supported by coach) to see modeled lessons, visit other schools, study with coach/principal.

\*Conduct COST meetings to discuss interventions, Student Success Team (SSTs), and next steps (IEP or 504 when necessary) for at-risk students.

\*Provide English Language Development (ELD) in three protected periods weekly with small-group instruction embedded to support students at their proficiency level.

#### Goal 4 - Social Emotional Health and Wellness

\*By June 2024, Sown to Grow Student Check-in rate will improve from 59.5% to 65.4% as measured by the Sown to Grow report

\*By June 2024, Sown to Grow Teacher Response rate will improve from 17.7% to 19.5% as measured by the Sown to Grow report

\*By June 2024, there will be a 2.6-percentage point increase from 74% to 76.6% in the number of parents who agree or strongly agree that their students' social emotional needs were met as measured by the LCAP/Climate Survey

\*By June 2024, there will be a 3.4-percentage point increase from 66% to 69.4% in the number of students who agreed or strongly agreed that students at my school are treated with respect as measured by the LCAP/Climate Survey.

\*By June 2024, there will be a 8% point decrease from 77.78% to 69.78% for our Hispanic student group measured by the school suspension disproportionality data, and a 6% point decrease from 61.11% to 55.11% for our English Learner student group as measured by the school suspension disproportionality data.

#### Key Strategies:

\*Counseling Support

\*Cost and SST meetings to address behavior

\*SCEF/At Risk Support for students

\*Student Leadership Opportunities

\*Sensory/Calming supplies

\*Recess Reboot with Playworks

\*Tangible Incentives - Quetzal prizes

\*Sown to Grow professional development

\*Kiwico PBL kits for students and parents

#### Goal 5: Inclusive and Welcoming Culture

\*By June 2024, the average student attendance rate for the school will be at or above 97%.

\*By June 2024, the overall chronic absenteeism rate for will decrease by 0.8% from 8.14% to 7.33% based on District Chronic Absenteeism data

\*By June 2024, there will be a decrease of 2.9 % from 28.9% to 26% of our students with disabilities are chronically absent.

\*By June 2024, there will be a 1.2% increase from 88% to 89.2% 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:

- Principal's Coffees
- Weekly morning meetings
- Social media posts
- Classroom newsletters/communication at least 2 times a month
- School Attendance Review Team (SART) procedures
- Family Events
- Interpretation/Translation
- Parent University Extension 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, select strategies, and reassess. We use professional development days (Teacher Service Day), staff meeting time, and teacher collaboration time to evaluate strategies and plan formative and summative assessments, along with modifications to instruction. Data is also utilized to plan specific professional development for staff in order to address major areas of academic growth. Training on SIOP strategies, as well as other teaching strategies, allows teachers to 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 3 teachers in their first two years of teaching. Two teachers are participating in The New Teacher Project. All other teachers are considered "highly qualified". All but 3 teachers have a BCLAD credential. In addition to regular classroom teachers, Mistral has 1.5 certificated 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 sixth 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, end of the unit assessments, iReady Pre and Post Tests, 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. In addition to these assessments, at our Dual Immersion program, we use iStation as the benchmark Spanish assessment to track growth in the development of Spanish Language.

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 Universal 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 with their grade level team, plan together, and meet with other grade levels for vertical alignment.

### 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 principal, 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. Each teacher goes through 3 coaching cycles a year focused on areas of growth as well as the school's instructional focus. 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 aligned to our dual immersion program and socio-emotional learning. Living Classroom (garden) and CSMA support our believe of wholistic education, allowing all of our students to have access to a wide variety of learning opportunities. At Mistral, we foster students' leadership skills, and students participate in a variety of groups such as junior coaches, student council, Safety Patrol, and the Green Team.

Parents attend monthly principal Cafecitos, ELAC meetings, Project Cornerstone, and 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. At least three Parent University presentations are conducted yearly to support our parent community in areas for reading, math, and socio-emotional learning.

Communication is provided to families via phone, email, weekly newsletter, fliers, principal Cafecitos, 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 TK and 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, conduct Coordination of Service Team (COST) and 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. 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 COST (Coordination of Service Team) and SST (Student Success Team) meetings 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 monthly 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 high quality first instruction 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 to this, Mistral has two reading intervention teachers who work with our Tier 3 students in grades Kindergarten through fifth grade on a regular basis.

Mistral staff is composed of many bilingual employees and volunteers, including 80% 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.

