The School Plan for Student Achievement

School: MARIANO CASTRO ELEMENTARY SCHOOL

CDS Code: 43 69591 6048003

District: Mountain View Whisman School District

Principal: Theresa Lambert

Revision Date: November 19, 2020

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

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

Contact Person: Theresa Lambert

Position: Principal

Phone Number: 650-526-3590

Address: 500 Toft St
MOUNTAIN VIEW, CA 94040

E-mail Address: tlambert@mvwsd.org

The District Governing Board approved this revision of the SPSA on November 19, 2020.

Table of Contents

School Vision and Mission

MARIANO CASTRO ELEMENTARY SCHOOL's Vision and Mission Statements
School Mission
We inspire, prepare, and empower every student.

School Vision
Mariano Castro provides the support and conditions needed for a child to be college and career ready and empowered to be successful in their personal journey.

We are an inclusive, collaborative, and supportive community that develops technologically proficient, reflective learners and problem solvers. We encourage the positive contributions of all and we celebrate our diversity and achievements.

Staff Collective Commitments
1. We cultivate a culture of celebration for both short and long term goals.
2. We collaborate based on student data.
3. We provide constructive timely feedback to students and families.
4. We will provide support for students' individual academic, emotional, physical, and social needs.
5. We work as a team to generate solutions for student success.
6. We promote a growth mindset in staff and students.
7. We commit to seeking out and researching best practices and implementing them in the classroom.
8. We foster appreciation for cultural diversity.
9. We instill the habits of creativity, collaboration, communication, and critical thinking.

School Core Values
Safety, Respect, Responsibility, Perseverance

School Profile

Mariano Castro Elementary is a K-5 school with an enrollment in September 2020 of 307 students. Our school community consists of 80% Hispanic/Latino students, 86% socio-economically disadvantaged students, and 67% English Learner students. Our staff team has 13 regular classroom teachers, 1 STEAM teacher, two special education teachers, two instructional coaches, a principal, and twenty classified support staff. Every classroom has one-to-one Chromebooks and projection TVs. Ipads are used in center-based instruction in Kindergarten and First Grade.

We began the year in full Distance Learning. The need will be reviewed in January 2020 to determine whether and how in-person learning will resume.

2020-2021 Goals

Goal 1: Improving Student Achievement
  • By June 2021, there will be a 4-percentage point increase from 48% to 52% in the number of students Meeting or Exceeding Standards in ELA.as measured by CAASPP.
  • By June 2021, there will be a 7-percentage point increase from 33% to 40% in the number of students Meeting or Exceeding Standards in Math as measured by CAASPP.
By June 2021, there will be a 9-percentage point increase (from 11% to 20%) in the number of students at or above grade level (Tier 1) in Math as measured by the i-Ready diagnostic assessments.

By June 2021, there will be a 8-percentage point increase (from 18% to 26%) in the number of students at or above grade level (Tier 1) in Reading as measured by the i-Ready diagnostic assessments.

By June 2021, there will be a 5 percentage point decrease (from 50% to 45%) in the number of students not meeting standards (Tier 3) in Math as measured by the iReady diagnostic assessments.

By June 2021, there will be a 5-percentage point decrease (from 44% to 39%) in the number of students not meeting standards (Tier

3) in Reading as measured by the iReady diagnostic assessments.

Key Strategies:

ELA – Response to Instruction (RTI), Maintain and Improve PLC Implementation, Identifying and Pacing of Essential Skills, Student Engagement (Cognitive and Active), Professional Development in Rigor, small group instruction to focus on core instruction and utilize WIN time for even more targeted reteaching, increase intervention and extension opportunities with emphasis on specific skills using iReady.

Math - PLC Practices, small group instruction, spiral review, student engagement, reteaching/extension cycle within core instruction, enrichment/extension opportunities after school, increase use of DOK 3 questioning and tasks, increase intervention and extension opportunities with emphasis on specific skills using iReady, PD through math coaching, consistent school-wide math block to include fluency, application, and concept development.

Goal 2: Achievement Gap

By June 2021, there will be a 10% reduction in the number of students meeting criteria for At-Risk of LTEL status.

By June 2021, the percentage of RFEP students meeting/exceeding standard will increase 2 percentage points from 80 to 82% in ELA and 6 percentage points from 56 to 62% in Math.

By June 2021, the percentage of low SES students meeting or exceeding standard will increase 6 percentage points from 44% to 50% in ELA and from 29% to 35% in Math.

By June 2021, the percentage of ELs meeting/exceeding standards will increase 6 percentage points from 16% to 22% in ELA and 8 percentage points from 12% - 20% in Math

Key Strategies:

Sheltered Instruction Observation Protocol (SIOP) during core instruction, RTI, math Intervention using iReady, additional instructional opportunities before or after school, PD through math coaching

Goal 3: Human Capital

All teachers will receive instructional coaching and PD in effective strategies and technology for distance learning: instructional coaching 3 x per month and PD monthly.

Key Strategies: Instructional coaching, PD in effective practices in instructional delivery via online sessions, PD in technology platforms.

Goal 4 Inclusive and Supportive School Environment:

By June 2021, the average student participation and engagement rate for the school will be at or above 95% during distance learning or hybrid learning models.

By June 2021, suspensions will be reduced from 3 to 2.

By June 2021, there will be a 19 percentage point increase (from 71% - 90%) of 4th and 5th grade students, who agree or strongly agree that the adults in the school care about their success, as measured by the annual LCAP survey.

