The School Plan for Student Achievement

School: MARIANO CASTRO ELEMENTARY SCHOOL

CDS Code: 43 69591 6048003

District: Mountain View Whisman School District

Principal: Dr. Judith Crates

Revision Date: March 15, 2022

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

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

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The District Governing Board approved this revision of the SPSA on April 21, 2022.

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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
Be Safe
Be Respectful
Be Responsible
Be Perseverant

School Profile

Mariano Castro Elementary is a K-5 school with an enrollment in September 2021 of 270 students. Our school community consists of 80% Hispanic/Latino students, 86% socio-economically disadvantaged students, and 67% English Learner students.
Castro has the highest number of McKinney-Vento (unhoused) students of all the elementary school in MVWSD, 54 out of 270 students. The Special Education population is 13.7% of the student body. The families at Castro are majority low-income working class immigrant families for whom English is a second or third language. Many of the families have come to the United States as refugees from their home counties. Castro students speak a variety of languages at home, the most prevalent being Spanish (76%), Russian (1.6%), Other non-English Languages (.98%), and Mandarin (.98%).

The Castro certificated staff has 12 grade-level classroom teachers, 1 STEAM teacher, 1 Counselor, 2 Resource Specialist teachers, 2 instructional coaches, 1 principal, 2 Speech Therapists (shared with another site) and 1 psychologist (shared with other sites). The Castro classified staff has 1 office manager/secretary, 1 school clerk, 1 School-Community Engagement Facilitator, 1 At Risk Intervention Supervisor, 1 Library Tech (shared with another site), 3 Special Education Instructional Assistants, 2 custodians, 4 shared Food Service workers, and 4 shared Yard Supervisors. Every classroom has one-to-one Chromebooks and projection TVs. Kindergarten and First Grade used center-based instruction with manipulatives and Chromebooks.

Goal #1 Academic Achievement English Language Arts

CAASPP ELA Goal:
By June 2022, there will be a 5-percentage point increase (from 49% to 54%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (Gr 3-5)
Subgroup goals: By June 2022 all subgroups will make the following gains:
Students with Disabilities (SWD): There will be a 8-percentage point increase from 17% to 25%
Socio-Economically Disadvantaged (SED): There will be a 6-percentage point increase from 44% to 50%

English Only (EO): There will be a 3.5-percentage point increase from 64% to 67.5%
Ethnicity Subgroup
Hispanic/ Latino: There will be a 6-percentage point increase from 44% to 50%

iReady ELA One-Year's Growth Goal:
a. By June 2022, there will be a 7-percentage point decrease (from 77% to 70%) in the number of students not meeting their yearly growth targets in Reading as measured by the iReady diagnostic assessments. (K-5)
Subgroup goals: By June 2022 all subgroups will make the following gains:
Students with Disabilities (SWD): There will be a 8.6-percentage point increase from 13% to 21.6%
Socio-Economically Disadvantaged (SED): There will be a 7.6 percentage point increase from 24% to 31.6%
English Only (EO): There will be a 4.3 percentage point increase from 57% to 61.3%
Ethnicity Subgroups:
Asian: There will be a 0.8-percentage point increase from 92% to 92.8%..
Hispanic/ Latino: There will be a 7.6-percentage point increase from 24% to 31.6%
White: There will be a 6.4% percentage point increase from 36% to 42.4%
b. By June 2022, Castro school will increase the percent of students meeting the District's Annual Growth average from 33% to 40% (District target of 57%)

Goal #1 Academic Achievement - ELA Key Strategies:
Professional Learning Communities; monthly grade cluster PLC;
Trimester (D1, D2, and D3) Data Analysis Meetings with Principal and Coach
Midtrimester (D1, D2, and D3) Growth tracking meetings with Principal and Coach
Instructional Coaching
Differentiation
RTI instruction/STEAM
Sheltered Instruction Observation Protocols (SIOP)
i-Ready Instruction (Standards Mastery Assessments) - Tiered Level of Support
Positive Behavior System--Recognitions for Academic Growth
After School Tutoring (District Organized) - Tiered level of support