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 Cafecitos 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 and office staff look 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	55	58	51	0	58	51	0	58	51	0.0	100.0	100.0
Grade 4	55	48	53	0	48	53	0	48	53	0.0	100.0	100.0
Grade 5	53	53	47	0	52	46	0	52	46	0.0	98.1	97.9
All Grades	163	159	151	0	158	150	0	158	150	0.0	99.4	99.3

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2451.4	2440.8		39.66	43.14		17.24	11.76		18.97	11.76		24.14	33.33
Grade 4		2498.2	2503.2		31.25	41.51		31.25	20.75		16.67	5.66		20.83	32.08
Grade 5		2540.7	2555.0		36.54	36.96		26.92	28.26		15.38	23.91		21.15	10.87
All Grades	N/A	N/A	N/A		36.08	40.67		24.68	20.00		17.09	13.33		22.15	26.00

Reading Demonstrating understanding of literary and non-fictional texts														
Grade Level	% Above Standard			% At or Near Standard			% Below Standard							
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23					
Grade 3		25.86	41.18		56.90	31.37		17.24	27.45					
Grade 4		27.08	28.30		62.50	50.94		10.42	20.75					
Grade 5		28.85	30.43		59.62	58.70		11.54	10.87					
All Grades		27.22	33.33		59.49	46.67		13.29	20.00					

Writing Producing clear and purposeful writing														
Grade Level	% Above Standard			% At or Near Standard			% Below Standard							
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23					
Grade 3		31.03	29.41		44.83	45.10		24.14	25.49					
Grade 4		20.83	30.19		66.67	54.72		12.50	15.09					
Grade 5		26.92	39.13		53.85	54.35		19.23	6.52					
All Grades		26.58	32.67		54.43	51.33		18.99	16.00					

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.69	17.65		68.97	56.86		10.34	25.49
Grade 4		25.00	26.42		66.67	60.38		8.33	13.21
Grade 5		17.31	26.09		71.15	65.22		11.54	8.70
All Grades		20.89	23.33		68.99	60.67		10.13	16.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		27.59	23.53		55.17	54.90		17.24	21.57
Grade 4		27.08	28.30		58.33	58.49		14.58	13.21
Grade 5		38.46	28.26		55.77	60.87		5.77	10.87
All Grades		31.01	26.67		56.33	58.00		12.66	15.33

**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 occurred for SED, (-12), SWD (-15), Hispanic/Latino (-13), and ELs (-16)
3. RFEF 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	55	58	51	0	58	51	0	58	51	0.0	100.0	100.0
Grade 4	55	48	53	0	48	53	0	48	53	0.0	100.0	100.0
Grade 5	53	53	47	0	53	46	0	53	46	0.0	100.0	97.9
All Grades	163	159	151	0	159	150	0	159	150	0.0	100.0	99.3

\* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2465.6	2453.8		34.48	41.18		25.86	15.69		18.97	15.69		20.69	27.45
Grade 4		2479.4	2479.0		20.83	26.42		25.00	15.09		29.17	32.08		25.00	26.42
Grade 5		2525.1	2539.9		37.74	32.61		13.21	19.57		13.21	28.26		35.85	19.57
All Grades	N/A	N/A	N/A		31.45	33.33		21.38	16.67		20.13	25.33		27.04	24.67

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		39.66	39.22		37.93	35.29		22.41	25.49
Grade 4		27.08	24.53		39.58	43.40		33.33	32.08
Grade 5		41.51	34.78		26.42	45.65		32.08	19.57
All Grades		36.48	32.67		34.59	41.33		28.93	26.00

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		34.48	37.25		41.38	31.37		24.14	31.37
Grade 4		25.00	20.75		43.75	54.72		31.25	24.53
Grade 5		35.85	26.09		37.74	50.00		26.42	23.91
All Grades		32.08	28.00		40.88	45.33		27.04	26.67

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		41.38	43.14		46.55	37.25		12.07	19.61
Grade 4		25.00	28.30		45.83	49.06		29.17	22.64
Grade 5		26.42	28.26		52.83	58.70		20.75	13.04
All Grades		31.45	33.33		48.43	48.00		20.13	18.67

**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 OVERALL LEVEL Growth between Summative 2022 and Summative 2023 - totals									
Decreased by 2 levels	Decreased by 1 level	Maintained a 1, 2, or 3	Increased by 1 level or maintained an overall 4	Increased by 2 levels	Increased by 3 levels	Grand Total	% who maintained a 4 or increase at least one level	% who maintained a 4 or increased at least one level AND whose home language is Spanish	% who increased or maintained a 4 and are SED
*	*	57	47	*		114	43.9%	41.2%	37.72%

ELPAC OVERALL LEVEL Growth between Summative 2022 and Summative 2023 - totals										
Grade	Decreased by 2 levels	Decreased by 1 level	Maintained a 1, 2, or 3	Increased by 1 level or maintained an overall 4	Increased by 2 levels	Increased by 3 levels	Grand Total	% who maintained a 4 or increase at least one level	% who maintained a 4 or increased at least one level AND whose home language is Spanish	% who increased or maintained a 4 and are SED
TK/K			*	*	*		*	50.0%	50.00%	50.00%
1	*	*	24	*	*		38	23.7%	21.05%	18.42%
2		*	12	12			25	48.0%	44.00%	36.00%
3		*	11	*			15	20.0%	20.00%	20.00%
4			*	15			18	83.3%	83.33%	77.78%
5			*	*			14	64.3%	57.14%	50.00%