Key Strategies: Positive Behavior Interventions and Supports (PBIS) strategies, structured playground schedules and expectations (when in hybrid model), individual support for students with chronic absences or chronic low participation, school counseling program, additional at-risk supervisor position, emphasis on school-wide identify and expectations.

Goal 5: Parent Engagement:

In 20-21 an average of 20 parents will attend each meeting (ELAC, Principal's Coffee)

At least 80% of each classroom will attend Back to School Night, Parent/Teacher conferences, Open House

By June of 20-21 there will be an increase of 19% points (from 71%-90%) of 4th and 5th grade students agreeing or strongly agreeing that the adults in school care about their success as measured by the annual LCAP survey.

Key Strategies: School Community Engagement Facilitator (SCEF), outreach through PTA, SSC, and ELAC, family recognition dinner, At-Risk Supervisor target contacts

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

   All staff use the adopted materials for ELA/ELD (Benchmark Advance) and for Math (Eureka Math). Supplemental materials that are standards-aligned are used as necessary. Students are assessed on the grade level standards at the end of each trimester using district assessment and throughout each unit of instruction using common formative assessments. The Principal, the School Leadership Team, the Grade Level Teams, and the whole staff analyze data to make necessary changes in allocation of resources.

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

   Each grade level team keeps a google data sheet of all formative and summative data. The data, and student work samples are used to identify strengths and needs at the grade, class, and individual student levels. Teams determine next steps in pacing as well as effective instructional strategies. The data is reviewed and analyzed by the grade level teams at collaboration sessions and planning release days. In addition, the grade level team, the Principal, the Instructional Coach, and the RTI teachers meet every 6-8 weeks to review this grade level student progress data (Student Progress Review Meetings) and plan next steps to support student achievement.

<u>Staffing and Professional Development</u>

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). Castro School has no misassigned teachers, no out of field teachers, and one teacher in her first two years of teaching. All teachers are considered "highly qualified".
There are two instructional coaches to support teachers in the implementation of common core standards. Grade level team collaboration around student progress takes place a minimum of one time weekly.

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

Castro has two instructional coaches who assist all teachers in implementing school-wide initiatives, as well as providing support to each teacher on their individual professional growth needs and goals. Teachers who are in their first two years of teaching also receive the support of a new teacher Induction mentor teacher.

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

Each week teacher teams collaborate on effective instructional strategies, targeting essential standards, and implementation of programs. Each teacher team also has 6 release days throughout the year to plan as a team. The release days are paid out of site funds.

<u>Opportunity and Equal Educational Access</u>

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

All students participate in an intervention or enrichment period daily (WIN Time). Homework assistance is provided for the 30 students attending the in-person learning support program (Beyond the Bell). We have one At-Risk Supervisor who supports students and their families. The target students are students who are struggling academically, behaviorally, socio-emotionally.

<u>Parental Involvement</u>

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

Parent support for the school and for the education of their children is very strong. A core group of parents attend monthly principal meetings and ELAC meetings, as well as PTA meetings. At these meetings parents have the opportunity to actively participate and provide input in decisions as to the direction of the school. Parents on School Site Council and ELAC participate in the development and review of school goals and activities. A School Community Engagement Facilitator provides parent support and plans parent involvement activities and trainings.

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)

School Site Council meets monthly and reviews implementation of the goals, strategies, and expenditures identified in this School Plan.

<u>Funding</u>

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

Mariano Castro receives state and federal funding through supplemental funds and Title I funds directed through the District. The major activities funded are a 1.0 FTE Intervention Resource Teacher, assemblies and presentations to build background knowledge and additional tutoring and enrichment opportunities outside of the instructional day. Professional development and planning time for staff are also a significant expense.

Description of Barriers and Related School Goals

A significant barrier to parent engagement is the home and work schedule of many parents. Factors impacting this are children under toddler age, work schedules, and comfort level in participating in school decision making. This often hinders their ability to make it to school to participate in meetings or school activities or PTA activities.

A significant barrier to school climate is the amount of counseling and support needed by our children and families. Children are often experiencing a significant amount of stress due to home conditions, political unrest, and dysfunctional family dynamics. This stress impacts their ability to learn and focus positively on peer relations as well as relations with adults.

This year, distance learning is a barrier to success for most students. Family work schedules, technology skills, and language may pose barriers to providing extensive support for their children.

Due to COVID-19 restrictions, many families are experiencing a lack of resources to fulfill basic needs and this is in turn impacting student ability to focus on their learning.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	49	47	53	45	43	45	45	43	45	91.8	91.5	84.9
Grade 4	48	48	54	45	47	48	45	47	48	93.8	97.9	88.9
Grade 5	52	44	48	49	42	48	49	42	48	94.2	95.5	100
All Grades	149	139	155	139	132	141	139	132	141	93.3	95	91

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2444.3	2408.6	2426.3	33.33	20.93	31.11	15.56	23.26	20.00	33.33	30.23	20.00	17.78	25.58	28.89
Grade 4	2456.2	2463.6	2440.1	20.00	27.66	16.67	17.78	23.40	18.75	31.11	14.89	22.92	31.11	34.04	41.67
Grade 5	2504.4	2495.0	2507.6	18.37	16.67	22.92	30.61	28.57	35.42	24.49	33.33	18.75	26.53	21.43	22.92
All Grades	N/A	N/A	N/A	23.74	21.97	23.40	21.58	25.00	24.82	29.50	25.76	20.57	25.18	27.27	31.21

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.33	9.30	24.44	42.22	58.14	44.44	24.44	32.56	31.11
Grade 4	13.33	21.28	14.58	62.22	46.81	47.92	24.44	31.91	37.50
Grade 5	24.49	16.67	25.00	44.90	54.76	50.00	30.61	28.57	25.00
All Grades	23.74	15.91	21.28	49.64	53.03	47.52	26.62	31.06	31.21