Goal #2 Academic Achievement in Math

CAASPP Math Goal:
By June 2022, there will be a 6.7-percentage point increase (from 32.9% to 39.6%) in the number of students meeting or exceeding standards in Math as measured by CAASPP (Gr 3-5)
Subgroup goals: By June 2022 all subgroups will make the following gains:
Students with Disabilities (SWD): There will be a 9-percentage point increase from 8.33% to 17.43%
Socio-Economically Disadvantaged (SED): There will be a 7-percentage point increase from 28.9% to 35.9%
English Only (EO): There will be a 5-percentage point increase from 50% to 55%
Ethnicity Subgroup
Hispanic/ Latino: There will be a 7-percentage point increase from 27.13% to 34.13%
iReady Math One-Year's Growth Goal:
a. By June 2022, there will be a 8-percentage point decrease (from 79% to 71%) in the number of students not meeting their yearly growth targets in Math as measured by the iReady diagnostic assessments. (K-5)
Subgroup goals: By June 2022 all subgroups will make the following gains:
Students with Disabilities (SWD): There will be a 10-percentage point increase from 0% to10%
Socio-Economically Disadvantaged (SED): There will be a 8.4-percentage point increase from 16% to 24.4%
English Only (EO): There will be a 6-percentage point increase from 41% to 47%
Ethnicity Subgroup:
Asian: Will maintain 100% proficiency.
Hispanic/ Latino: There will be a 8.4-percentage point increase from 16% to 24.4%
White: There will be a 7.7-percentage point increase from 23% to 30.7%
b. By June 2022, Castro school will increase the percent of students meeting the District's Annual Growth average from 35% to 41.5% (District target of 57%)

Goal #2 Academic Achievement - Math Key Strategies:
Professional Learning Communities
Trimester (D1, D2, and D3) Data Analysis
Instructional Coaching
Differentiation
RTI instruction/STEAM
Sheltered Instruction Observation Protocols (SIOP)
i-Ready Instruction (Standards Mastery Assessments) - Tiered Level of Support
Positive Behavior System--Recognitions for Academic Growth
After School Tutoring (District Organized) - Tiered level of support

Goal #3 Academic Achievement--English Language Learners
At-Risk Long-Term ELs Goal (3rd-5th grade)
By June 2022, there will be a reduction in the number of students meeting state criteria for At-Risk of LTEL status from 73 to 66
RFEP Goal -
By June 2022, there will be a 3.5 percentage point increase (from 65% to 69.5%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the Diagnostic 3 i-Ready Reading.
ELPAC Goal-
By June 2022, at least 7 Of 9 (80%) English Learners that score a Level 4 on the ELPAC will reclassify or maintain at a Level 4 on the ELPAC

Key Strategies/Actions:
SIOP Instruction
EL Data Monitoring Forms
Designated ELD Instruction (preview and review academic demands of core content lessons & Learning A-Z Assessments & Instruction)
Learning A-Z
Review/Train teachers ELPAC Assessments and Scoring
Classroom EL (and at-risk students) data and instructional strategies form for progress monitoring.
Parent Workshops
EL, Newcomer, and RFEP progress monitoring

Goal #4 Social Emotional Health and Wellness
Parent Goal -
By June 2022, there will be a 1-percentage point increase from 88% to 89% in the number of parents who agree or strongly agree that their students' social emotional needs were met as measured by the LCAP/Climate Survey
Student Goal -
By June 2022, there will be a 2.5-percentage point increase from 75% to 77.5% in the number of students who agreed or strongly agreed that my school focuses on a student's character as measured by the LCAP/Climate Survey.

Key Strategies
Orientation Week
Positive Behavior System: The Dolphin Way
Zones of Regulation and Toolbox SEL Programs
Train classified and certificated staff
CHAC and Uplift Counseling services for students
Parent Education events
Provide, analyze, and determine actions from District's Health and Wellness Survey

Goal #5 Inclusive and Welcoming Culture
Attendance Goal -
By June 2022, the average student attendance rate for the school will be at or above 97%. It is currently 95.4%
Chronic Absenteeism Goal -
By June 2022, the average chronic absenteeism rate for subgroups will decrease by 0.5% from 13% to 12.5 % based on 5x5 Chronic Absenteeism Indicator Placement on the California School Dashboard
Welcoming Environment Goal -
By June 2022, there will be a 1% increase in the number of parents who agree or strongly agree with the statement "My school

creates a welcoming environment for all families" as measured by the annual LCAP/ Climate Survey (From 91%-92%)

Key Strategies
Dolphin Pride Assemblies (Monthly)
Orientation Week (The Dolphin Way)
Virtual Classroom Teacher led parent meetings
Virtual classroom social events
Provide, analyze, and determine actions from District's Health and Wellness Survey
Present and analyze data with parents via SSC, ELAC, Principal's Coffee
Attendance Recognitions--Classroom, individual student
Attendance Review meetings with Principal, SCEF, ARIS, Secretary
Attendance Action plans for at risk students
Parent Education events
Pending Board approval: Parent led Los Dichos program

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 three times a year via iReady in ELA and Math (August, December, May), at the end of each trimester using district assessments, 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 or individual student data binders. 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 weekly Professional Learning Community 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 2 teachers in their 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 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 will be given bi-quarterly extra duty paid planning afternoon meetings with the principal and Instructional coach to go over data and student progress.

