

The School Plan for Student Achievement

School: Gabriela Mistral Elementary School
CDS Code: 43-69591-0132373
District: Mountain View Whisman School District
Principal: Tabitha Miller
Revision Date: November 7, 2019

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 7, 2019.

School Vision and Mission

Gabriela Mistral Elementary School's Vision and Mission Statements

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

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

School Profile

Gabriela Mistral is one of eleven schools in the Mountain View Whisman School District. The district is a K-8 district with an enrollment of approximately 5000. Gabriela Mistral Elementary is located in the city of Mountain View, California and within Santa Clara County. Gabriela Mistral is the only elementary Dual Language Immersion school, where students become bilingual and biliterate in both English & Spanish. The school is a program with a total of 18 classrooms; three classrooms each at Kindergarten to third grade, two classrooms at 4th and 5th grade.

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

Gabriela Mistral's enrollment is approximately 375 students. The school has a culturally and linguistically diverse population with the main ethnic representation being 60% Hispanic, 25% White, and 3% Asian. The school population includes 39% English Learners (ELs), and 45% percent of the students that are socio-economically disadvantaged.

Dual Immersion is a unique educational program designed to develop bilingualism and biliteracy in English and in Spanish. This is a choice program. Instruction is provided by highly trained and specialized teachers. Students learn California standards in all subject areas, and become linguistically and academically fluent in two languages. The program follows the 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 Math, Science, and English Language Arts in English; they learn Spanish Language Arts, Social Studies, Music, and Art in Spanish.

Academic Achievement

By June 2020, there will be a three-percentage-point increase in the number of students meeting or exceeding standards in English Language Arts (74% to 77%) and Mathematics (67% to 70%) as measured by district benchmark assessments in grades K-3 and the CAASPP assessment in grades 3-5.

Key Strategies:

- A) Implement new Math curriculum (Eureka) to help teachers differentiate for rigorous content to support all learners' needs.
- B) 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.
- 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 (four times per year) in Spanish and English.
- F) Continue rigorous walkthrough cycle with principal and instructional coach with specifically targeted content and language look-fors, SIOP strategies and interactions, Math translanguaging lessons, frequent opportunities for use of four modes of communication, and differentiation.
- 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 English Language Arts and Mathematics.
- I) Provide school supplies and lesson materials so that all students have access to the curriculum.
- J) Provide small-group Response to Instruction (RTI) time through STEAM classes.
- K) Provide STEAM materials and Professional Development for STEAM teachers.
- L) Provide teacher release days for collaborative planning, learning walks, and data analysis.
- M) Provide planning days for three teachers on the Guided Coalition leadership team for opportunities to collaborate, examine school-wide data and influence decisions.

Closing the Achievement Gap

- By June 2020, there will be a reduction in the number of students meeting state criteria for At-Risk of LTEL status from 41 to 37.
- By June 2020, there will be a 2-percentage-point increase (from 85% to 87%) in the number of reclassified (RFEP) English Learner (EL) students meeting or exceeding standards in ELA as measured by CAASPP (3-5).
- By March of 2020, 80% of English learners that scored a level 4 on the ELPAC (20 of 25 students) will reclassify or maintain a 4 on the ELPAC.
- By June 2020, there will be a 5-percentage-point increase (42% to 47%) in EL student performance in Math as measured on the CAASPP (3-5).

Key Strategies:

- A) Implement Balanced Language Approach (50:50 model) - based on data and student needs, an equal balance of SLA and ELA instruction and ELD/SLD.
- B) Provide teacher Professional Development opportunities with District staff on release days and as supported by District.
- 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 translanguaging 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 (morning, half-day, afternoon, etc.) to see modeled lessons, visit other schools, study with coach/principal, visit colleagues.
- G) Conduct KidTalks to discuss interventions, Student Success Plans (SSPs), Student Study Team meetings (SSTs), and next steps (IEP or 504 when necessary) for at-risk students. Communicate consistently and frequently with families of at-risk students.
- H) Provide English Language Development (ELD) and Spanish Language Development (SLD) in three protected periods weekly with small-group instruction embedded to support students at their proficiency level.
- I) Implement use of Learning A-Z ELL program in use for EL students to support their reading and language development.
- J) Provide job shadowing opportunities to at-risk students (SED and EL) with professionals in the community.
- K) Provide makerspace supplies and materials and target at-risk students for participation, projects, and workshops.

Human Capital

- By June 2020, 80% of teachers and staff will report that the principal listens to their feedback and concerns, and uses them to inform decision-making.
- By June 2020, 80% of teachers will report that the principal trains them effectively in best teaching practices and gives them time to practice and learn.

Key Strategies:

- A) Improve communication by sending weekly bulletins and informational messages.
- B) Continually update live list of school-wide communications (from principal and office to teachers and from school to home).
- C) Design staff meetings with time embedded to practice skills and give specific feedback on school operations, decision-making, communication and curriculum.
- D) Summarize and share feedback with staff and communicate the takeaways from the feedback as well as expected actions resulting from the feedback.
- E) Regular meetings with Guided Coalition leadership team to ensure that teachers and classified staff have ample opportunities to influence the decision-making process as representatives of their colleagues.
- F) Share ideas and successes via Seesaw (internal access), Twitter, and Facebook to highlight teacher and staff talents and positive acts that enhance school climate.
- G) Hold pre-observation conferences and post-observation conferences to give and accept instructional/professional feedback and

coaching.

H) Providing opportunities for teacher and staff choice: committees, their feedback and work drive school decisions, implementation of new initiatives, and site-based Professional Development.

I) Provide Professional Development opportunities for classified staff (class/training in English language, job skills).

Inclusive/Supportive Culture

By June 2020 Mistral will maintain an average attendance percentage of 97%.

By June 2020, 75% of families will report that the principal and staff communicate effectively with them.

By June 2020, there will be a reduction in suspensions by at least 1.

A) Increase availability through one to two weekly blocks for drop-in appointments for families to speak with the principal regarding any issue.

B) Attend leadership conference (principal)

C) Consistently share information via newsletter, 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 and facilitator (SCEF) assistance to enrich the child's academic and socio-emotional experience.

E) Hold parent workshops for teaching skills in Math, STEAM, and reading and provide supplies, books, and materials for families and students in need, with teacher and facilitator (SCEF) assistance to enrich the child's academic and socio-emotional experience; invite speakers and/or organizations.

F) Provide childcare and interpretation for family engagement.

G) Increase SCEF's familiarity with campus community and culture.

H) Support beautification for school pride and community building.

I) Send regular reminders home about attendance, tardies, and late pick-ups.

J) Continue developing school-wide social-emotional (SEL) program.

K) Consistently implement Action Alert before office referral for minor, repeated offenses. Implement positive interventions, family contact, and logical consequences. Professional development at staff meetings.

L) Plan and host volunteer appreciation event.

M) Plan and host at least two multicultural events (increase from last year).

N) Continue to provide additional Playworks support during recess to teach socio-emotional skills during play.

O) Provide tangible incentives for Quetzal Prizes to reward positive behavior and academic improvement/achievement.

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 CAASPP and benchmark data on Monday, August 12, Wednesday, August 21, and Wednesday, September 19, and Wednesday, October 12. School Site Council and ELAC members reviewed the data Tuesday, September 10 and Tuesday, September 24.

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

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

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

Staffing and Professional Development

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

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

In addition to regular classroom teachers, Mistral has 2 STEAM teachers and and a 0.5FTE Instructional Coach.

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

Mistral is in the third 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 will provide more in-depth and personalized data for student achievement in Reading and Math. Students will be assessed in Math 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 translanguageing and metalinguistic awareness for more efficient and precise language acquisition for all learners.

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

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

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

Opportunity and Equal Educational Access

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

Teachers have access to the part-time instructional coach. We also have two STEAM teachers on site to provide science education while teachers keep small groups for Response to Instruction (RTI).

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 volunteer time and fundraising. Professionals in the community also support student literacy, math, social-emotional development, cultural awareness, and other learning opportunities through PTA-sponsored after-school classes, assemblies, and Living Classroom (garden).

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

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

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

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

Families at Mistral enthusiastically support our dual-immersion model and embrace the diversity in the school community. Along with participation in 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, science education (makerspace) for at-risk students, achievement incentives, job-shadowing opportunities, and purchase of intervention resources and teacher planning release time. Gabriela Mistral Elementary School is not a Title 1 school.