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.89	16.28	24.44	48.89	39.53	46.67	22.22	44.19	28.89
Grade 4	17.78	25.53	8.33	51.11	40.43	60.42	31.11	34.04	31.25
Grade 5	24.49	19.05	33.33	48.98	54.76	41.67	26.53	26.19	25.00
All Grades	23.74	20.45	21.99	49.64	44.70	49.65	26.62	34.85	28.37

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	22.22	18.60	26.67	62.22	67.44	51.11	15.56	13.95	22.22
Grade 4	11.11	17.02	10.42	60.00	68.09	66.67	28.89	14.89	22.92
Grade 5	18.37	16.67	12.50	63.27	66.67	62.50	18.37	16.67	25.00
All Grades	17.27	17.42	16.31	61.87	67.42	60.28	20.86	15.15	23.40

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	31.11	20.93	28.89	53.33	62.79	42.22	15.56	16.28	28.89
Grade 4	20.00	14.89	18.75	62.22	55.32	39.58	17.78	29.79	41.67
Grade 5	28.57	28.57	37.50	51.02	57.14	41.67	20.41	14.29	20.83
All Grades	26.62	21.21	28.37	55.40	58.33	41.13	17.99	20.45	30.50

Conclusions based on this data:

1. Fourth grade % of students meeting or exceeding is significantly lower than 3rd and 5th grades for both 16-17 and 17-18 school years; further analysis of this data is needed in order to determine effective next steps.
2. % of students below standard in the reading and writing strands is higher than in listening and research/inquiry; focus on effective comprehension strategies as well as a coherent writing program is needed.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	49	47	53	49	47	52	49	47	52	100	100	98.1
Grade 4	48	48	55	48	48	55	48	48	55	100	100	100
Grade 5	52	44	48	52	44	48	52	44	48	100	100	100
All Grades	149	139	156	149	139	155	149	139	155	100	100	99.4

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

Overall Achievement for All Students														
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	2451.3	2420.3	2414.8	26.53	10.64	17.31	26.53	29.79	25.00	28.57	31.91	23.08	18.37	27.66	34.62
Grade 4	2457.2	2460.2	2432.0	16.67	14.58	5.45	22.92	27.08	16.36	31.25	27.08	41.82	29.17	31.25	36.36
Grade 5	2485.3	2496.6	2497.7	17.31	18.18	16.67	13.46	15.91	18.75	26.92	31.82	33.33	42.31	34.09	31.25
All Grades	N/A	N/A	N/A	20.13	14.39	12.90	20.81	24.46	20.00	28.86	30.22	32.90	30.20	30.94	34.19

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	40.82	27.66	28.85	36.73	40.43	28.85	22.45	31.91	42.31
Grade 4	22.92	18.75	16.36	27.08	41.67	27.27	50.00	39.58	56.36
Grade 5	19.23	29.55	16.67	26.92	27.27	39.58	53.85	43.18	43.75
All Grades	27.52	25.18	20.65	30.20	36.69	31.61	42.28	38.13	47.74

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	34.69	12.77	21.15	44.90	46.81	42.31	20.41	40.43	36.54
Grade 4	18.75	16.67	7.27	43.75	50.00	45.45	37.50	33.33	47.27
Grade 5	11.54	15.91	25.00	44.23	40.91	39.58	44.23	43.18	35.42
All Grades	21.48	15.11	17.42	44.30	46.04	42.58	34.23	38.85	40.00

Communicating Reasoning								
Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36.73	25.53	17.31	53.06	48.94	46.15	10.20	25.53	36.54
Grade 4	25.00	22.92	10.91	39.58	41.67	47.27	35.42	35.42	41.82
Grade 5	21.15	18.18	16.67	38.46	54.55	52.08	40.38	27.27	31.25
All Grades	27.52	22.30	14.84	43.62	48.20	48.39	28.86	29.50	36.77

Conclusions based on this data:

1. Overall math achievement is lower than overall ELA achievement. Interventions for math are needed as is targeted reteaching during core instruction.

2. Concepts and Procedures strand has the highest % of students below standard. Professional Development is needed in effective lesson design and instructional strategies for this strand, consistency in school-wide implementation of best practices in math is needed.

School and Student Performance Data

ELPAC Results

Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K		1399.5		1413.7		1366.1		33
Grade 1		1424.0		1433.8		1413.7		33
Grade 2		1459.2		1465.0		1452.8		35
Grade 3		1448.3		1456.1		1440.0		32
Grade 4		1483.6		1483.5		1483.3		32
Grade 5		1533.8		1537.1		1530.0		18
All Grades								183

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		6.06		33.33		36.36		24.24		33
1		6.06		27.27		33.33		33.33		33
2		14.29		31.43		31.43		22.86		35
3		9.38		31.25		28.13		31.25		32
4		15.63		53.13		6.25		25.00		32
5		33.33		27.78		27.78		11.11		18
All Grades		12.57		34.43		27.32		25.68		183

Overall Language — Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		12.12		36.36		27.27		24.24		33
1		12.12		33.33		33.33		21.21		33
2		28.57		31.43		17.14		22.86		35
3		31.25		21.88		15.63		31.25		32
4		28.13		46.88		3.13		21.88		32
5		44.44		27.78		16.67		11.11		18
All Grades		24.59		33.33		19.13		22.95		183

Oral Language — Percentage of Students at Each Performance Level for All Students