<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) that allows teachers to work with flexible small groups of students on targeted skills or enrichment. The Instructional Coaches work with teachers via coaching cycles (observations, demo lessons, debrief, lesson planning) and collaboration time to help teachers create instructional plans that meet the needs of all students but especially those students in need of accelerated learning to close learning gaps. The Principal also works with teachers via the evaluation process to help identify the skills teachers need to work on with the Instructional Coaches. Additionally, the school has an At-Risk Supervisor who supports students and their families with school attendance, behavior, and academic resources. The At-Risk Supervisor works closely with the School Community Engagement Facilitator to make sure that no student in need is overlooked and that important information about students and their families is shared between both support positions, teachers, and administration. The goal is to serve the whole child and make sure that all needs are being attended to so that students are able to access the academic learning.   Target students who are struggling academically, behaviorally, or socio-emotionally, are chosen for closer monitoring by the At Risk Supervisor. Homework assistance is provided for the 30 students attending the in-person learning support program (Beyond the Bell). Additionally, the implementation of PBS strategies and Socio-emotional learning through out the school allow students to learn to self-regulate, be recognized for self-regulation, meeting expectations, improving behavior, and this way create structures for students to remain in class as much as possible.

<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 strong. With the introduction of Zoom as a platform for parent meetings, attendance has grown from a core group of parents to 20 parents who regularly attend monthly principal meetings, SSC, and ELAC 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 analysis of student data that allows them to advise on the development and review of school goals and activities. A School Community Engagement Facilitator provides parent support and plans parent involvement activities and trainings. Principal-Parent Coffees are used as another avenue for parent education and support; the content of the coffee usually reflects a program that is being implemented at the school (PBS, Emotional Regulation) so that parents can support students but also grow their own parenting skills, or an academic aspect that is important for parents to understand to support their student's progress.

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. Teachers and Parents are included via separate meetings to analyze data, look at growth, pose questions, and make suggestions for next steps to implement toward meeting grade level standards.   Parents are provided with student report cards for progress toward grade level standard 3 times per academic year.

<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 School Counselor, 2.0 FTE Instructional Coach, At Risk Supervisor, and School Community Engagement Facilitator, Professional development for staff, and planning time. Students are provided with various incentives and recognitions though out the year that celebrate the growth they make towards meeting and exceeding grade level standards or closing their academic gaps and are also a significant expense. Supplemental programs and materials are purchased to bridge the gap between students readiness levels and grade level expectations.

    Each site has been allocated $120 per student to use this year to support student needs that have resulted from the pandemic and distance learning. Program 201 and Program 202 funds do not rollover and must be spent on this year's students. Program 201 and 202 funds are used to support areas identified in site's needs assessment including after school learning support and social emotional learning.

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.   Another major factor to parent engagement is the level of English literacy of families, as well as primary language literacy; parents that are not functionally literate in their own language find it difficult to know how to support their children in a school system that uses another language where they are also not literate.

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 or trauma due to housing instability, home conditions, number of people sharing living spaces, political or social unrest, and dysfunctional family dynamics that include drug, alcohol, domestic violence, and sexual abuse. This stress impacts their ability to learn and focus positively on peer relations as well as relations with adults.

The 2019-2020 and 2020-2021 school years of distance learning were a barrier to success for most students. Family work schedules, technology skills, internet access and stability, home dynamics and noise, as well as language were all barriers to providing extensive support for students.   English learners were unable to practice oral language production as they would have during in-person

learning. Many of the students who were already academically struggling did not consistently participate in distance learning, complete assignments, or fully engage. The students stated they had trouble fully attending to the teaching due to distractions at home or on the screen. Students whose computers became damaged during distance learning missed valuable instructional time because they did not report the damage for fear of getting in trouble or because it would take longer to replace devices due to family work schedules or ability to drive to the district office and exchange devices. Students were also not in a school environment for at least 18 months, where teachers could teach procedures and structures for academic success. Distance Learning also made it difficult to provide consistent high-quality intervention for students who were academically or socially behind, much less begin the necessary paperwork for students with exceptional needs.