2023 ELPAC Summative Overall Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	12	12	*	38
Grade 1	*	14	*	*	25
Grade 2	*	*	*	*	15
Grade 3		*	11	*	18
Grade 4			*	*	14
Grade 5	*	15	16	*	40
Grand Total	20	50	58	22	150

2023 ELPAC Summative Oral Language Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	*	15	*	38

2023 ELPAC Summative Oral Language Level					
Grade 1	*	*	14	*	25
Grade 2	*	*	*	*	15
Grade 3			*	14	18
Grade 4			*	*	14
Grade 5	*	11	16	*	40
Grand Total	16	24	59	51	150

2023 ELPAC Summative WritLangten Language Level					
Grade Level	1	2	3	4	Grand Total
Grade K	20	11	*	*	38
Grade 1	13	*	*	*	25
Grade 2	*	*			15
Grade 3	*	*	*		18
Grade 4	*	*	*		14
Grade 5	*	26	*	*	40
Grand Total	54	60	31	*	150

2023 ELPAC Summative Listening Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	14	18		38
Grade 1	*	19	*		25
Grade 2	*	11	*		15
Grade 3		*	*		18
Grade 4	*	*	*		14
Grade 5	*	27	*		40
Grand Total	15	88	47		150

2023 ELPAC Summative Speaking Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	26	*		38
Grade 1		14	11		25
Grade 2	*	*	*		15
Grade 3			18		18
Grade 4			14		14
Grade 5	*	26	*		40
Grand Total	20	72	58		150

2022 ELPAC Summative Reading Level					
Grade Level	1	2	3	4	Grand Total

2022 ELPAC Summative Reading Level					
Grade K	18	15	*		38
Grade 1	12	*	*		25
Grade 2	*	*			15
Grade 3	*	11			18
Grade 4	*	11	*		14
Grade 5	*	36	*		40
Grand Total	49	88	13		150

2023 ELPAC Summative Writing Level					
Grade Level	1	2	3	4	Grand Total
Grade K	17	20	*		38
Grade 1	*	13	*		25
Grade 2	*	11			15
Grade 3	*	15	*		18
Grade 4		*	*		14
Grade 5	16	20	*		40
Grand Total	48	88	14		150

**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 2022-2023			
	Tier 1	Tier 2	Tier 3
<b>MVWSD Overall</b>	66%	17%	17%
Asian	89%	8%	3%
Hispanic/Latino	35%	30%	35%
White	83%	10%	7%
SWD	34%	21%	45%
Not SWD	70%	17%	14%
SED	32%	30%	38%
Not SED	82%	11%	7%
EL	23%	32%	45%
EO	81%	12%	7%
IFEP	89%	9%	2%
RFEP	65%	17%	17%
0	78%	22%	0%
1	65%	28%	7%
2	67%	19%	14%
3	71%	9%	20%
4	66%	20%	14%
5	64%	17%	18%
6	56%	13%	31%
7	63%	11%	26%
8	61%	13%	26%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
<b>MVWSD Overall</b>	61%	39%
Asian	71%	29%
Hispanic/Latino	50%	50%
White	67%	33%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
SWD	52%	48%
Not SWD	62%	38%
SED	49%	51%
Not SED	66%	34%
EL	51%	49%
EO	64%	36%
IFEP	70%	30%
RFEP	56%	44%
0	63%	37%
1	60%	40%
2	65%	35%
3	65%	35%
4	63%	37%
5	65%	35%
6	54%	46%
7	57%	43%
8	53%	47%

Math - Diagnostic 3 2022-2023			
	Tier 1	Tier 2	Tier 3
<b>MVWSD Overall</b>	64%	21%	15%
Asian	91%	7%	2%
Hispanic/Latino	31%	37%	32%
White	84%	11%	5%
SWD	30%	28%	42%
Not SWD	68%	20%	12%
SED	28%	39%	33%
Not SED	82%	12%	6%
EL	23%	40%	37%
EO	79%	14%	7%
IFEP	86%	12%	2%

**Math - Diagnostic 3 2022-2023**

RFEP	63%	19%	18%
0	71%	29%	0%
1	65%	31%	4%
2	63%	28%	9%
3	67%	20%	13%
4	69%	15%	16%
5	69%	14%	17%
6	59%	17%	24%
7	57%	16%	27%
8	57%	14%	29%

<b>Math Annual Typical Growth 2022-2023 Students meeting their yearly growth targets</b>	<b>Met</b>	<b>Not Met</b>
<b>MVWSD Overall</b>	59%	41%
Asian	69%	31%
Hispanic/Latino	47%	53%
White	66%	34%
SWD	47%	53%
Not SWD	61%	39%
SED	47%	53%
Not SED	65%	35%
EL	49%	51%
EO	63%	37%
IFEP	68%	32%
RFEP	54%	46%
0	59%	41%
1	59%	41%
2	62%	38%
3	64%	36%
4	59%	41%
5	69%	31%
6	55%	45%
7	56%	44%