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		3.03		24.24		57.58		15.15		33
1		0.00		30.30		27.27		42.42		33
2		5.71		11.43		48.57		34.29		35
3		3.13		28.13		34.38		34.38		32
4		6.25		25.00		43.75		25.00		32
5		0.00		33.33		55.56		11.11		18
All Grades		3.28		24.59		43.72		28.42		183

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		9.09		75.76		15.15		33
1		30.30		48.48		21.21		33
2		25.71		45.71		28.57		35
3		12.50		53.13		34.38		32
4		25.00		53.13		21.88		32
5		27.78		50.00		22.22		18
All Grades		21.31		54.64		24.04		183

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		15.15		54.55		30.30		33
1		6.06		69.70		24.24		33
2		22.86		54.29		22.86		35
3		37.50		37.50		25.00		32
4		65.63		12.50		21.88		32
5		77.78		11.11		11.11		18
All Grades		33.88		42.62		23.50		183

Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		0.00		81.82		18.18		33
1		12.12		48.48		39.39		33
2		5.71		65.71		28.57		35
3		3.13		50.00		46.88		32
4		6.25		62.50		31.25		32
5		22.22		66.67		11.11		18
All Grades		7.10		62.30		30.60		183

Writing Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		27.27		45.45		27.27		33
1		3.03		57.58		39.39		33
2		8.57		48.57		42.86		35
3		12.50		59.38		28.13		32
4		3.13		68.75		28.13		32
5		5.56		83.33		11.11		18
All Grades		10.38		58.47		31.15		183

Conclusions based on this data:

1. In Writing, the number of students that meet the Well-developed criteria decreases after Kindergarten, while the number of students reading Somewhat/Moderately increases after Kindergarten. The number of students at the Beginning stage in Writing is significantly lower in 5th grade.   Schoolwide consistent emphasis on writing as part of designated ELD is needed.

2. Percentage of students scoring Well Developed or Moderately developed in Speaking increases through the grades to a high of 88% in 5th grade and Listening to a high of 77% in 5th grade. The emphasis on Speaking and Listening in ELD is successful, need to integrate more reading and writing with the skills of speaking and listening.

Planned Improvements in Student Performance

<div align="center">

School Goal #1
</div>

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: Student Achievement
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 1: Every student will be prepared for high school and 21st Century citizenship.

SCHOOL GOAL #1:

Goal 1: Improving Student Achievement
- By June 2021, there will be a 4-percentage point increase from 48% to 52% in the number of students Meeting or Exceeding Standards in ELA.as measured by CAASPP.
- By June 2021, there will be a 7-percentage point increase from 33% to 40% in the number of students Meeting or Exceeding Standards in Math as measured by CAASPP.

By June 2021, there will be a 9-percentage point increase (from 11% to 20%) in the number of students at or above grade level (Tier 1) in Math as measured by the i-Ready diagnostic assessments.

By June 2021, there will be a 8-percentage point increase (from 18% to 26%) in the number of students at or above grade level (Tier 1) in Reading as measured by the i-Ready diagnostic assessments

By June 2021, there will be a 5 percentage point decrease (from 50 to 45%) in the number of students not meeting standards (Tier 3) in Math as measured by the iReady diagnostic assessments.

By June 2021, there will be an 5percentage point decrease (from 44 to 39%) in the number of students not meeting standards (Tier 3) in Reading as measured by the iReady diagnostic assessments.

Key Strategies:

ELA – Response to Instruction (RTI), Maintain and Improve PLC Implementation, Identifying and Pacing of Essential Skills, Student Engagement (Cognitive and Active), Professional Development in Rigor, small group instruction to focus on core instruction and utilize WIN time for even more targeted reteaching, increase intervention and extension opportunities with emphasis on specific skills using iReady.

Math - PLC Practices, small group instruction, spiral review, student engagement, reteaching/extension cycle within core instruction, enrichment/extension opportunities after school, increase use of DOK 3 questioning and tasks, increase intervention and extension opportunities with emphasis on specific skills using iReady, PD through math coaching, consistent schoolwide math block to include fluency, application, and concept development.

Data Used to Form this Goal:

CAASPP overall ELA 48% and Math 33% (below state overall average of 51% in ELA and 39% in Math)and similar schools data (in top decile in the state for both reading and math among similar schools 80% or higher low SES status, top ELA score in the county, in top 3 in Math in the county)
District assessments, including iReady data
ELPAC
Reclassification rates
Grade Level Formative Assessments

Findings from the Analysis of this Data:

2018-19 Goal 1 - Increase from 47% to 52% met/exceeded (ELA)
Met? - No
2018-19 Goal - Increase from 39 to 45% met/exceeded (Math)
Met? - No
Proficiency rate on CAASPP rose 1% in ELA and declined 6% in Math.
CAASPP ELA scores are highest in the county among similar schools (80% or higher low SES)
CAASPP Math scores are in the top 3 in the county among similar schools (80% or higher low SES)
Literably data from 18-19 to 19-20: number of students that were proficient or above increased (as measured by Tri 2 19-20 administration).