Description of Barriers and Related School Goals

School, district and community barriers to improvements in student achievement

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

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

Differentiated instruction can seem daunting in a school where the achievement gap is quite wide, but it is even more necessary in our situation. To improve upon our methods, Mistral is providing professional development around differentiated instruction, Personalized Learning, appropriate use of technology tools in differentiation, effective assessments, systematic data analysis, SIOP strategies and interactions and RtI interventions. Our new language model (50:50, also called Balanced Language Approach) will help us ensure that all students have access to English and Spanish equally.

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

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

MVWSD and Mistral school staff, SSC, ELAC, 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, Academic Summits, Project Cornerstone, School Beautification Team, Mistral Intentional Family Engagement program (MIFE, designed in-house) and expert-led workshops and coffees. These groups, served actively by parents and teachers, work together to create a welcoming environment. It is acknowledged that cooperation among all these groups is essential to increasing the academic success of our students.

Many within our school community feel they are unable to assist their children at home with classroom assignments and other academic endeavors. The SCEF will work 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 learning to translanguage; and getting to know each other in our community.

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

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

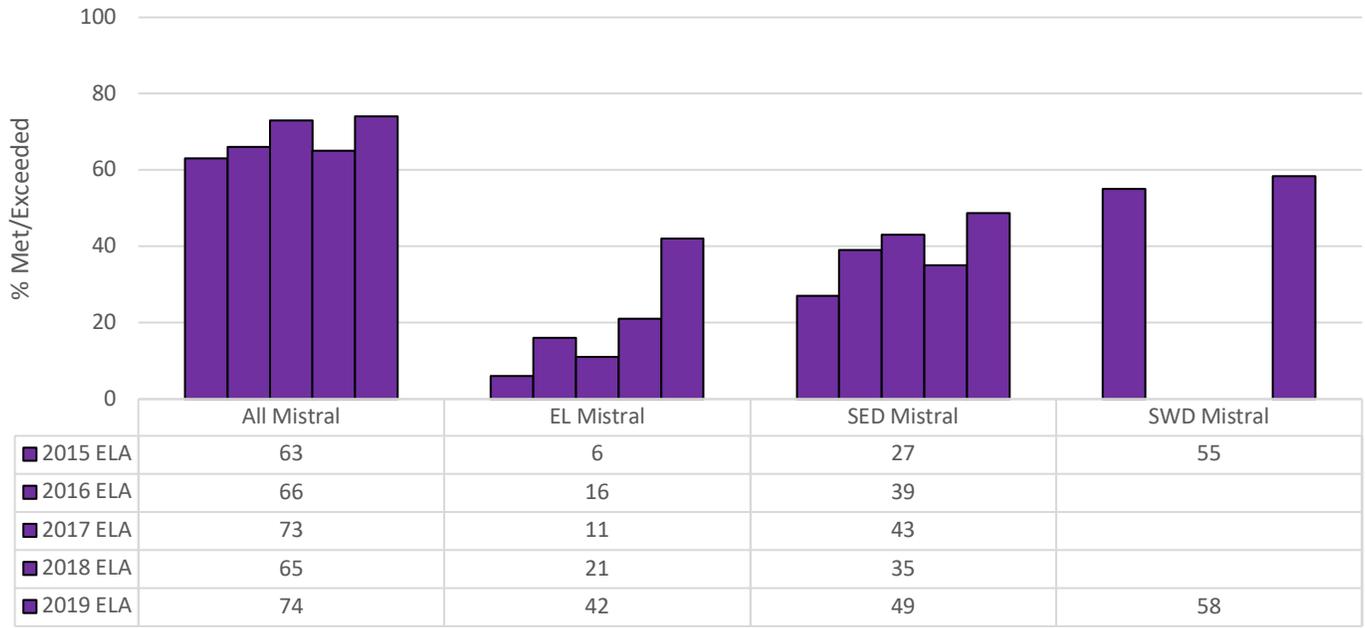
Mistral

Mistral Demographics K5	2015-16	2016-17	2017-18	2018-19
Enrollment	395	388	389	373
Asian	4%	4%	4%	3%
Hispanic/Latino	59%	59%	59%	60%
White	27%	24%	24%	25%
Students with Disabilities	4%	4%	4%	4%
English Learners	33%	36%	37%	39%
SocioEconomically Disadvantaged	40%	42%	42%	45%

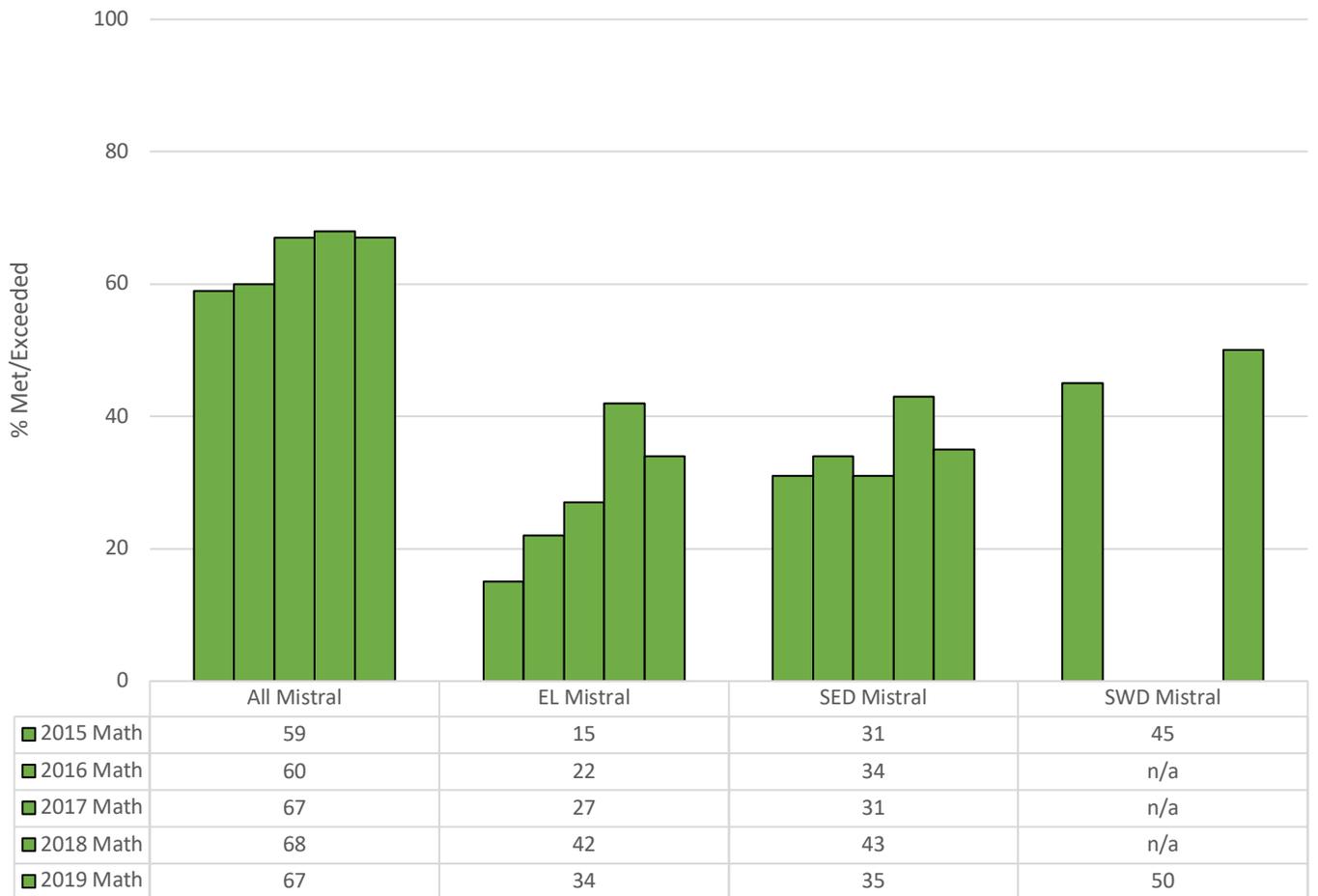
Mistral Demographics for students in grades 3-5	2015-16	2016-17	2017-18	2018-19
English Learners	26%	24%	23%	34%
Reclassified Fluent English Proficient	19%	21%	21%	12%
SocioEconomically Disadvantaged	42%	40%	41%	44%
Students with Disabilities	6%	5%	0	7%
Asian	4%	4%	3%	4%
Hispanic/Latino	63%	61%	60%	59%
White	26%	26%	26%	25%
Total Enrollment	174	170	164	169