<b>Math Annual Typical Growth 2022-2023 Students meeting their yearly growth targets</b>	<b>Met</b>	<b>Not Met</b>
8	48%	52%

**Gabriela Mistral Elementary School**

<b>Reading - Diagnostic 3 2022-2023</b>			
	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<b>Gabriela Mistral Elementary School Overall</b>	55%	34%	11%
Asian	92%	8%	0%
Hispanic/Latino	42%	43%	15%
White	85%	15%	0%
SWD	27%	45%	27%
Not SWD	58%	33%	9%
SED	32%	50%	18%
Not SED	81%	17%	2%
EL	24%	53%	24%
EO	87%	13%	0%
IFEP	66%	34%	0%
RFEP	75%	25%	0%
0	53%	47%	0%
1	49%	40%	11%
2	56%	26%	18%
3	63%	16%	22%
4	55%	42%	4%
5	59%	28%	13%

<b>Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets</b>	<b>Met</b>	<b>Not Met</b>
<b>Gabriela Mistral Elementary School Overall</b>	58%	42%
Asian	69%	31%
Hispanic/Latino	54%	46%
White	63%	37%
SWD	61%	39%
Not SWD	58%	42%
SED	51%	49%

<b>Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets</b>	<b>Met</b>	<b>Not Met</b>
Not SED	65%	35%
EL	50%	50%
EO	67%	33%
IFEP	66%	34%
RFEP	50%	50%
0	41%	59%
1	58%	42%
2	68%	32%
3	61%	39%
4	62%	38%
5	61%	39%

<b>Math - Diagnostic 3 2022-2023</b>			
	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<b>Gabriela Mistral Elementary School Overall</b>	50%	39%	11%
Asian	77%	23%	0%
Hispanic/Latino	36%	48%	16%
White	89%	11%	0%
SWD	24%	42%	33%
Not SWD	53%	39%	9%
SED	24%	57%	19%
Not SED	79%	19%	2%
EL	15%	61%	24%
EO	85%	15%	0%
IFEP	55%	43%	2%
RFEP	86%	14%	0%
0	50%	50%	0%
1	38%	55%	6%
2	46%	39%	16%
3	57%	25%	18%
4	47%	38%	15%

**Math - Diagnostic 3 2022-2023**

5	67%	15%	17%
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<b>Math Annual Typical Growth 2022-2023 Students meeting their yearly growth targets</b>	<b>Met</b>	<b>Not Met</b>
<b>Gabriela Mistral Elementary School Overall</b>	55%	45%
Asian	46%	54%
Hispanic/Latino	51%	49%
White	63%	37%
SWD	45%	55%
Not SWD	56%	44%
SED	48%	52%
Not SED	62%	38%
EL	45%	55%
EO	61%	39%
IFEP	61%	39%
RFEP	71%	29%
0	51%	49%
1	54%	46%
2	44%	56%
3	57%	43%
4	53%	47%
5	74%	26%

**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:

<b>School Goal 1: Academic Achievement - English Language Arts</b>
<b>LCAP Goal 1:</b>
Develop and Implement effective and consistent instructional practices that meet the needs of all students.
<b>Strategic Plan Goal Area #1:</b>
Effective and consistent instructional practices that meet the needs of all students
<b>School Goal 1: Academic Achievement - English Language Arts</b> <ul style="list-style-type: none"><li>● School Goal 1.a - CAASPP Goal</li><li>● School Goal 1.b - One Year's Growth Goal</li></ul>
By June 2024, there will be:  A 4% point increase (from 61% to 65%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (3-5) A 8% percentage point increase (from 20% to 28%) in Students with Disabilities A 7% point increase (from 35% to 42%) in students Socio-Economically Disadvantaged A 1% point increase (from 90% to 91%) in English Only students A 8% point increase (25% to 33%) in English Learners A 6% point increase (from 42% to 48%) in Hispanic/ Latino students A 1% point increase (from 89% to 90%) in White students  By June 2024: 100% of the students will meet or exceed their yearly growth target in Reading as measured by the Annual Typical Growth on iReady Diagnostic Assessment (K-5)  Key Strategies *Adjusting Response to Instruction *Data Review Meetings and Universal Data Protocol Cycles *Reading Intervention K-2 *Differentiation
<b>Data Used to Form this Goal:</b>
CASSPP Math data and iReady Diagnostic Assessment Data