Due to COVID-19 restrictions, many families experienced a lack of resources to fulfill basic needs and this is in turn impacted students' 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**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	49	49	49	0	0	0	0	0	0	0.0	0.0	0.0
Grade 4	61	61	61	0	0	0	0	0	0	0.0	0.0	0.0
Grade 5	61	61	61	0	0	0	0	0	0	0.0	0.0	0.0
All Grades	171	171	171	0	0	0	0	0	0	0.0	0.0	0.0

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

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

Overall Achievement for All Students												
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
All Grades	N/A	N/A	N/A												

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

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

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

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

Conclusions based on this data:

1. Over 50% of students are not meeting grade level standards consistently over the past 3 years.

2. The largest percentage of students is "At or Near Standard" when the domains are analyzed, however 23% to 31% of students are "Below Standard"

3. Cohort data does not show consistent growth over time; the percentage of students "At Standard" increases across the 3 years, however the other 4 areas do no see an increase of growth of student proficiency but a slide backwards with larger numbers of students not meeting standards.

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**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	49	49	49		0	0		0	0	0.0	0.0	0.0
Grade 4	61	61	61	0	0	0	0	0	0	0	0.0	0.0
Grade 5	61	61	61	0	0	0	0	0	0	0.0	0.0	0.0
All Grades	171	171	171		0	0	0	0	0	0.0	0.0	0.0

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

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

Overall Achievement for All Students											
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3										0					
Grade 4	0														
All Grades	N/A	N/A	N/A												

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

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

	Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**

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

Conclusions based on this data:

1. 67% of students are not at grade level in math. This is a higher percentage than ELA

2. The percentage of students "Above Standard" in math domains has declined over the 3 years, the percentage of students "At or Near Standard" in math domains is largest for "Communicating Reasoning" and "Problem Solving & Modeling/Data Analysis," however the majority of students for domain "Concepts and Procedures" is "Below Standard"

3. Overall math proficiency has declined over the past 3 years of CASSPP.

School and Student Performance Data

ELPAC Results

Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
ELPAC Summative Assessment Data **Number of Students and Mean Scale Scores for All Students**				
	20-21	20-21	20-21	20-21
Grade K	1407.7	1423.7	1370.5	32
Grade 1	1393.8	1406.9	1380.3	35
Grade 2	1441.2	1445.6	1436.4	38
Grade 3	1463.5	1465.8	1460.6	34
Grade 4	1473.6	1476.5	1470.3	40
Grade 5	1486.3	1487.6	1484.5	30
All Grades				209

Grade Level	Level 4	Level 3	Level 2	Level 1	Total Number of Students
Overall Language **Percentage of Students at Each Performance Level for All Students**					
	20-21	20-21	20-21	20-21	20-21
K	18.75	37.50	37.50	6.25	32
1	54.29	40.00	2.86	2.86	35
2	39.47	36.84	18.42	5.26	38
3	38.24	32.35	26.47	2.94	34
4	30.00	40.00	27.50	2.50	40
5	43.33	26.67	23.33	6.67	30
All Grades	37.32	35.89	22.49	4.31	209

Grade Level	Level 4	Level 3	Level 2	Level 1	Total Number of Students
Oral Language **Percentage of Students at Each Performance Level for All Students**					
	20-21	20-21	20-21	20-21	20-21
K	15.63	34.38	37.50	12.50	32
1	31.43	45.71	22.86	0.00	35
2	18.42	44.74	31.58	5.26	38
3	26.47	8.82	52.94	11.76	34
4	25.00	20.00	37.50	17.50	40
5	20.00	20.00	43.33	16.67	30
All Grades	22.97	29.19	37.32	10.53	209

Written Language Percentage of Students at Each Performance Level for All Students					
Grade Level	Level 4	Level 3	Level 2	Level 1	Total Number of Students
	20-21	20-21	20-21	20-21	20-21
K	28.13	59.38	9.38	3.13	32
1	71.43	25.71	0.00	2.86	35
2	55.26	26.32	15.79	2.63	38
3	52.94	32.35	14.71	0.00	34
4	60.00	37.50	2.50	0.00	40
5	50.00	40.00	3.33	6.67	30
All Grades	53.59	36.36	7.66	2.39	209

Listening Domain Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students
	20-21	20-21	20-21	20-21
K	9.38	71.88	18.75	32
1	14.29	57.14	28.57	35
2	7.89	50.00	42.11	38
3	14.71	64.71	20.59	34
4	22.50	55.00	22.50	40
5	10.00	70.00	20.00	30
All Grades	13.40	60.77	25.84	209