Mistral	2015-16	2016-17	2017-18	2018-19
Attendance	97.17%	96.87%	96.61%	97.06
Suspension	2	8	2	7
Reclassification	0%	26.2%	9.3%	4.58%

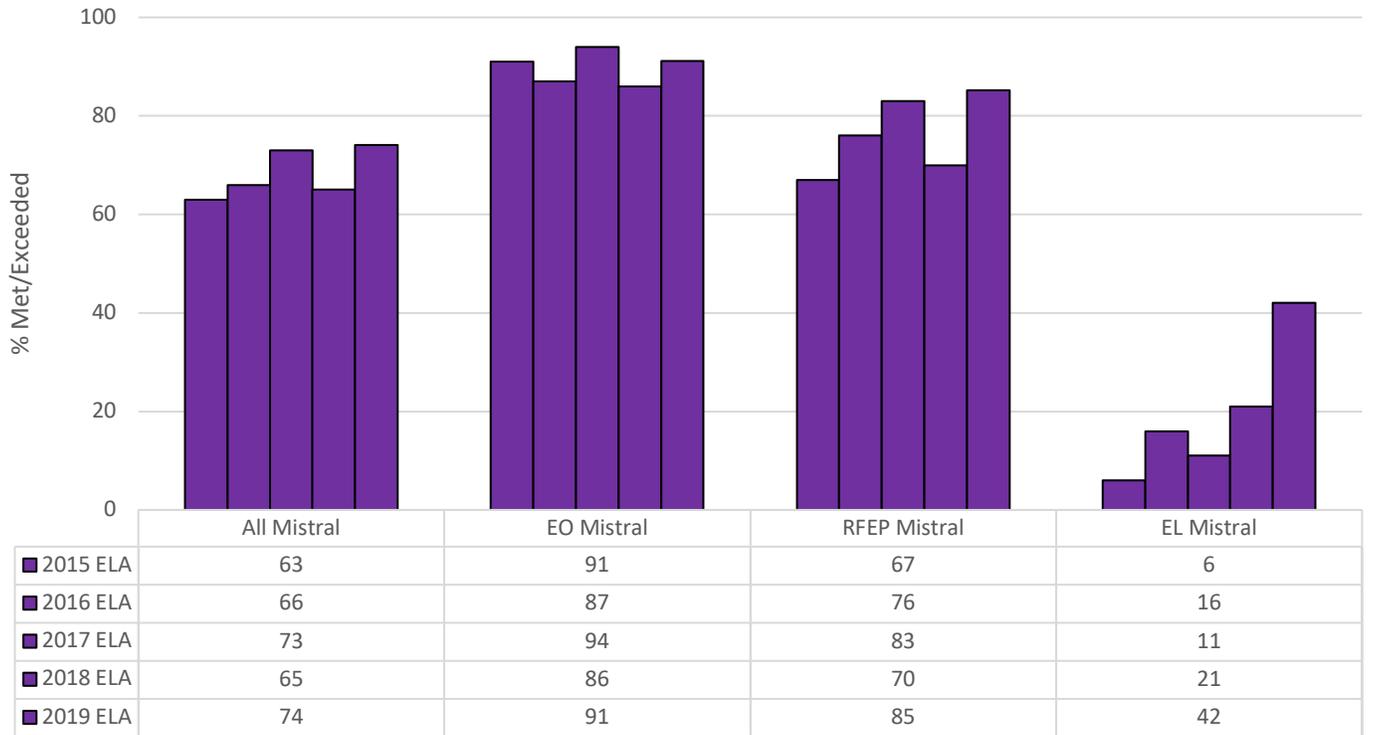
ELA CAASPP Subgroups



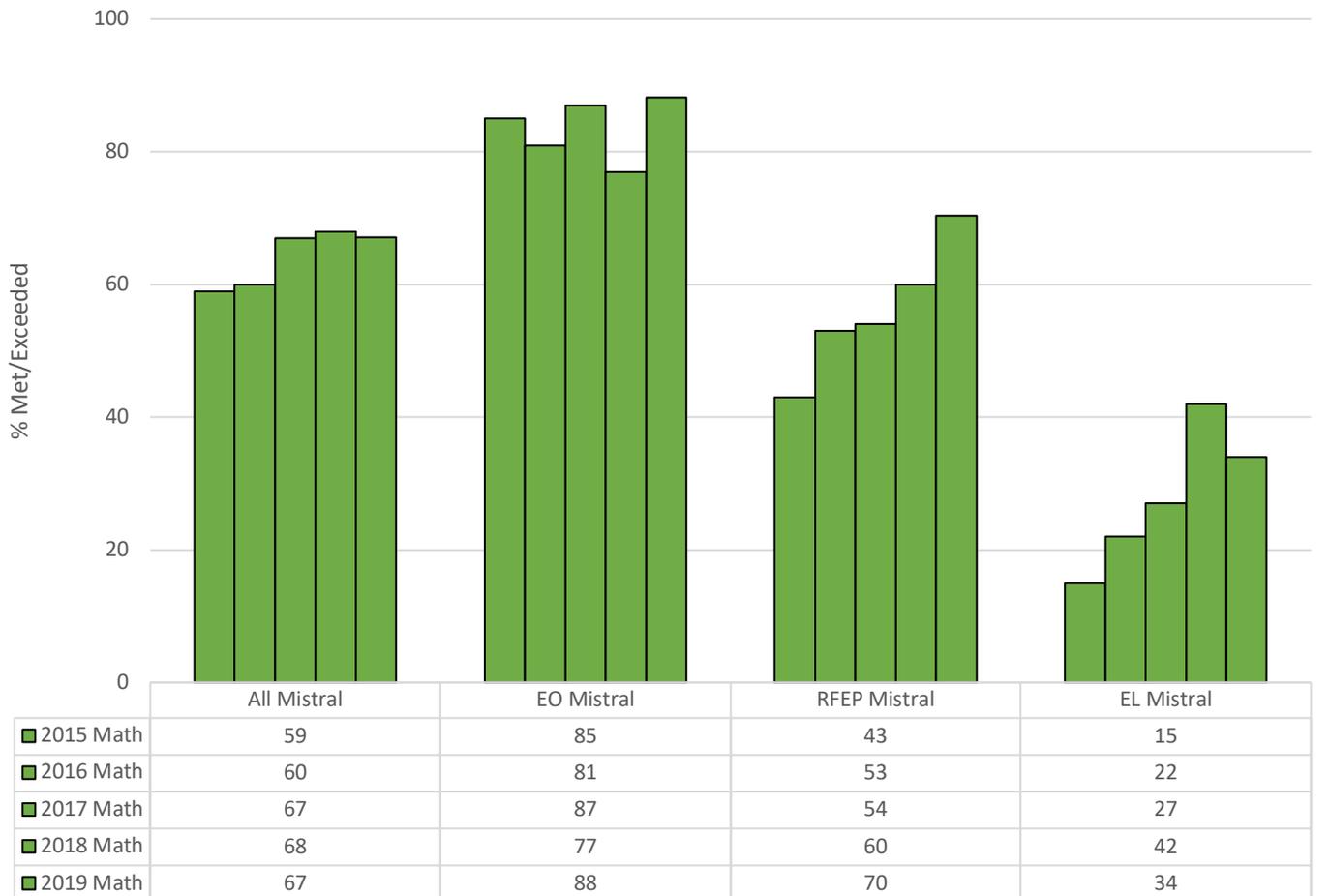
Math CAASPP Subgroups



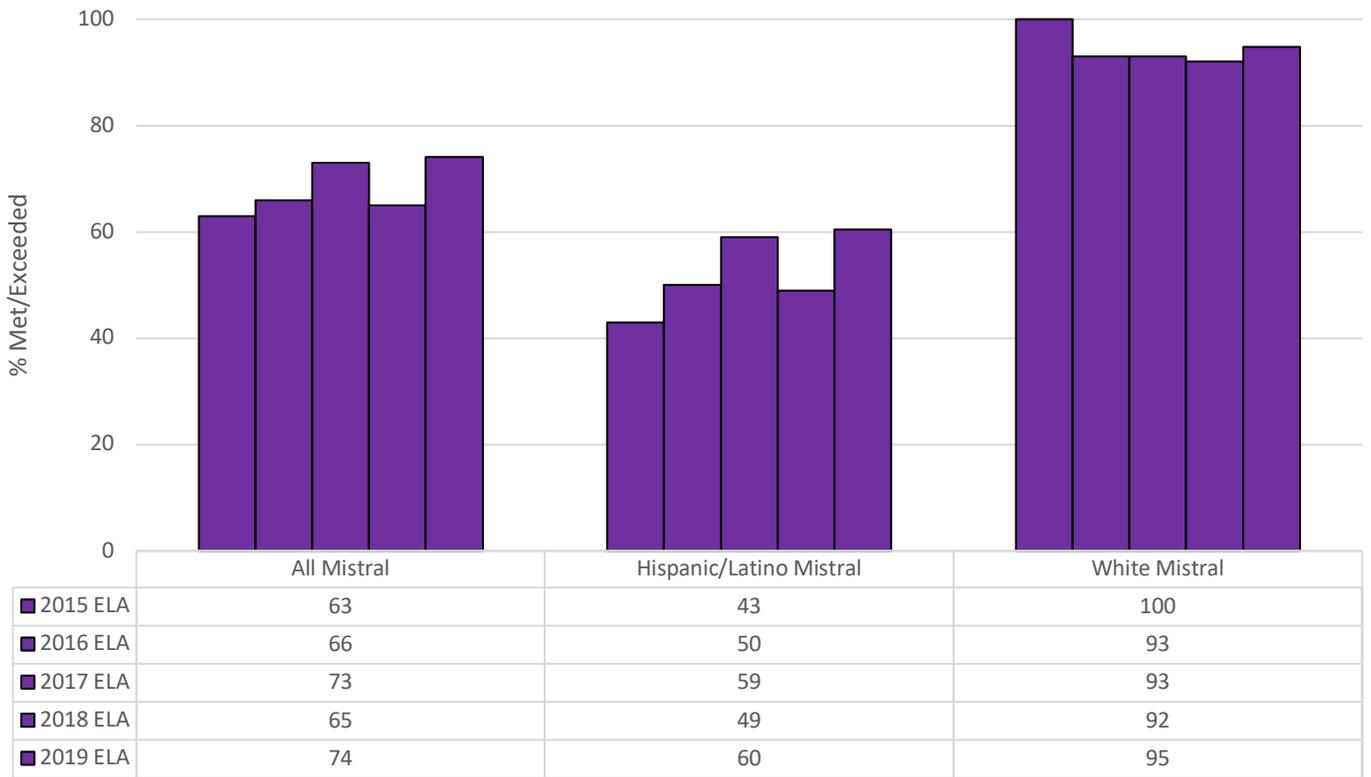
ELA CAASPP English Learner Status



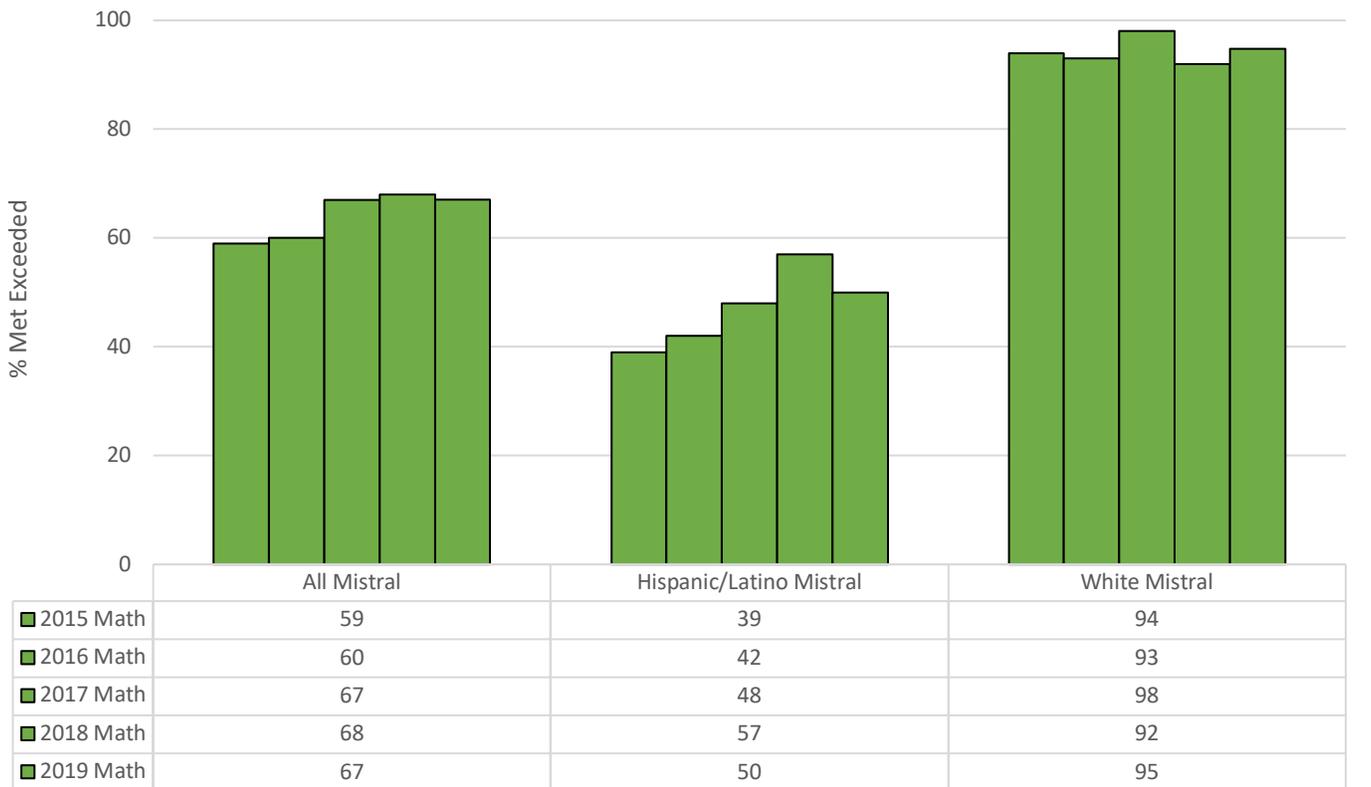
Math CAASPP English Learner Status



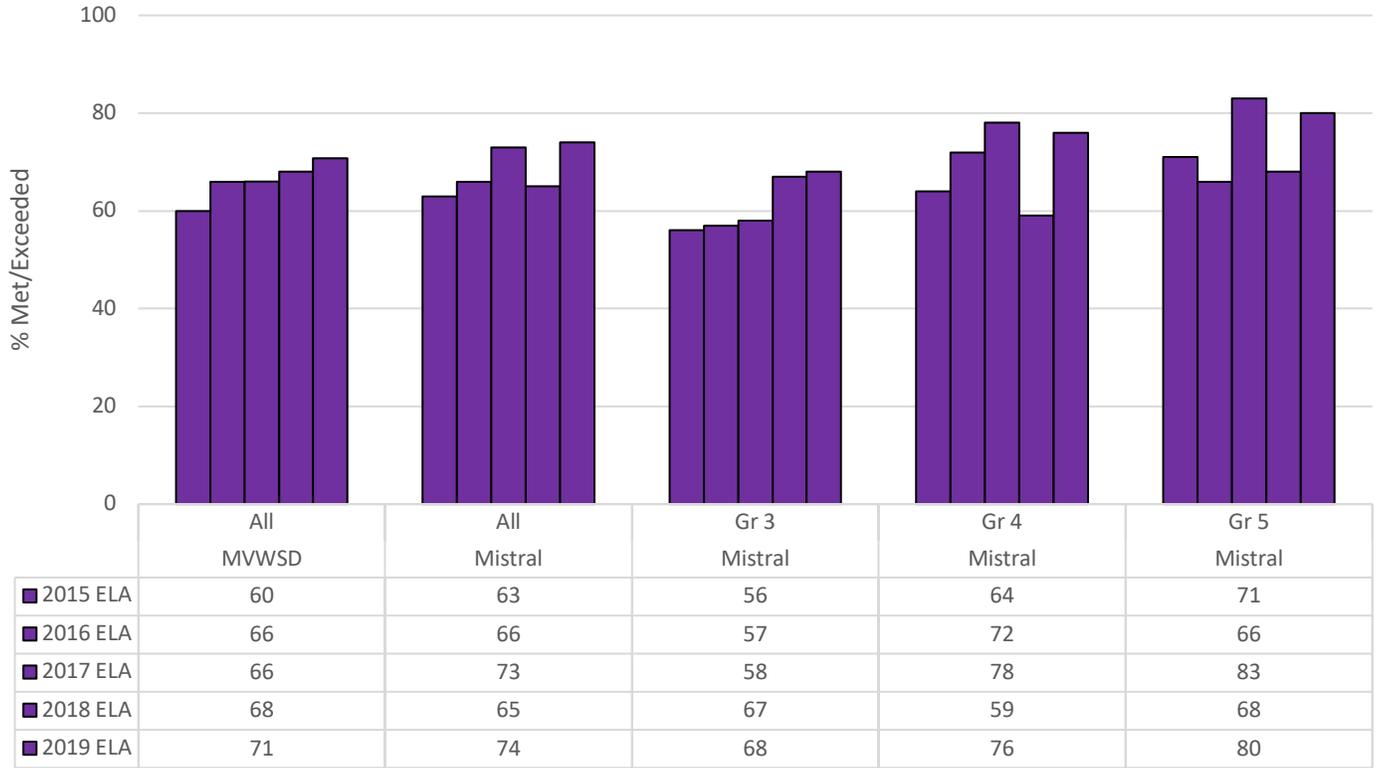
ELA CAASPP Ethnicity



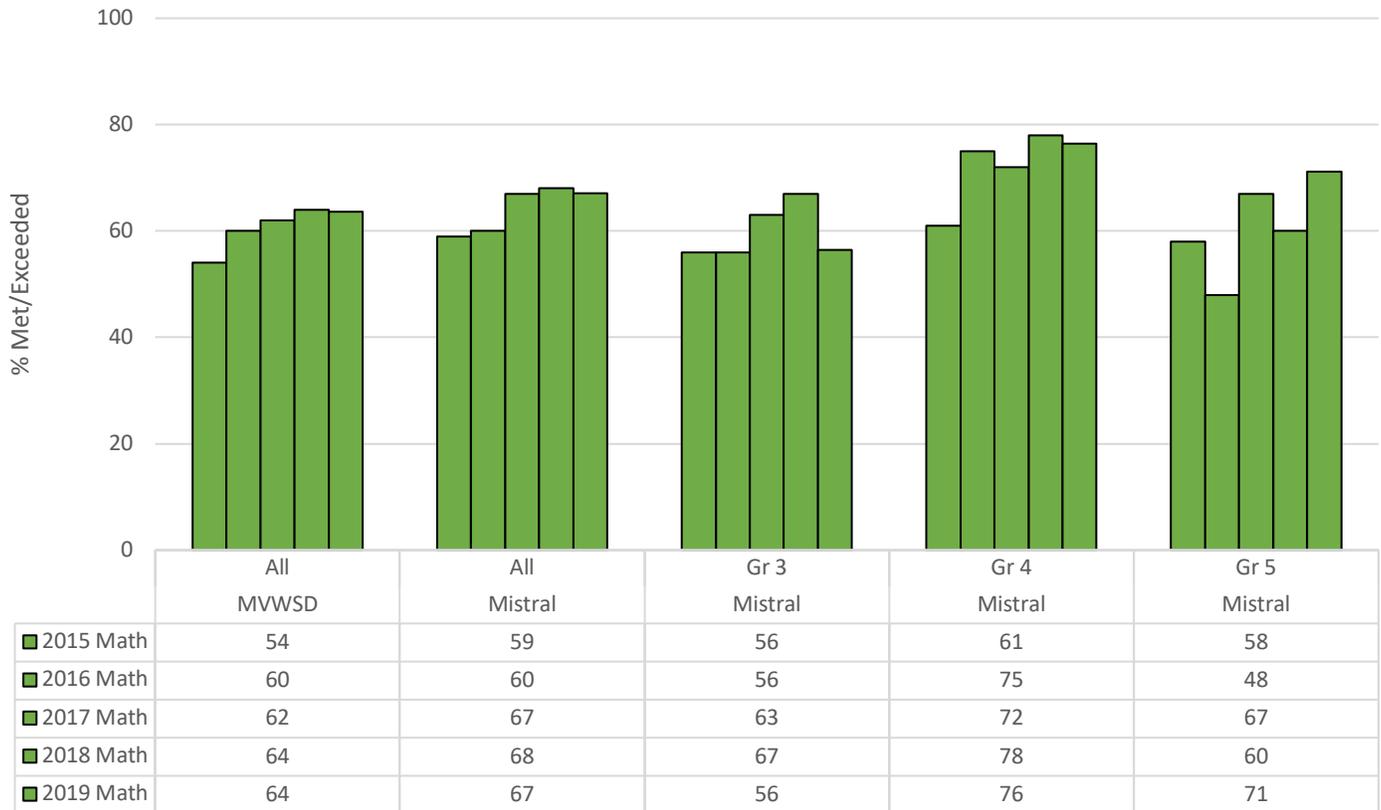
Math CAASPP Ethnicity



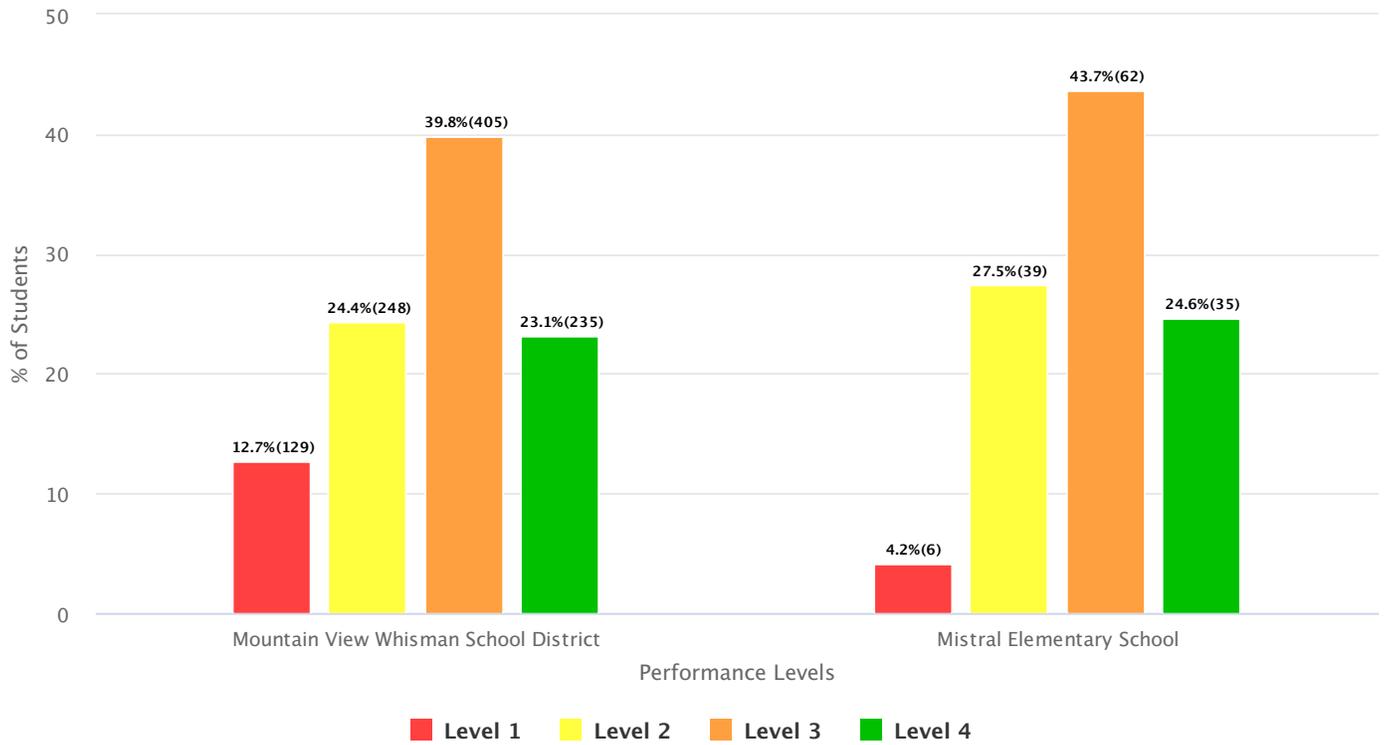
ELA CAASPP



Math CAASPP

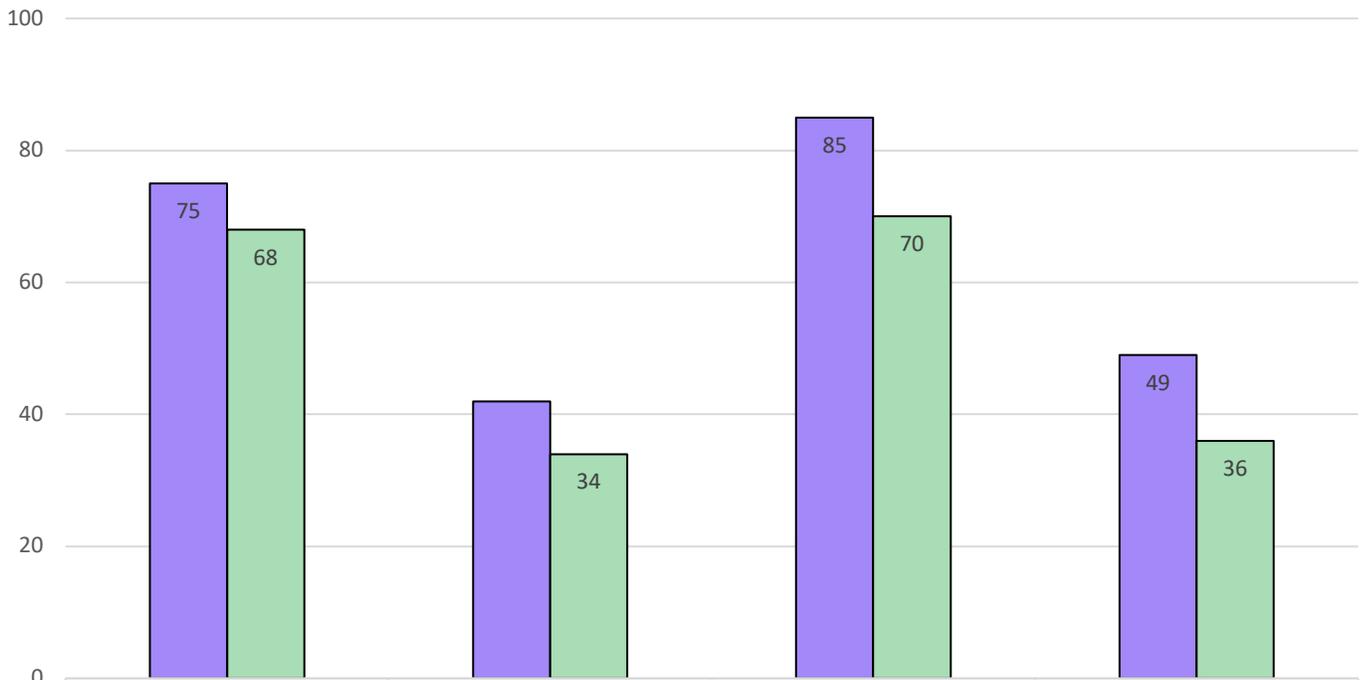


English Language Proficiency Assessments for California (ELPAC) 2018-19



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Mistral CAASPP Data Based on 2019-20 enrollment



■ ELA	75	42	85	49
■ Math	68	34	70	36

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:

SUBJECT: Academic Achievement
LEA/LCAP GOAL:
Goal 3: Provide a broad course of study to ensure that all students are prepared for high school with the academic skills and mindset necessary for successful citizenship in the 21st century.
Strategic Plan
Goal 1: Every student will be prepared for high school and 21st Century citizenship.
SCHOOL GOAL #1:
By June 2020, there will be a 3-percentage-point increase (from 74% to 77%) in the number of students meeting or exceeding standards in ELA as measured by CAASPP (3-5) and a 3-percentage-point increase (from 67% to 70%) in the number of students meeting or exceeding standards in Math as measured by CAASPP (3-5). By June 2020, 75% of families will report that the principal and staff communicate academic status and goals in a timely manner.
Data Used to Form this Goal:
CAASPP & District Assessments

In ELA percent of students who did not meet standards:

- 3rd grade 32%
- 4th grade 24%
- 5th grade 20%

In Math percent of students who met or exceeded standards:

- 3rd grade 44%
- 4th grade 24%
- 5th grade 19%

2018-19 ELA Goal - Increase from 65% to 68% met/exceeded.

Met ELA Goal? - Yes - exceeded by 6 points

All grades improved from previous year in ELA.

Grade 3 increased by 1 point.

Grade 4 increased by 17 points.

Grade 5 increased by 12 points.

Hispanic/Latino student performance on ELA increased by 11 points.

EO and RFEP both increased. English Learner performance increased by 21 points.

Contributing factors:

(+) Renewed SIOP plan with a focus on literacy

(+) Response to Instruction (RTI) focus on literacy

(+) Two RTI teachers to pull small groups

(+) Extracurricular support in English literacy in grades 4 and 5

(-) Students' first experience with formal English instruction in reading and writing was in third grade.

(-) Lack of focus on students who were on the cusp of reclassification

2017-18 Goal - Increase from 68% to 71% met/exceeded

Met Math Goal? - No - 67%

1% decrease in Math

The School Plan for Student Achievement
Grade 3 decreased by 11 points

Grade 4 decreased by 2 points

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, 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
Implementation of new Math curriculum (Eureka) that differentiates for rigorous content to support all learners' needs	Ongoing	Principal Instructional Coach Teachers	No additional cost			
Instructional coach supports new curriculum by demoing lessons, giving PD to teams, and data analysis to guide planning and instruction.	Ongoing	Instructional Coach	No additional cost			