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

2022-23 CAASPP ELA

Prior school's goal was not met as the 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
Two reading intervention specialist will work with Tier 3 students in grades Kindergarten through 5th grade.	Sept-May	Reading Intervention Teachers	No additional Cost- District Funded			
Professional Development: <ul style="list-style-type: none"> <li>• Instructional coach supports implementation of curriculum- conducts demo lessons for teachers, provide PD to teams, and support data analysis to guide planning</li> </ul>	Aug - May	Principal, 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
<p>and instruction.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>						
<p>Training for staff in use of new SLA assessment, program reports, data analysis outside PLC and staff meetings time. 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.</p>	Oct-May	Principal, Coach	Teacher Hourly	5000-5999: Services And Other Operating Expenditures	TSSP	2000
			Multi funded	5000-5999: Services And Other Operating Expenditures	School Allocation	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers to provide before or after school tutoring grades 3-5. This will help towards students achieving their 100% Annual Typical Growth goals.	Nov - May 2024	Principal, Teachers	Hourly rate	1000-1999: Certificated Personnel Salaries	TSSP	2,000
<p>Data Analysis:</p> <ul style="list-style-type: none"> <li>Review student assessment data with teachers and families for progress monitoring, aligned with district-wide data cycles (Universal Data Protocol)</li> <li>Provide opportunities for vertical and horizontal data analysis and planning with grade level teams. Meetings will be conducted after diagnostic assessment administration.</li> <li>Teachers will use the district Universal Data Protocol to identify strengths and focus areas. Next steps for instruction will be designed based on this data analysis.</li> <li>Response to Instruction cycles will take place during the RTI block aligned to our UDC in order to address the specific needs of the grade level.</li> </ul> <p>This will help towards students achieving their 100% Annual Typical Growth goals.</p>	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
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	13048
			Materials and supplies for school functioning.	4000-4999: Books And Supplies	Donations - General	4478
Teacher resources for academic instruction based on standards. Purchase 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	4500
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:

<b>School Goal 2: Academic Achievement - Math</b>
<b>LCAP Goal 1:</b>
Develop and Implement effective and consistent instructional practices that meet the needs of all students.
<b>Strategic Plan Goal Area #1:</b>
Effective and consistent instructional practices that meet the needs of all students
<b>School Goal 2: Academic Achievement - Math</b> <ul style="list-style-type: none"><li>● <b>School Goal 2.a - CAASPP Goal</b></li><li>● <b>School Goal 2.b - One Year's Growth Goal</b></li></ul>
By June 2024, there will be:  A 5% point increase (from 50% to 55%) in the number of students meeting or exceeding standards in Math as measured by CAASPP (3-5) A 8% percentage point increase (from 21% to 29%) in students Socio-Economically Disadvantaged A 6% point increase (from 40% to 46%) in Students with Disabilities A 2% point increase (from 81% to 83%) in English Only students A 7% point increase (28% to 35%) in English Learners A 7% point increase (from 31% to 38%) Hispanic/ Latino students A 1% point increase (from 86% to 87%) in White students  By June 2024: 100% of the students will meet or exceed their yearly growth target in math as measured by the Annual Typical Growth on iReady Diagnostic Assessment (K-5)  Key Strategies *Adjusting Response to Instruction *Data Review Meetings and Universal Data Protocol Cycles *Differentiation
<b>Data Used to Form this Goal:</b>
CASSPP Math data and iReady Diagnostic Assessment Data

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

2022-23 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 (Not met).

- 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	2000
			Multi Funded	1000-1999: Certificated Personnel Salaries	Donations - PTA	2000
Instructional Materials that support students academic development	August-May	Teachers Principal Instructional Coach	Instructional Materials	4000-4999: Books And Supplies	School Allocation	5500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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			
Teachers will assign and monitor students' iReady instructional paths and provide feedback and support.	Aug-May	Teachers	No additional Cost			
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	Donations - PTA	2230
Explore additional teacher Professional Development through the county office with a focus on mathematical areas of need per CAASPP, iReady and formative assessments data. 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	2000
			Multi Funded	5000-5999: Services And Other Operating Expenditures	TSSP	3000
Teachers will use the district Universal Data Protocol to identify strengths and focus areas. Next steps for instruction will be designed based on this data analysis. Response to Instruction cycles of 7-9 weeks will take place during the RTI block in order to address the specific needs of the grade level. This will help towards students achieving their 100% Annual Typical Growth goals.	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	October - May	Principal	No additional cost			
Implement new or revised strategies						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
based on revision of plan.						
Principal and Instructional Coach will provide support to teachers on how to assign and monitor students progress in iReady lessons.	Oct-May	Principal Instructional Coach	No additional cost			
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 November 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:

<b>School Goal 3 - Academic Achievement - English Language Learners</b>
<b>LCAP Goal 1:</b>
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**

By June 2024:

The number of students who are At-Risk of becoming LTEL or LTEL will decrease by 20%, from 13 to 10.

\*There will be a 3% percentage point increase in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the CAASPP.

\*100% of all English Learners that scored a Level 4 on the ELPAC will reclassify. Currently there are 16 students who will reclassify.