Speaking Domain Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students
	20-21	20-21	20-21	20-21
K	12.50	65.63	21.88	32
1	2.86	62.86	34.29	35
2	15.79	63.16	21.05	38
3	35.29	38.24	26.47	34
4	30.00	45.00	25.00	40
5	36.67	43.33	20.00	30
All Grades	22.01	53.11	24.88	209

Reading Domain Percentage of Students by Domain Performance Level for All Students			
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students
	20-21	20-21	20-21	20-21
K	3.13	62.50	34.38	32
1	2.86	28.57	68.57	35
2	2.63	36.84	60.53	38
3	0.00	38.24	61.76	34
4	0.00	42.50	57.50	40
5	6.67	36.67	56.67	30
All Grades	2.39	40.67	56.94	209

Writing Domain Percentage of Students by Domain Performance Level for All Students			
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students
	20-21	20-21	20-21	20-21
K	12.50	43.75	43.75	32
1	2.86	31.43	65.71	35
2	2.63	39.47	57.89	38
3	8.82	47.06	44.12	34
4	0.00	50.00	50.00	40
5	0.00	63.33	36.67	30
All Grades	4.31	45.45	50.24	209

Conclusions based on this data:

1. Oral language development to strengthen Listening and Speaking in English is needed in both Designated and Integrated ELD time since both area have students clustered at "Somewhat/Moderately"

2. Clear, consistent, explicit mapping of the oral language production into the writing production is needed to support student movement from Levels 1 and 2 to Level 4, especially since 53.59% of students are at L1

3. English Language Development currently happening is not producing the needed movement for students to grow 1 level a year or to reach Level 4 by the end of elementary school.

School and Student Performance Data

iReady Diagnostic 3 Results

District Results

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

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

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

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

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

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

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

MARIANO CASTRO ELEMENTARY SCHOOL

Math - Diagnostic 3 (May 2021)				
	Tier 1	**Tier 2**	**Tier 3**	**Grand Total**
Math Diagnostic 3 Overall	21%	44%	35%	
Ethnicity Subgroups				
Asian	100%	0%	0%	
Hispanic/Latino	16%	47%	37%	
White	23%	43%	34%	
Grand Total	21%	44%	35%	
Students with Disability (SWD)				
SWD	0%	38%	62%	
Not SWD	25%	46%	30%	
Grand Total	21%	44%	34%	
Socio-Economically Disadvantaged (SED)				
SED	16%	46%	38%	
Not SED	53%	38%	10%	
Grand Total	21%	44%	34%	
EL Status Subgroup Data				
EL	9%	48%	42%	
EO	41%	38%	21%	
IFEP	50%	45%	5%	
RFEP	44%	33%	23%	
Grand Total	21%	45%	34%	

Reading - Diagnostic 3 (May 2021)

Reading - Diagnostic 3 (May 2021)			
	Tier 1	Tier 2	Tier 3	Grand Total
Reading Diagnostic 3 Overall	29%	33%	39%	
Ethnicity Subgroups				
Asian	92%	8%	0%	
Hispanic/Latino	24%	34%	42%	
White	36%	32%	32%	
Grand Total	29%	33%	39%	
Students with Disability (SWD)				
SWD	13%	22%	64%	
Not SWD	31%	35%	34%	
Grand Total	29%	33%	38%	
Socio-Economically Disadvantaged (SED)				
SED	24%	34%	42%	
Not SED	63%	25%	13%	
Grand Total	29%	33%	38%	
EL Status Subgroup Data				
EL	14%	34%	52%	
EO	57%	34%	9%	
IFEP	73%	27%	0%	
RFEP	52%	31%	17%	
Grand Total	29%	33%	38%	

iReady Diagnostic 3 Math 2020-21	Annual Typical Growth (Students meeting their yearly growth targets)	
Grade Level	Met	Not Met
0	23%	77%
1	21%	79%
2	31%	69%
3	43%	57%
4	36%	64%
5	50%	50%
6		
7		
8		