Review teacher self-assessment and guide teachers in setting professional goals as aligned to site priorities. Track progress toward goals.	Fall and Spring	Principal Teachers	Roving substitute	1000-1999: Certificated Personnel Salaries	School Allocation	340
Continue technology use to share structured unit lesson plans and comment on teams' implementation of the units.	Ongoing	Principal Instructional Coach Teachers	No additional cost			
Send i-Ready reports to families after each assessment	September, January, and May	Principal				
Continue rigorous walkthrough cycle with principal and instructional coach with specifically targeted content and language look-fors, SIOP strategies and interactions, Math translanguaging lessons, frequent opportunities for use of four modes of communication, and differentiation.	Ongoing	Principal Instructional Coach District Leaders	No additional cost			
Provide opportunities for vertical and horizontal collaborative data analysis and planning based on consistent progress monitoring to address California state educational standards with a focus on subgroups.	Ongoing	Principal Instructional Coach Teachers	Faculty meetings (no cost), collaboration time (no cost), and substitutes for release days (x1) for 18 teachers.	1000-1999: Certificated Personnel Salaries	Donations - PTA	3060

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 and Mathematics	Ongoing	Teachers Instructional Coach	Cost covered by District funds			
Provide school supplies, office supplies, and lesson materials so that all students have access to the curriculum.	Ongoing	Principal Secretary Instructional Coach Facilitator	Includes but not limited to: paper, pencils, pens, folders, rulers, posters, large-scale printer ink, copier toner, construction paper, laminating supplies, bins, replacements of classroom supplies, objects, posters throughout the year.	4000-4999: Books And Supplies	School Allocation	16350