\*The percentage of ELs scoring at least one overall level higher (or maintaining a 4) as compared to the previous year will increase from 44% to 50%.

Key Strategies:

\*Integrated ELD (Focus on lesson preparation, key vocabulary, and feedback)

\*Designated ELD (Pre-assessments, small group instruction during ELA blocks, post assessments)

\*SIOP comprehensible input techniques

\*Use of supplemental materials such as Learning A-Z ELL edition and Learning Ally audiobooks for language learners in order to develop reading comprehension skills and language development

\*Close monitoring/regular check-ins with students at a level 4 on ELPAC

\*Professional development for designated ELD and SIOP strategies

\*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.

\*Provide small-group support based on ELPAC levels and class performance during ELD time (Within the ELA block).

\*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.

\*Provide planning time (vertical and horizontal) at faculty meetings and on planning days for data dives and planning for EL student achievement.

\*Provide release time (supported by coach) to see modeled lessons, visit other schools, study with coach/principal.

\*Conduct COST meetings to discuss interventions, Student Success Team (SSTs), and next steps (IEP or 504 when necessary) for at-risk students.

\*Provide English Language Development (ELD) in three protected periods weekly with small-group instruction embedded to support students at their proficiency level.

<b>Data Used to Form this Goal:</b>
*Summative ELPAC Spring 2023 *Initial ELPAC *CAASPP ELA *Reclassification Data
<b>Findings from the Analysis of this Data:</b>
2022-23 CAASPP RFEP Goal CAASPP ELA 88 to 89 % of RFEP meeting standards; Goal not met: 70%  2022-2023 ELPAC Goal *The number of LTEL/At Risks of becoming LTEL will decrease by 20% from 20 to 16; Goal not met: 21 *All English Learners that score a Level 4 on the ELPAC will reclassify: Goal not met: 3 students didn't reclassify *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%; Goal not met: 43.9
<b>How the School will Evaluate the Progress of this Goal:</b>
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
After school language development support/interventions for English learners provided by staff			Hourly rates	2000-2999: Classified Personnel Salaries	School Allocation	5762
Provide teachers with additional time for instructional planning for English Language Learners as designed with 50/50 dual immersion model.	Aug - May	Principal Instructional Coach Teaching Staff	Certificated hourly pay	1000-1999: Certificated Personnel Salaries	TSSP	6200
Purchase of school Newsela for grades 2-5 to focus on comprehension of informational text and vocabulary. This resource will be a supplemental support to the ELD curriculum during ELD/ELA time.	August-May	Principal	Online resource for students (ELA)	5000-5999: Services And Other Operating Expenditures	TSSP	2900
Provide parent workshops each trimester for English Learner students by grade level for students in grades 2-5: to help them understand the	Nov - May	Principal, Grade Level Team	Certificated hourly pay	1000-1999: Certificated Personnel Salaries	TSSP	600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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			Classified hourly pay	2000-2999: Classified Personnel Salaries	TSSP	400
Principal walkthroughs during ELA/ELD time to monitor instruction and provide timely feedback to teachers. Principal/Coaches support to teachers on designing ELD lessons for designated time	Sept-May	Principal Instructional Coach Teaching Staff	No additional cost			
Implementation of SIOP strategies: 1. Lesson Planning with a focus on <ul style="list-style-type: none"> <li>• Language Objectives</li> <li>• Vocabulary Development</li> </ul> 2. Building background knowledge 3. Student Interactions and academic vocabulary	8/21-6/22	Principal Instructional Coach Teaching Staff	No additional cost.			
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:

<b>School Goal 4 - Social-Emotional Health and Wellness</b>
<b>LCAP Goal 2:</b>
Develop and implement programs and processes to equitably and effectively support students' social-emotional health and behavior.
<b>Strategic Plan Goal Area #2:</b>
Student Social Emotional Health
<b>School Goal 4: Social-Emotional Health and Wellness</b> <ul style="list-style-type: none"><li>● <b>School Goal 4.a - Parent Goal</b></li><li>● <b>School Goal 4.b - Student Goal</b></li></ul>
<ul style="list-style-type: none"><li>● By June 2024, Sown to Grow Student Check-in rate will improve from 59.5% to 65.4% as measured by the Sown to Grow report</li><li>● By June 2024, Sown to Grow Teacher Response rate will improve from 17.7% to 19.5% as measured by the Sown to Grow report</li><li>● By June 2024, there will be a 2.6-percentage point increase from 74% to 76.6% in the number of parents who agree or strongly agree that their students' social emotional needs were met as measured by the LCAP/Climate Survey</li><li>● By June 2024, there will be a 3.4% percentage point increase from 66% to 69.4% in the number of students who agreed or strongly agreed that students at my school are treated with respect as measured by the LCAP/Climate Survey.</li><li>● By June 2024, there will be a 8% point decrease from 77.78% to 69.78% for our Hispanic student group measured by the school suspension disproportionality data, and a 6% point decrease from 61.11% to 55.11% for our English Learner student group as measured by the school suspension disproportionality data.</li></ul>
<b>Data Used to Form this Goal:</b>
LCAP survey