How the School will Evaluate the Progress of this Goal:

CAASPP results, District Trimester Benchmark Assessments, Common formative assessment data

Assessments results throughout the year will show an increasing number of students reaching proficiency on team common formative assessments and Unit or Module assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development in Depths of Knowledge/Webbs Cognitive Rigor Matrix	Provide ongoing PD through on-site trainings and outside workshops, conferences, etc. 1x monthly Sept. - June	Principal, Coach	materials, training, consultants	4000-4999: Books And Supplies	TSSP	1,000
				5800: Professional/Consulting Services And Operating Expenditures	TSSP	1,000
Continue Common Core Planning Time-Additional planning time, including planning sessions with coaches	throughout the year	Principal, Coach	substitute pay	1000-1999: Certificated Personnel Salaries	TSSP	3,000
				3000-3999: Employee Benefits	TSSP	200
Focus on instruction of the California State Standards (CSS) in ELA/ELD and Math using a variety of DOK levels of tasks and questioning.	Plan and deliver instruction of the essential standards from the CSS for the grade.	Principal, Coach, Teachers				
Instructional Leadership Team- group of teacher representatives to work with the principal to develop and	monthly	Principal, Instructional Leadership Team	hourly rate	1000-1999: Certificated Personnel Salaries	TSSP	2600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
monitor core school-wide instructional strategies (in the areas of priority standards and skills, assessment, teacher math competency, pedagogy, differentiation, collaboration for a guaranteed and viable curriculum)			benefits	3000-3999: Employee Benefits	TSSP	400
Response to Instruction - WIN Time. Intervention and enrichment of targeted skills taught in core literacy instruction the previous month as well as remediation of foundational ELA skills. Win groups cycle 8 to 12 times a year depending on the specific grade level. Groupings are determined by analysis of common formative assessments and benchmark assessments in the grade level. Students attend STEAM lessons when not in RTI/WIN. After School Programming	Offer before and after school enrichment and tutoring – Ongoing Nov. 2020-May 2021	Intervention Teachers, Principal Principal Principal, Staff	Supplies for tutoring and enrichment wages for tutoring	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	TSSP TSSP	2,000 4,000
Student goal setting – all year, weekly sessions Student Progress Review Meetings- to review benchmark and common formative assessment data and iReady diagnostic and instructional progress. Common Formative Assessments frequently and consistently and	Ongoing - Aug '18 - June '20 Conduct sessions each trimester with grade level teams Create team google doc to record all assessments, including CFA's Aug	Principal, Coach, and Teachers Principal and grade level teams Principal, Staff	Substitute costs - TSSP Professional Development costs	1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures		1,000 500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
record results on team google doc for analysis	2020-June 2021 Attend training on common formative assessment development					
Variety of assemblies and classroom presentations		Principal, Teachers	Services	4000-4999: Books And Supplies		1000
	Purchase replacement devices as necessary Headphones, licenses, tablets	Principal		5000-5999: Services And Other Operating Expenditures		
Classroom equipment and software licenses				5000-5999: Services And Other Operating Expenditures	After School Enrichment	3060
fees for after school enrichment activities		Principal		None Specified		
Ongoing teacher coaching in using a variety of components from Benchmark Advance and Eureka Math	Aug 20 - June 21	Instructional Coach and math coaching through the county office				
Additional Instructional Coach	Aug 20-June 21	Principal	salary	1000-1999: Certificated Personnel Salaries	Title I	84265
			benefits	3000-3999: Employee Benefits	Title I	29888
Additional manipulatives for students to use at home during distance learning	Aug. 2020-May 2021	Principal	materials	4000-4999: Books And Supplies	School Allocation	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Materials and Supplies - for distance learning and in-person learning, includes copier costs	Aug. 2020	Principal	materials, copying	4000-4999: Books And Supplies	School Allocation	23010
Implement new or revised strategies based on review and revision of plan and resources	Oct 2020 – June 2021	Principal, Coach, Teachers				
Implement IReady Reading and iReady Math to provide instruction for all levels of achievement and to guide ongoing instruction.	Sept. 2020-June 2021	Principal, Coach, Teachers	District Funded			
Increase inquiry based instruction in enrichment group of each Win cycle	Sept. 2020- June 2021	Grade Level Teams and RTI teachers				
Emphasis on math discourse to promote deep conceptual understanding and academic language practice opportunities.	Aug 2020 - June 2021	Coaches and Teachers				

Planned Improvements in Student Performance

<u>**School Goal #2**</u>

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:
CASTRO Goal 2: Closing the Achievement Gap: 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. • By June 2021, there will be a 10% reduction in the number of students meeting criteria for At-Risk of LTEL status. • By June 2021, the percentage of RFEP students meeting/exceeding standard will increase 2 percentage points from 80 to 82% in ELA and 6 percentage points from 56 to 62% in Math. • By June 2021, the percentage of low SES students meeting or exceeding standard will increase 6 percentage points from 44% to 50% in ELA and from 29% to 35% in Math. • By June 2020, the percentage of ELs meeting/exceeding standards will increase 6 percentage points from 16% to 22% in ELA and 8 percentage points from 12% - 20% in Math Key Strategies: Sheltered Instruction Observation Protocol (SIOP) strategies consistently used during core instruction, RTI, personalized math support math using iReady, additional instructional opportunities before or after school, teacher PD through math coaching
Data Used to Form this Goal:
CAASPP results Spring 2019 District assessments ELPAC Reclassification rates At-Risk of LTEL data- decrease from 38 students in 2018-19 to 29 students in 2019-20

Findings from the Analysis of this Data:
Met? - ELA - No. The percentage of English Learners meeting/exceeding standard in ELA increased by 1%.   Math - No. The percentage of English Learners meeting/exceeding standard in Math decreased by 1%   Proficiency rate for Hispanic and SED rose for ELA from 2017-2018   Reclassification rate increased slightly.