STEAM: Extension of Math concepts, collaboration in language development, and ability to have smaller groups in RTI 2x/week	Ongoing	STEAM teachers Homeroom teachers	Increase in personnel hours	1000-1999: Certificated Personnel Salaries	TSSP	24934
Provide STEAM materials and Professional Development for STEAM teachers.	Fall	STEAM teachers Principal	STEAM classroom materials, hands-on projects, professional development	4000-4999: Books And Supplies	Science Equipment: Middle School	1500
Provide teacher release days for collaborative planning, learning walks, and data analysis.	Ongoing	Principal Instructional Coach Teachers	Substitutes for 2 days for 18 teachers Substitutes for 1 day for 18 teachers	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	Donations - PTA School Allocation	 6120
Provide planning days for three teachers on the Guided Coalition leadership team for opportunities to collaborate, examine school-wide data and influence decisions.	Once per trimester	Principal Instructional Coach (member) Secretary (member) Facilitator (member) Teacher members	Substitutes for 3 teachers for 3 days	1000-1999: Certificated Personnel Salaries	Donations - PTA	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Math extension activities (Project-Based Learning) through Summit Club for grades 3-5.	Ongoing after school	Parent/District employee	Field trips, extension activities, technology	4000-4999: Books And Supplies	After School Enrichment	3780
Analyze data from benchmarks, observations, and feedback and revise plan as needed.	Ongoing	Principal Teachers School Site Council	No expenditures			