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

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.  
 Mistral did not meet last year's goal of an increase of 3 % percentage 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" (71%)

Contributing Factors for this high percentages are:

- Quetzal News
- Monthly Quetzal student assemblies
- SCEF's and ARIS's role in supporting families
- Varied Parent University put on by the district office and principal
- Cafecitos with the Principal
- Online community building with Kinder teachers
- Parent involvement in school events

**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
- Sown to Grow students' responses and teachers' feedback
- LCAP responses

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			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
COST and SST meetings for students who have behavior concerns that can cause suspensions.	Aug-May	Principal SCEF ARIS COST Team	No additional cost. Regular monthly meetings to address the needs of students with behavioral concerns.			
Counseling services: One-to-One CHAC support for students who exhibit behaviors that qualify for suspensions.	Aug-May	Principal ARIS CHAC personnel	No additional cost			
Extend classified staff duties to consult with Principal, SCEF, ARIS and support student leadership via Student Council, Junior Coaches, Green Team, and Safety Patrol.	Oct - May	Principal SCEF ARIS	Classified Staff Hourly Rate	2000-2999: Classified Personnel Salaries	TSSP	1500
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	TSSP	2500
Schoolwide and Grade Level Assemblies - STEM, Leadership	Aug - May	Principal	contract costs	5800: Professional/Consulting Services And Operating Expenditures	Donations - PTA	5000
Recess Reboot-Playworks	Nov-May	Principal, SCEF, ARIS, Teachers, Yard Duties, Students	Program Package Elevate Empathy and Sportsmanship	5800: Professional/Consulting Services And Operating Expenditures	Donations - PTA	17,500
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	Donations - PTA	1500
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	Donations - PTA	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Additional PD to implement Sown to Grow SEL Curriculum consistently at all grades during staff meetings by principal	Nov - May	Principal, Teachers	No additional cost			
Purchase of Kiwico PBL science kits. Students and parents 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	4500 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

### School Goal #5

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

<b>School Goal 5 - Inclusive and Welcoming Culture</b>
<b>LCAP Goal 3:</b>
Cultivate and maintain an inclusive and welcoming culture that acknowledges, embraces, and empowers all stakeholders.
<b>Strategic Plan Goal Area # 3:</b>
Inclusive and welcoming culture
<b>School Goal 5: Inclusive and Welcoming Culture</b> <ul style="list-style-type: none"><li>● <b>School Goal 5.a - Attendance Goal</b></li><li>● <b>School Goal 5.b - Chronic Absenteeism Goal</b></li><li>● <b>School Goal 5.c - Welcoming Environment Goal</b></li></ul>
<ul style="list-style-type: none"><li>● By June 2024, the average student attendance rate for the school will be at or above 97%.</li><li>● By June 2024, the overall chronic absenteeism rate for will decrease by 1% from 8.14% to 7.14% based on District Chronic Absenteeism data</li><li>● By June 2024, there will be a decrease of 2.9 % from 28.9% to 26% of our students with disabilities are chronically absent.</li><li>● By June 2024, there will be a 1.2% increase from 88% to 89.2% 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.</li></ul>
Key Strategies: <ul style="list-style-type: none"><li>● Principal's Coffees</li><li>● Weekly morning meetings</li><li>● Social media posts</li><li>● Classroom newsletters/communication at least 2 times a month</li><li>● School Attendance Review Team (SART) procedures</li><li>● Family Events</li><li>● Interpretation/Translation</li><li>● Parent University Extension Series</li></ul>
<b>Data Used to Form this Goal:</b>
Parents' and Students' LCAP survey.



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

The percentage of parents who feel the school creates a welcoming environment decreased slightly last school year. COVID procedures could be a contributing factor. The challenge for this school year is to find ways for families to be involved and welcomed.  
The average daily attendance rate decreased in the past year. Chronic absenteeism increased dramatically, likely due to COVID-related absences.

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

Weekly attendance checks.