Reading - Diagnostic 3 (May 2021)		
Grand Total	35%	65%
Students with Disability (SWD)	Met	Not Met
SWD	33%	67%
Socio-Economically Disadvantaged (SED)	Met	Not Met
SED	30%	70%
EL Status Subgroup Data	Met	Not Met
EL	31%	69%
EO	34%	66%
IFEP	35%	65%
RFEP	51%	49%
Grand Total	35%	65%
Ethnicity Subgroup Annual Typical Growth Data	Met	Not Met
Asian	73%	27%
Hispanic/Latino	33%	67%
White	27%	73%
Grand Total	34%	66%

iReady Diagnostic 3 Reading 2020-21	Annual Typical Growth (Students meeting their yearly growth targets)	
Grade Level	Met	Not Met
0	21%	79%
1	23%	77%
2	27%	73%
3	29%	71%
4	30%	70%
5	60%	40%
6		
7		
8		
Grand Total	33%	67%
Students with Disability (SWD)	Met	Not Met
SWD	32%	68%
Socio-Economically Disadvantaged (SED)	Met	Not Met

SED	22%	78%
EL Status Subgroup Data	**Met**	**Not Met**
EL	28%	72%
EO	31%	69%
IFEP	42%	58%
RFEP	47%	53%
Grand Total	33%	67%
Ethnicity Subgroup Annual Typical Growth Data	**Met**	**Not Met**
Asian	50%	50%
Hispanic/Latino	32%	68%
White	36%	64%
Grand Total	33%	67%

Conclusions based on this data:

1. The percentage of students at Tier 1 in ELA is higher than the percentage of students in Tier 1 Math, 29% vs. 21%

2. The sub group data shows that the Significant Subgroups--Latinos, Students With Disabilities, SocioEconomically Disadvantaged, or English Learners--at Tier 1 goes from a low at 0% (SWD in Math) to a high of 24% (Latino & SED in Reading). This will directly affect the overall percentage of students at Tier 1 because the student population at Castro is overwhelmingly Latino, SED, and EL.

3. Only 1/3 of students are meeting the ATG target in math or ELA, so students who begin below grade level continue to stay below grade level and not make enough growth to close the achievement gap.

Planned Improvements in Student Performance

School Goal #1

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

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

Strategic Plan Goal Area #1:
Effective and consistent instructional practices that meet the needs of all students

School Goal 1: Academic Achievement - English Language Arts
    ●   **School Goal 1.a - CAASPP Goal**
    ●   **School Goal 1.b - One Year's Growth Goal**

Goal 1 Academic Achievement English Language Arts

School Goal 1.a - CAASPP ELA Goal:
By June 2022, there will be a 5-percentage point increase (from 49% to 54%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (Gr 3-8)
Subgroup goals: By June 2022 all subgroups will make the following gains:
Students with Disabilities (SWD): There will be a 8-percentage point increase from 17% to 25%
Socio-Economically Disadvantaged (SED): There will be a 6-percentage point increase from 44% to 50%
English Only (EO): There will be a 3.5-percentage point increase from 64% to 67.5%
Ethnicity Subgroup
Hispanic/ Latino: There will be a 6-percentage point increase from 44% to 50%

School Goal 1.b - iReady ELA One-Year's Growth Goal:
1.b.i. By June 2022, there will be a 7-percentage point decrease (from 77% to 70%) in the number of students not meeting their yearly growth targets in Reading as measured by the iReady diagnostic assessments. (K-8)
Subgroup goals: By June 2022 all subgroups will make the following gains:
Students with Disabilities (SWD): There will be a 8.6-percentage point increase from 13% to 21.6%
Socio-Economically Disadvantaged (SED): There will be a 7.6 percentage point increase from 24% to 31.6%
English Only (EO): There will be a 4.3 percentage point increase from 57% to 61.3%
Ethnicity Subgroups:
Asian: There will be a 0.8-percentage point increase from 92% to 92.8%..
Hispanic/ Latino: There will be a 7.6-percentage point increase from 24% to 31.6%
White: There will be a 6.4% percentage point increase from 36% to 42.4%
1.b.ii. By June 2022, Castro school will increase the percent of students meeting the District's Annual Growth average from 33% to 40% (District target of 57%)

Data Used to Form this Goal:
CAASPP 2018-19 overall ELA Level 4 23.4%, Level 3, 24.82%, Level 2, 20.57%, Level 1, 31.21% District assessments, iReady Diagnostic data

Findings from the Analysis of this Data:
2018-19 CAASPP is the baseline for the next 3 years. 48.2% of students are proficient or advanced as compared to the state 51.1% 51.78% of students are not meeting standard as compared to the state 48.91% iReady Diagnostic 3 May 2021, iReady Diagnostic 1 Aug 2021 Trends: 72% Tier 2&3 in Reading Vocabulary, Comprehension of literature and Comprehension non-fiction are need areas