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:

SUBJECT: Closing the Achievement Gap
LEA/LCAP GOAL:
Goal 2: Increase achievement for all students and accelerate learning outcomes for English Language Learners, low-income students, and other target groups to close the achievement gap.
Strategic Plan
Goal 2: Achievement gaps will be eliminated for all student groups in all areas.
SCHOOL GOAL #2:
By June 2020, there will be a reduction in the number of students meeting state criteria for At-Risk of LTEL status from 41 to 37. By June 2020, there will be a 2-percentage-point increase (from 85% to 87%) in the number of reclassified (RFEP) English Learner (EL) students meeting or exceeding standards in ELA as measured by CAASPP (3-5). By March of 2020, 80% of English learners that score a level 4 on the ELPAC will reclassify or maintain a 4 on the ELPAC (20 of 25 students). By June 2020, there will be a 5-percentage-point increase (42% to 47%) in EL student performance in Math as measured on the CAASPP (3-5).
Data Used to Form this Goal:
CASPP ELA & ELPAC

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

- ELs 58%
- SED 51%
- Hisp/Lat 40%

On ELPAC percent of students did not score 4 on ELPAC:

75.4%

Higher number of students scoring at level 3 than other levels

Writing was most challenging domain.

Decrease At-Risk/LTEs by at least 1

Met goal? No. Data for this year indicate that 41 are now At-Risk.

In ELA, subgroups' performance increased significantly.

ELs improved by 21 points in ELA but decreased in Math.

SEDs improved by 14 points in ELA and decreased by 8 points in Math.

RFEPS improved by 15 points in ELA and 10 points in Math.

On the ELPAC, 35 students scored 4.

(+) Reclassified students show trend of scoring well.

(+) Training by District personnel for ELD groups and materials

(-) Students in previous dual-immersion model began learning formal reading and writing in English in third grade

(-) Built upon SIOP understanding and implementation of strategies throughout year

(+) District personnel trained teacher teams in ELD groupings and RAZ-kids resources

(-) Aforementioned training took place late in the year (Winter) so less traction

(-) Inconsistent delivery of explicit language development.

(+) Parent engagement efforts resulted in more awareness on the part of families; however, this takes time to build over the years; we began with K-2.

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
Implement Balanced Language Approach (50:50 model) - based on data and student needs, an equal balance of SLA and ELA instruction and ELD/SLD.	Ongoing	Principal Instructional Coach Teachers	No additional cost			
Provide teacher Professional Development opportunities with District staff on release days and as supported by District.	Ongoing	Principal Instructional Coach Teachers	No additional cost (embedded in site release days in Goal 1)			
Provide small-group support based on ELPAC levels and class performance during ELD time	Ongoing	Teachers	No additional cost			
Continue walkthroughs and targeted, in-house Professional Development for Language Objectives, SIOP strategies/interactions, and translanguaging to increase rigor and opportunities for maximizing metalinguistic awareness and language repertoires.	Ongoing	Principal Instructional Coach Teachers	No additional cost			
Provide planning time (vertical and horizontal) at faculty meetings and on planning days for data dives and planning for EL student achievement	Ongoing	Principal Instructional Coach Teachers	No additional cost (embedded in site release days in Goal 1)			
Provide release time (morning, half-day, afternoon, etc.) to see modeled lessons, visit other schools, study with coach/principal, visit colleagues	Ongoing	Principal Instructional Coach Teachers	Roving substitute for 1 day per teacher for 18 teachers	1000-1999: Certificated Personnel Salaries	Donations - PTA	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct KidTalks to discuss interventions, Student Success Plans (SSPs), Student Study Team meetings (SSTs), and next steps (IEP or 504 when necessary) for at-risk students. Communicate consistently and frequently with families of at-risk students.	Beginning of year, once per trimester	Principal Teachers School Psychologist Speech Pathologist Occupational Therapist District SPED personnel Resource Teacher	8 roving substitute days for KidTalks 10 roving substitute days for IEP/504/SST days	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	Donations - PTA Donations - PTA	
Provide English Language Development (ELD) and Spanish Language Development (SLD) in three protected periods weekly with small-group instruction embedded to support students at their proficiency level.	Ongoing	Principal Instructional Coach Teachers	No additional cost			
Provide job shadowing opportunities to at-risk students (SED and EL) with professionals in the community.	Winter/Spring	Facilitator Community members/Parents	Field trip to/from school and job shadowing opportunity (place of business)	5000-5999: Services And Other Operating Expenditures	TSSP	3080
Provide makerspace supplies and materials and target at-risk students for participation, projects, and workshops.	Winter/Spring	Principal STEAM teachers	Equipment, supplies, activities, speakers, devices, and materials	4000-4999: Books And Supplies	TSSP	4546
Provide professional development to specifically target at-risk students.	Ongoing	Principal Teachers	Professional development courses, speakers, and/or conferences, substitutes	5800: Professional/Consulting Services And Operating Expenditures	TSSP	3840
Extracurricular academic support	Ongoing	Teachers	Math and/or Literacy enrichment based on data for student needs	1000-1999: Certificated Personnel Salaries	After School Extended Learning	2901
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Ongoing	Principal Teachers School Site Council	No expenditures			

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:

SUBJECT: Human Capital
LEA/LCAP GOAL:
Goal 1: Ensure that all students have access to equitable conditions of learning by providing and investing in highly qualified teachers, leaders, and staff; well-maintained facilities and equipment; and standards-aligned instructional materials and resources in a fiscally responsible manner.
Strategic Plan
Goal 4: Mountain View Whisman School District will invest in teachers, leaders and staff to ensure we are the place talented educators choose to work.
SCHOOL GOAL #3:
By June 2020, 80% of teachers and staff will report that the principal listens to their feedback and concerns, and use them to inform decision-making. By June 2020, 80% of teachers will report that the principal trains them effectively in best teaching practices and gives them time to practice and learn.
Data Used to Form this Goal:
Staff meeting feedback; ongoing feedback wall; PLC agendas, notes, emails, comments on shared KUD unit planning documents; coaching schedule, notes and needs; Guided Coalition notes; Committee notes, walkthrough data, informal meetings, goal setting meetings, and formal observations.
Findings from the Analysis of this Data:
2018-19 Goal By June 2019, grade levels will develop and implement a plan for consistent data collection and analysis to inform planning, instructional decisions, and grouping. Met Human Capital Goal? Yes Contributing Factors (+) More practice of new systems (like using unit planning templates and communicating within the document) (+) More specific guidance on new systems (-) Greatly varied levels of buy-in for changes (-/+) Better SIOP implementation but late in consistency

How the School will Evaluate the Progress of this Goal:

Staff meeting feedback; ongoing feedback wall; PLC agendas, notes, emails, comments on shared KUD unit planning documents; coaching schedule, notes and needs; Guided Coalition notes; Committee notes, walkthrough data, informal meetings, goal setting meetings, and formal observations.
Accountability and feedback - monitoring progress of staff professional goals

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Improve communication by sending weekly bulletins and informational messages to staff.	Ongoing	Principal	No additional cost			
Continually update live list of school-wide communications (from principal and office to teachers and from school to home).	Ongoing	Principal Secretary Clerk	No additional cost			
Design staff meetings with time embedded to practice skills and give specific feedback on school operations, decision-making, communication and curriculum.	Ongoing	Principal Instructional Coach	No additional cost			
Summarize and share feedback with staff and communicate the takeaways from the feedback as well as expected actions resulting from the feedback.	Ongoing	Principal	No additional cost			
Regular meetings with Guided Coalition leadership team to ensure that teachers and classified staff have ample opportunities to influence the decision-making process as representatives of their colleagues.	Beginning of year, Trimester 1, 2, 3	Principal Members: Instructional Coach 3 Teachers Facilitator Secretary	Embedded Guided Coalition Days in Goal 1			
Share ideas and successes via Seesaw (internal access), Twitter, and Facebook to highlight teacher and staff talents and positive acts that enhance school climate.	Ongoing	Principal Teachers Instructional Coach	No additional cost			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hold pre-observation conferences and post-observation conferences to give and accept instructional/professional feedback and coaching.	Ongoing	Principal Teachers	Roving substitutes for multiple days	1000-1999: Certificated Personnel Salaries	School Allocation	340
Providing opportunities for teacher and staff choice: committees, their feedback and work drive school decisions, implementation of new initiatives, and site-based Professional Development.	Ongoing	Principal Teachers	No additional cost			
Provide Professional Development opportunities for classified staff (class/training in English language, job skills).	Ongoing	Principal Classified	Online/local classes	5800: Professional/Consulting Services And Operating Expenditures	School Allocation	2000
Office furniture/decorations for school climate improvement	Ongoing	Staff	decorations, furniture, photos	0000: Unrestricted	School Allocation	1310
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Ongoing	Principal Teachers School Site Council	No expenditures			