How the School will Evaluate the Progress of this Goal:
Subgroup data for common formative assessments, benchmark assessments and state assessments.   All teachers will consistently be implementing small group instructional strategies in ELA and Math and implementing iReady ELA and iReady Math.   By June 2021 all grades will have completed 8 WIN cycles for RTI.   WIN groups formed and implemented by Aug. 2020   Formative assessment used to assess ELD progress.   CFA Results google docs   Opportunities for AT-Risk of LTEL students to attend tutoring   Students at all levels of achievement will experience instruction at all 4 DOK levels.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Before and After School Tutoring opportunities by teachers and by outside organizations.	Oct. 2020 - June 2021	Principal	outside agency cost	5000-5999: Services And Other Operating Expenditures	TSSP	3000
			Teacher Hourly rate for afterschool tutoring	1000-1999: Certificated Personnel Salaries	TSSP	2350
Use Learning A-Z for RTI and small groups during core instruction	Oct. 2020-June 2021					
Implement new or revised strategies based on review and revision of plan	Oct. 2020-June 2021					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase use of a variety of SIOP features throughout the day. Feature 8: Links Explicitly Made Between Past Learning and New Concepts including systematic spiral review in ELA and Math *Features 9: Key Vocabulary Emphasized (Introduced, Written, Repeated, and Highlighted for Students to See) Feature 2:Language Objectives Clearly Defined, Explained and reviewed with students. Feature 4: Supplementary Materials Used to a High Degree, Making the Lesson Clear and Meaningful Feature 8: Links Explicitly Made Between Past Learning and New Concepts including systematic spiral review in ELA and Math Feature 9: Key Vocabulary Emphasized (Introduced, Written, Repeated, and Highlighted for Students to See) Feature 12: A Variety of Techniques Used to Make Content Clear: Intensive use of visual supports and graphic organizers Feature 14: Scaffolding Techniques Feature 15: Questions or Tasks That Promote Higher Order Thinking Skills Feature 16: Frequent Opportunities for Interaction and Discussion Between Teacher/Student and Among Students Feature 17: Grouping Configurations Support Language and Content Objectives of the Lesson	PD in SIOP and ongoing feedback through admin walkthroughs, coaching, instructional rounds November 2020 - June 2021	Principal, Coaches	Training Materials	4000-4999: Books And Supplies	TSSP	900

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Feature 18: Wait Time for Student Responses Consistently Provided						
Provide additional instruction in English language acquisition for newcomers before or after school	Jan. 2021	May 2021	wages	1000-1999: Certificated Personnel Salaries	TSSP	3600
				3000-3999: Employee Benefits	TSSP	400
All benchmark and Common Formative Assessments data will be disaggregated by EL , low SES, and SWD for analysis and action planning.	Aug 2020 - May 2021	Principal, Coaches, Grade level teams				
Student Data and Progress Review meetings will be held each trimester with Principal, Coaches, and Grade Level Teams using iReady data, common formative assessment data, and benchmark data.	Nov,January, March	Principal, Coaches, Grade Level TEams	substitute costs or hourly cost	1000-1999: Certificated Personnel Salaries	TSSP	2,000
				3000-3999: Employee Benefits	TSSP	300
Create mixed grade groupings based on language proficiency (4th-5th) for ELD to provide groups more targeted to language level	Jan. 2021 - May 2021	Principal, 4th and 5th grade teams				
Professional Development in stages of language acquisition and in identifying language-specific errors vs concept errors	PD during staff meetings	Principal, EL Dept. Principal, Coach,				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Consistent and effective use of Benchmark Advance ELD materials during designated ELD period. Fluid ELD groupings throughout the year	Student progress in language acquisition is reviewed each trimester to determine if placement change is warranted. Nov. 2020-June 2021	Teachers Teachers, Principal Principal, Staff				
Professional development in differentiation for IEP, 504 and SST students ,advanced learners, for the needs of students of low SES. PD in NGSS hands-on academic experiences through Discovery Education	ongoing Aug. 2020 - June 2021	Principal, Coaches, SPED staff Principal Principal, STEAM teacher Principal, Staff	Materials	4000-4999: Books And Supplies	TSSP	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Principal				
Purchase site software licenses for enrichment and remediation programs	Aug 2020-June 2021	Principal	license	4000-4999: Books And Supplies	TSSP	5000
Targeted tutoring for students who are Level 3 on ELPAC to support reclassification	Jan. - June 2021	Principal	wages	2000-2999: Classified Personnel Salaries	TSSP	1000
	each trimester	Principal				

Planned Improvements in Student Performance

School Goal #3

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

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:
CASTRO Goal 3: All teachers will receive instructional coaching and PD in effective strategies and technology for distance learning: instructional coaching 3-4 x per month and PD monthly.   Key Strategies: Instructional coaching, PD in effective practices in instructional delivery via online sessions, PD in technology platforms, observations of and collaboration with other sites
Data Used to Form this Goal:
Distance Learning is new to all teachers and all report the need for additional professional development in best practices.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Review weekly collaboration notes.   Records of PD attended.   Classroom observations   Student academic progress

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PD in PLC foundation principles/core tenets, including new staff-PD in Common formative assessment, RTI, using data, guaranteed and viable curriculum – 1x monthly at staff meetings, Additional Collaboration time for each grade level team	Aug. 2020 - June 2021 Additional 1 hour weekly or bi-monthly	Principal, Coach Principal, Grade Level Teams	hourly	1000-1999: Certificated Personnel Salaries	Donations - General	1000
Virtual Peer Visitations to observe distance learning within Castro Virtual School Visitations to observe distance learning at other schools Virtual Instructional Rounds Implement new or revised strategies based on review and revision of plan	Schedule Peer visitations monthly Schedule school visitations quarterly for various teams Schedule each trimester Each teacher will participate in real-time coaching 3-4 x each month Oct. 2020 – June 2021	Principal, Coach Principal Principal Principal, Coach Principal, Staff	Substitute costs for peer visitations and school visitations	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	TSSP TSSP	6,000 800
PD in Depths of Knowledge (DOK) in effective questioning and task	PD in applying DOK to questioning,	Principal, Coach	professional development materials	4000-4999: Books And Supplies	TSSP	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
development and developing rigorous assessments. I	lesson activities, and assessments		Substitute costs	1000-1999: Certificated Personnel Salaries	TSSP	2,000