How the School will Evaluate the Progress of this Goal:
CAASPP results, District Trimester Benchmark Assessments, iReady Diagnostic 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**
Bi quarterly Extra Duty Data Analysis, planning, goal setting, and progress meetings with Principal and Coach Teachers will use this data to determine next instructional actions to meet students needs for whole class, EL students, Latino Students, SocioEconomically Disadvantaged, and Students With Disabilities.	Bi quarterly	Principal, Coach	Data reports, essential standards, class profile Benefits	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	TSSP TSSP	3780 1000
Each teacher identifies 3 focal students in their classroom to closely monitor data in order to analyze instructional practices. Teacher will document on a recording sheet and discuss instructional practices and strategies with grade level colleagues, instructional coach, principal during PLC collaboration time	Bi Weekly	Principal, Coach	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement Response to Instruction (Tiered Instruction) and STEAM (Science, Technology, Engineering, Art, Math) Program. • Each classroom will rotate twice a week, in small groups for RTI, and to receive STEAM instruction. • The grouping of students will be done by the grade level teachers based on the students' ability level in target areas and will change at least every six weeks. • While one group of students is with the STEAM teacher, another small group will stay with their classroom teacher to receive tiered level of instruction that extends in their learning or help with topics the students did not understand. • No matter what level a student is at they will see the STEAM teacher and their classroom teacher twice a week during their Response to Instruction rotations. • Every student will be at their zone of proximal development during the rotations. • -Teachers will use LLI Program to read with students at their level and build reading fluency,	Throughout the year	Principal, Coach, Teachers	LLI materials, Manipulatives Science curriculum and materials hourly rate	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	TSSP TSSP	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
decoding, comprehension, word attack skills. • -LLI reading intervention training for teachers and instructional assistants. Teachers will used this leveled literacy program during WIN/RTI time to instruct students at their instructional reading level						
Instructional Leadership Team- group of teacher representatives to work with the principal to develop and 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)	monthly	Principal, Instructional Leadership Team	hourly rate benefits	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	TSSP TSSP	2600 400
Hire additional instructional coach to support teachers and principals in all aspects of instruction.	August-June	Principal	Salary Benefits	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I Title I	48500 10500
Differentiation • What do students need to know? Grade levels will identify priority standards provided by the district that align to core content instruction. • Learning Recovery Data reports: What did students not master the previous grade? • How will we respond?	August-June	Principal, Instructional Coach, Teachers	Professional Responsibility			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade levels will review the data to determine instructional needs and differentation strategies during the core instruction and RTI groupings (Tiered Level of Instruction). Implement differentation strategies provided at the district August professional development on differentiation. • How will we know that students ahave learnered it? Use i-Ready Standards Mastery as pre- and post-assessment and/or pre- or post grade level assessment						
Professional Learning Community training for all teachers to create common understanding and expectations; 4 guiding questions; data protocols; creating common assessments • --PD will be provided during Wednesday Staff Meetings via the Principal and Leadership team • --During Collaboration time, the Principal or Instructional coach will provide support to the grade level to make any necessary adjustments to their collaboration to make it align better to the PLC guiding	Weekly Collaboration PD on PLC Monthly	Principal, Instructional Coach, Teachers	hourly rate Benefits	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	TSSP TSSP	1300 200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
questions. • -The principal and the instructional coaches will coach teachers to answer the 4 questions as they look at data and plan for instruction • -----Areas of special focus: What do students need to know? (Standard based instruction with attention to unfinished learning) and How will we respond when the learn it/don't?(Differentiation)						
Gradual Release of Responsibility framework training to define Core instructional practices and phases. Emphasize the need for clear targeted whole group instruction, guided practice with formative assessment that supports independent practice, and flexible groupings. Shift from Teacher lead instruction to Student lead instruction. • -PD will be provided during Wednesday staff meeting via the Principal and Leadership teams • -Teachers will learn about one aspect of GRR during staff meeting and then during Collaboration time plan on how to begin incorporating that aspect and practice it. • -Walk throughs by the principal and instructional	Weekly Collaboration PD on GRR Monthly	Principal, Instructional Coach, Teachers	Cost in action above			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
coaches will provide feed back on the GRR aspect the week following the Professional Development						