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:

SUBJECT: Inclusive, Supportive Culture
LEA/LCAP GOAL:
Goal 4: Ensure a safe, healthy, and respectful District and school environment to increase engagement, involvement, and satisfaction of students, staff, parents, and community members.
Strategic Plan
Goal 3: Build engaging and positive interactions among students, staff, parents and the community ensuring that everyone will feel welcomed and included in the educational process.
SCHOOL GOAL #4:
By June 2020 Mistral will maintain an average attendance percentage of 97%. By June 2020, 75% of families will report that the principal and staff communicate effectively with them. By June 2020, there will be a reduction in suspensions by at least 1.
Data Used to Form this Goal:
Surveys from students, family members, and staff. Attendance and suspension rates Family participation in school events (attendance records and surveys)

Findings from the Analysis of this Data:

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

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

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

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

Met? Yes and no.

Select questions and percentages of responses favorable to school/teachers/administration:

Overall, how much do you feel like you belong at your school? Met +6

How often are people disrespectful to others at your school? Not met -2

How well do you feel your child's school is preparing him/her for his/her next academic year? Not met +4

By June 2019, there will be an increase in daily attendance from 96.6% to 97%. Yes, Attendance improved to 97.06

By June 2019, there will be a reduction in suspensions by at least 1. Not met

By June 2019, there will be a five-percentage-point increase in staff responding favorably to the amount and quality of feedback received (68% to 73%). Met + 25 points

Contributing Factors

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

(+) Playworks is positive influence at recess time.

(+) Monthly Quetzal model student assemblies.

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

(+) Varied parent workshops put on by teachers rather than outside organizations

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

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

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

(-) Parent/community resistance to model change

(-) Anxiety about previous Math curriculum, tracking of students, acceleration

(+) Community building with Kinder teacher and volunteers for garden beautification

(+) Community building with Grade 1 teacher and parent volunteers, as well as parents who attended tutoring

(+) Greater, more organized outreach on behalf of staff/teachers

How the School will Evaluate the Progress of this Goal:

Surveys by families, students, and staff

Family attendance at school events

Attendance and suspension rates

Behavior referrals

Social media views and responses

Views of weekly newsletter

Feedback from parent events

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Make available one to two weekly blocks for drop-in appointments for families to speak with the principal regarding any issue.	Ongoing	Principal Office Staff	No additional costs			
Attend leadership conference (principal)	Ongoing	Principal District	District provided			
Consistently share information via newsletter, social media, principal coffees, and family chats. Provide multiple opportunities for feedback from families. Approximately 4 meetings per month	Ongoing	Secretary Clerk Principal SCEF	No additional costs			
Hold parent workshops for teaching skills in Math, STEAM, and reading and provide supplies, books, and materials for families and students in need, with teacher and facilitator (SCEF) assistance to enrich the child's academic and socio-emotional experience; invite speakers and/or organizations.	Ongoing	Principal Instructional Coach Teachers SCEF	Teacher pay	1000-1999: Certificated Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	1880
			Workshop materials, books, games, tools, devices	4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	5200
Provide childcare and interpretation for family engagement.	Ongoing	IAS SCEF	Childcare, interpretation	2000-2999: Classified Personnel Salaries	Donations - PTA	3780

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase SCEF's familiarity with campus community and culture.	Ongoing	SCEF Principal	<ul style="list-style-type: none"> regular meetings with principal frequent meetings with PTA leaders, ELAC leaders attendance at SSC supports low-SES students in finding community-based resources to promote consistent attendance, academic achievement, personal health, a positive learning environment, and socioemotional development 			
Support beautification for school pride and community building	Ongoing	Teachers Volunteers	decorations, plants, wood, paint		Donations - PTA	
Send regular reminders home about attendance, tardies, and late pick-ups.	Ongoing	Principal SCEF Secretary Clerk	Included in printing/office supplies in Goal 1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue developing school-wide social-emotional (SEL) program.	Ongoing	Principal Guided Coalition members Teachers SCEF	No additional costs			
Consistently implement Action Alert before office referral for minor, repeated offenses. Implement positive interventions, family contact, and logical consequences. Professional development at staff meetings.	Ongoing	Principal Teachers SCEF Yard duty	No additional costs			
Plan and host volunteer appreciation event.	Yearly	Principal Staff	0000: Unrestricted			
Plan and host at least two multicultural events (increase from last year).	Ongoing	Principal Instructional Coach	0000: Unrestricted			
Continue to provide additional Playworks support during recess to teach socio-emotional skills during play.	Ongoing	Playworks coaches	Playworks program (one week per month), daily coach	5800: Professional/Consulting Services And Operating Expenditures	Donations - PTA	13000
Provide tangible incentives for Quetzal Prizes to reward positive behavior and academic improvement/achievement.	Ongoing	SCEF Clerk Secretary	Prizes, incentives	0000: Unrestricted	TSSP	2000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
School Allocation	26,460	0.00
TSSP	38,400	0.00
After School Enrichment	3,780	0.00
Parent Engagement (PIQE/FEI/PU)	7,080	0.00
Science Equipment Elementary	1,500	1,500.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School Enrichment	3,780.00
After School Extended Learning	2,901.00
Donations - PTA	19,840.00
Parent Engagement (PIQE/FEI/PU)	7,080.00
School Allocation	26,460.00
Science Equipment: Middle School	1,500.00
TSSP	38,400.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	3,310.00
1000-1999: Certificated Personnel Salaries	39,575.00
2000-2999: Classified Personnel Salaries	3,780.00
4000-4999: Books And Supplies	31,376.00
5000-5999: Services And Other Operating Expenditures	3,080.00
5800: Professional/Consulting Services And Operating	18,840.00

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	3,780.00
1000-1999: Certificated Personnel Salaries	After School Extended Learning	2,901.00
1000-1999: Certificated Personnel Salaries	Donations - PTA	3,060.00
2000-2999: Classified Personnel Salaries	Donations - PTA	3,780.00
5800: Professional/Consulting Services And	Donations - PTA	13,000.00
1000-1999: Certificated Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	1,880.00
4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	5,200.00
0000: Unrestricted	School Allocation	1,310.00
1000-1999: Certificated Personnel Salaries	School Allocation	6,800.00
4000-4999: Books And Supplies	School Allocation	16,350.00
5800: Professional/Consulting Services And	School Allocation	2,000.00
4000-4999: Books And Supplies	Science Equipment: Middle School	1,500.00
0000: Unrestricted	TSSP	2,000.00
1000-1999: Certificated Personnel Salaries	TSSP	24,934.00
4000-4999: Books And Supplies	TSSP	4,546.00
5000-5999: Services And Other Operating	TSSP	3,080.00
5800: Professional/Consulting Services And	TSSP	3,840.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	56,084.00
Goal 2	14,367.00
Goal 3	3,650.00
Goal 4	25,860.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Tabitha Miller	X				
María Rosas		X			
Laura Berman				X	
Laiza Bromberg				X	
Jennifer DeGraaff		X			
Carmen Ohlfs		X			
Miriam Hernández				X	
Imelda Moreno				X	
Eberardo López			X		
Sandi Puett				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
Tabitha Miller	X				
María Rosas		X			
Brenda Jarillo-Rabling		X			
Eberardo Lopez			X		
Imelda Moreno				X	
Miriam Hernandez				X	
Rosalía Gil				X	
Ryann Pollock		X			
Numbers of ELAC Members of each category:	1	3	1	3	0

Recommendations and Assurances

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

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

X English Learner Advisory Committee



Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 9-24-19.

Attested:

Tabitha Miller

Typed Name of School Principal



Signature of School Principal

10/3/19

Date

María Rosas

Typed Name of SSC Chairperson



Signature of SSC Chairperson

10/3/19

Date