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 and Supportive Environment
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:
CASTRO Goal 4 Inclusive and Supportive School Environment: By June 2021, the average student participation and engagement rate for the school will be at or above 95% during distance learning or hybrid learning models.   By June 2021, suspensions will be fewer than 3.   By June 2021, there will be a 19 percentage point increase (from 71% - 90%) of 4th and 5th grade students, who agree or strongly agree that the adults in the school care about their success, as measured by the annual LCAP survey.   Key Strategies: Positive Behavior Interventions and Supports (PBIS) strategies, structured playground schedules and expectations, individual support for students with attendance and engagement challenges, direct instruction in socio-emotional learning strategies using ToolBox, additional At-Risk Supervisor, SCEF parent support and education, Socio-Emotional and Behavior Team.
Data Used to Form this Goal:
Survey of students from LCAP 2019-2020   Attendance rates from 2019-2020   Discipline data from 2019-2020
Findings from the Analysis of this Data:
Attendance: By June 2020 the average attendance for the school was 96.08%. Attendance has remained steady for several years.
How the School will Evaluate the Progress of this Goal:
Student LCAP surveys – March 2021   Attendance and participation rates monthly

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School-wide Incentive system - "caught being good" system of Dolphin Tickets to be used by yard duty and office personnel (during in-person learning) Virtual weekly Dazzling Dolphin recognition in classroom Individual meetings with families of students who are experiencing attendance and/or participation challenges, following the Tiered Re-engagement plan Incentive for Academic Achievement - growth on iReady	Align with the 4 school values, 12 Toolbox tools Sept. 2020. - June 2021 as needed	Principal, SEL and Behavior Committee Principal, Parent Lead Principal Principal, Staff	Materials	4000-4999: Books And Supplies	TSSP	2,000
Pupil Supervisor Training - schoolwide expectations, project cornerstone themes, prevention strategies, schoolwide incentive system (if in-person learning)	At monthly pupil supervisor meetings	Principal	Materials wages	4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries	TSSP TSSP	500 2000
Teachers will keep track of attendance in real-time throughout the day; A designated support staff member for each grade checks the document throughout the day and calls home to make sure students get connected, back on-task, etc.	daily	Principal, support staff				
Consistent system of communication between classrooms for ELD,	Aug. 2020-June 2021	All teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
WIN/RTI Literacy, Science, P.E.						
Class Meetings each morning to support a positive classroom climate	Aug 2020-June 2021	Classroom teachers				
SEL Toolbox curriculum materials	Nov. 2020	Principal, SEL Committee	materials	4000-4999: Books And Supplies	Donations - General	1000
PD in tiers of consequences to ensure consistency across all classrooms and school-wide.	August 2020 - May 2021	Principal, SEL and Behavior Committee	hourly rate	1000-1999: Certificated Personnel Salaries	TSSP	1,000
SEL and Behavior Team to develop and monitor school-wide practices	August 2020 - May 2021	Principal, SEL and Behavior Committee	hourly costs	1000-1999: Certificated Personnel Salaries	TSSP	4000
				3000-3999: Employee Benefits	TSSP	500
Supporting families with basic needs, collaborate with partner agencies and organizations	August 2020-May2021	Principal, SCEF				
School Counselor - Teachers work with the school counselor to develop individual support plans in response to chronic absences and/or lack of participation. counselor provides emotional and social skills support to students individually and in small groups, coordinates services with community agencies	August 2020 - June 2021	Principal, Counselor	salary	1000-1999: Certificated Personnel Salaries	Title I	74,074
				3000-3999: Employee Benefits	Title I	22,118
Additional At-Risk Supervisor - support families and students with attendance and engagement, support target groups and target students to increase academic success and support positive behavior	August 2020 - June 2021	Counselor, At-Risk Supervisor, Principal	salary	2000-2999: Classified Personnel Salaries	Title I	50,276
				3000-3999: Employee Benefits	Title I	32,370
Additional Clerk hours to support parent needs and supplemental programs for at-risk students	August 2020-June 2021	Principal	salary	2000-2999: Classified Personnel Salaries	Title I	10,855
				3000-3999: Employee Benefits	Title I	9060

Planned Improvements in Student Performance

<div align="center">

School Goal #5

</div>

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: Parent Engagement
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 #5:
CASTRO Goal 5: In 20-21 an average of 20 parents will attend each meeting (ELAC, Principal's Coffee) At least 80% of each classroom will attend Back to School Night, Parent/Teacher conferences, Open House Key Strategies: School Community Engagement Facilitator (SCEF), outreach through PTA, SSC, and ELAC, At-Risk Supervisor target contacts, family recognition, use of virtual meetings
Data Used to Form this Goal:
Parent sign in sheets from meetings and activities (individual meetings as well as school meetings)
Findings from the Analysis of this Data:
2018-19 Goal: By June 2019, 80% of all families will have attended five or more school events as measured by parent sign in records. Met? Yes 80% of families attended five or more events.
How the School will Evaluate the Progress of this Goal:
Mid-year review of cumulative data (ongoing google doc maintained)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Inclusive ELAC and School Site Council meetings, monthly	Monthly meetings, interpreted Personal outreach	 Principal, SLS	materials and supplies	4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	5261