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 Junior Coaches, Safety Patrol, Green Team, 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	Donations - PTA	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			
Reduce Chronic Absenteeism Rates by: *Pull out chronic absenteeism reports on a weekly basis and provide this information to the COST team. *Letters will be sent to parents via email.	Aug-May	Principal SCEF ARIS Secretary Attendance Clerk ARIS SRO				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>*ATSI team meets every Friday to create a plan of action for individual families.</p> <p>*Families will receive a call to find out causes for absenteeism and provide resources and support to families.</p> <p>*Meetings will be held with families and the ATSI team.</p> <p>*Home visits will take place with the site ATSI team.8</p> <p>*Facilitate meaningful connections between students and staff members.</p> <p>*Integrate #Better Together monthly topics into classroom activities and school events.</p> <p>*Implement COST meeting protocols to identify students who are struggling at school and chronically absent</p>		PTA ELAC COST Team				
<p>Send regular reminders home about attendance, tardies, and late pick-ups.</p> <p>SCEF, ARIS, Secretaries and Principals identify attendance cases at weekly Huddle for further action by SCEF and/or ARIS</p>	Aug - May	Principal SCEF ARIS Secretary Attendance Clerk	No additional cost. Part of regular job responsibilities			
<p>Instructional materials such as calming corners, sensory tools and devices that help students to self regulate during classroom instruction.</p> <p>Materials and copies of behavior charts and expectations for students; Copies of activities and assignments</p>	August-May	Principal Secretary	Services for copy machines	5000-5999: Services And Other Operating Expenditures	School Allocation	4200
			Resources and tools for self-regulation	4000-4999: Books And Supplies	School Allocation	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
that support socio-emotional learning.						
Provide workshops for TK and 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)	1000
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Aug-May	Principal, Instructional Coach, and Teachers				
Implement new or revised strategies based on revision of plan	Aug-May	Principal, Instructional Coach, and Teachers				
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)	2500
			Materials for projects	4000-4999: Books And Supplies	After School Enrichment - Elementary Schools	500
			Materials	4000-4999: Books And Supplies	School Facility	418
ParentU Seminario	Nov-May	SCEF Principal	Services for the Seminar	5000-5999: Services And Other Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	821
Implement schoolwide community building events			Teacher hourly to plan and attend	1000-1999: Certificated Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			supplies	4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	285
			supplies	4000-4999: Books And Supplies	School Facility	300
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)	1174
			Childcare	2000-2999: Classified Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	805
			materials and Supplies	4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	
			Childcare	2000-2999: Classified Personnel Salaries	Donations - PTA	500
Support SED parents with fingerprinting cost for the Volunteer badges.	Oct-May	Principal	Cost for fingerprinting outside of DO	5000-5999: Services And Other Operating Expenditures	TSSP	1000

## 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	29,250	39,000	0.00
School Facility	539	718	0.00
TSSP	31,200	41,600	0.00
Parent Engagement	9,064	12,085	0.00

#### Total Expenditures by Funding Source

Funding Source	Total Expenditures
After School Enrichment - Elementary Schools	500.00
Donations - General	4,478.00
Donations - PTA	39,850.00
Parent Engagement (PIQE/FEI/PU)	12,085.00
School Allocation	39,000.00
School Facility	718.00
TSSP	41,600.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	27,028.00
2000-2999: Classified Personnel Salaries	10,167.00
4000-4999: Books And Supplies	57,115.00
5000-5999: Services And Other Operating Expenditures	17,921.00
5800: Professional/Consulting Services And Operating	22,500.00

## 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	500.00
4000-4999: Books And Supplies	Donations - General	4,478.00
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	11,230.00
5800: Professional/Consulting Services And	Donations - PTA	22,500.00
1000-1999: Certificated Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	5,674.00
2000-2999: Classified Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	805.00
4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	4,785.00
5000-5999: Services And Other Operating	Parent Engagement (PIQE/FEI/PU)	821.00
2000-2999: Classified Personnel Salaries	School Allocation	5,762.00
4000-4999: Books And Supplies	School Allocation	25,038.00
5000-5999: Services And Other Operating	School Allocation	8,200.00
4000-4999: Books And Supplies	School Facility	718.00
	TSSP	3,500.00
1000-1999: Certificated Personnel Salaries	TSSP	15,734.00
2000-2999: Classified Personnel Salaries	TSSP	3,100.00
4000-4999: Books And Supplies	TSSP	10,366.00
5000-5999: Services And Other Operating	TSSP	8,900.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	45,816.00
<b>Goal 2</b>	16,730.00
<b>Goal 3</b>	20,682.00
<b>Goal 4</b>	36,500.00
<b>Goal 5</b>	18,503.00



## 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				
Marcos Rivas				X	
Elaine Zuber				X	
Carol Love			X		
Bessy Richel				X	
Cendikia Dewi				X	
Martha Grima				X	
Irma Valdez		X			
Carmen Garcia-Izquierdo		X			
Luz Rico		X			
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>0</b>

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

## ELAC Membership

Name of ELAC Member	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Claudia Olaciregui	X				
Marianna Whaley		X			
Yesica Lepe			X		
Karina De Rivas				X	
Martha Grima				X	
Liliana Camacho				X	
Jose Carrillo			X		
<b>Numbers of ELAC Members of each category:</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>0</b>

## Recommendations and Assurances

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

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

X English Learner Advisory Committee



Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 11/16/23.

Attested:

Claudia Olaciregui

Typed Name of School Principal



Signature of School Principal

11/17/23

Date

Marcos Rivas

Typed Name of SSC Chairperson



Signature of SSC Chairperson

11/17/23

Date