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Recognition event for parent participation - Five Star Families Parent Trainings scheduled through partnerships with community agencies and organizations.	to families of all languages	Coordinator, SCEF	trainings	5000-5999: Services And Other Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	23,000
			Substitute Costs	1000-1999: Certificated Personnel Salaries	Donations - General	2,500
			Certificated Hourly rate	1000-1999: Certificated Personnel Salaries	Donations - General	1800
Family Math and Technology Nights	Jan and March	Grade Level Teachers	wages	1000-1999: Certificated Personnel Salaries	Donations - General	1,000
				1000-1999: Certificated Personnel Salaries	School Allocation	1000
SCEF hold quarterly orientation meetings with Newcomer families.	Aug. 2020-June 2021	SCEF	hourly rate	2000-2999: Classified Personnel Salaries	TSSP	500
Maintain current and engaging website and Facebook pages	ongoing	Principal				
Principal Coffees to support parent understanding of iReady reports, ELPAC reports, report cards, Google classroom and SeeSaw	6 x per year	Principal, SCEF, At-Risk Supervisor				
Increase communication re student progress through Google Classroom and SeeSaw, iReady parent reports	Ongoing	All teachers				
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Ongoing	Principal, Teachers, School Site Council				
Parent Training in Reclassification criteria and strategies for home support	Each trimester	Principal, Coach	hourly	1000-1999: Certificated Personnel Salaries	TSSP	300
				3000-3999: Employee Benefits	TSSP	50
Training in the Toolbox Curriculum (SEL) and how to apply the tools at	each trimester	Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
home, collaboration with Landels						
Emphasis on cultural awareness and competence for both staff and students, including collaboratiion with district equity coach.	ongoing	Principal	materials	4000-4999: Books And Supplies	Donations - General	200
			presentations and assemblies	5000-5999: Services And Other Operating Expenditures	Donations - General	500
Provide option of virtual meetings to increase convenience for parents	ongoing	Principal				

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	26,010	0.00
TSSP	55,400	0.00
After School Enrichment	3,060	0.00
Parent Engagement (PIQE/FEI/PU)	28,261	0.00
Title I	312,906	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
	2,500.00
After School Enrichment	3,060.00
Donations - General	8,000.00
Parent Engagement (PIQE/FEI/PU)	28,261.00
School Allocation	26,010.00
Title I	312,906.00
TSSP	55,400.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	197,489.00
2000-2999: Classified Personnel Salaries	64,631.00
3000-3999: Employee Benefits	96,086.00
4000-4999: Books And Supplies	46,871.00
5000-5999: Services And Other Operating Expenditures	30,060.00
5800: Professional/Consulting Services And Operating	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries		1,000.00
4000-4999: Books And Supplies		1,000.00
5000-5999: Services And Other Operating		500.00
5000-5999: Services And Other Operating	After School Enrichment	3,060.00
1000-1999: Certificated Personnel Salaries	Donations - General	6,300.00
4000-4999: Books And Supplies	Donations - General	1,200.00
5000-5999: Services And Other Operating	Donations - General	500.00
4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	5,261.00
5000-5999: Services And Other Operating	Parent Engagement (PIQE/FEI/PU)	23,000.00
1000-1999: Certificated Personnel Salaries	School Allocation	1,000.00
4000-4999: Books And Supplies	School Allocation	25,010.00
1000-1999: Certificated Personnel Salaries	Title I	158,339.00
2000-2999: Classified Personnel Salaries	Title I	61,131.00
3000-3999: Employee Benefits	Title I	93,436.00
1000-1999: Certificated Personnel Salaries	TSSP	30,850.00
2000-2999: Classified Personnel Salaries	TSSP	3,500.00
3000-3999: Employee Benefits	TSSP	2,650.00
4000-4999: Books And Supplies	TSSP	14,400.00
5000-5999: Services And Other Operating	TSSP	3,000.00
5800: Professional/Consulting Services And	TSSP	1,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	158,923.00
Goal 2	19,550.00
Goal 3	11,800.00
Goal 4	209,753.00
Goal 5	36,111.00

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
Theresa Lambert	X				
Jennylyn Fung		X			
Kaitlin Chernikoff		X			
Ana Maria Sanchez		X			
Kristen Calderon			X		
Nelly Gomez				X	
Rosalie Garcia				X	
Jonathan Pettey				X	
Lizbeth Velasco				X	
Martha Cortes				X	
Numbers of members of each category:	**1**	**3**	**1**	**5**	

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
Audocia Ruiz, President				X	
Imelda Ayon Aguirre , Vice President				X	
Anai Juarez, Secretary				X	
Theresa Lambert	X				
Gissel Alapisco, School Counselor			X		
Kristen Calderon, Engagement Facilitator			X		
Numbers of ELAC Members of each category:	**1**	**0**	**2**	**3**	

Recommendations and Assurances

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

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

   X   English Learner Advisory Committee

   Audocia Ruiz

   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 Oct. 28, 2029.

Attested:

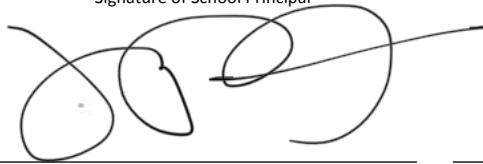|		
Theresa Lambert		
Typed Name of School Principal	Signature of School Principal	Date
Jonathan Pettey		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date