Within Gradual Release of Responsibility, the school will focus on Quality first teaching with well planned lesson sequence • -Principal led Data Analysis Protocol that highlights the need for Gradual Release of Responsibility and GIFT • -Teachers during the Action Step section of the Data Analysis protocol will provide the feedback for which areas of GRR are most needed • -Principal, Instructional Coach, and Leadership team will come up with PD plan for GRR during staff meeting time.	Ongoing Initial PD during October Staff meeting time	Principal Instructional coach				
Science and STEAM Professional Development - STEAM teachers will receive professional development throughout the school year • -PD provided through Discovery Education via District paid training.	Monthly until May 2022	STEAM teacher and TCI consultant	District paid			
i-Ready and Differentiation • Provide Diagnostics for	Ongoing	Principal, Instructional Coach	materials, copying, Data Binders, headphones	4000-4999: Books And Supplies	TSSP	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
math and ELA in August, December, and May • -Teacher creates unit plans based on Diagnostic Results to identify areas of unfinished learning as well as areas of strength • -Teachers will use the iReady Data to create unit and lesson plans to teach grade level content and accelerate any unfinished learning of previous years foundational standards. • -Teachers will goal set with students to make ATG by the 3rd diagnostic to have students be active participants in their learning • -Teacher will monitor student use of iReady, as well as passing rate and make adjustments as necessary to the learning path or lessons • Teacher will differentiate during class and works with all students in flexible small group setting while other students are independently using i-Ready at their academic instructional level. • Students will average 40 minutes weekly of i-Ready instruction for ELA to support them making their ATG and closing skill						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
gaps						
• Phonics, Reading and Writing instruction that includes a multi-sensory approach (supports all students and provides scaffolds for tier 2 & 3 students in ELA with visuals, manipulatives, movement, music, and structured language practice routines. For ELs, instruction will emphasizes the 4 domains of reading, listening, speaking and writing, with a starting emphasis on Oral Language Development with listening and speaking). • K-2nd grade teachers to supplement ELA phonics and reading instruction with programs like ZooPhonics, Rainbow Sight Words, Interactive writing that include multi-sensory strategies. • K-2nd grade teachers to provide assessments and progress monitoring assessments throughout the school year. Teachers will share the results with students using their "data binder" and look for improvements as well	Ongoing	Principal, Coach, Teachers	materials	4000-4999: Books And Supplies	TSSP	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
as areas for the student to focus. • K-2nd grade teachers to receive professional development for incorporating multi-sensory instructional strategies.						
In K-2 implement the Handwriting Without Tears program for students to learn correct letter formation, word spacing, and writing mechanics through a multi-sensory approach.	Ongoing	Principal, Coach, Teachers	materials, TEs, student workbooks	4000-4999: Books And Supplies	TSSP	5000
Provide online after school tiered levels of tutoring for all students per the Learning Recovery Plan. Provide on-site location tutoring for priority students 2-3 times per week. Depending on the student's iReady diagnostic scores, the focus will be based on the weaker subject area.	October 2021-May 2022	Principal, Instructional Coach	District Funded			
Students monitor their growth using data binders and goal setting sessions with teachers. Using i-Ready diagnostic, students will set their goal using the point gain for "Annual Typical Growth" and check progress toward that goal by reviewing their score change after D2, and D3. • Students create goals to meet annual typical growth for both ELA and Math. • Students create personalized actions to meet goals. -Student "Annual Typical Growth"	Ongoing checks. iReady Diagnostic review and goal setting in Aug and Jan. iReady usage check ins Classroom assessments review and linking to growth toward ATG	Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
goals are individualized and emphasize growth in skills and ability, not just "meeting standard."						
Ensure students have access to school materials, resources, and supplies for classroom instruction and homework.	Ongoing	Principal, teachers, secretary	school supplies	4000-4999: Books And Supplies	School Allocation	5000
Implement new or revised strategies based on revision of plan	Ongoing	Principal, Teachers, SSC				

Planned Improvements in Student Performance

School Goal #2

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

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

Strategic Plan Goal Area #1:
Effective and consistent instructional practices that meet the needs of all students

School Goal 2: Academic Achievement - Math
     ●   **School Goal 2.a - CAASPP Goal**
     ●   **School Goal 2.b - One Year's Growth Goal**

Goal 2.a--CAASPP Math Goal:

By June 2022, there will be a 6.7-percentage point increase (from 32.9% to 39.6%) in the number of students meeting or exceeding standards in Math as measured by CAASPP (Gr 3-5)

Subgroup goals: By June 2022 all subgroups will make the following gains:

Students with Disabilities (SWD): There will be a 9-percentage point increase from 8.33% to 17.43%

Socio-Economically Disadvantaged (SED): There will be a 7-percentage point increase from 28.9% to 35.9%

English Only (EO): There will be a 5-percentage point increase from 50% to 55%

Ethnicity Subgroup

Hispanic/ Latino: There will be a 7-percentage point increase from 27.13% to 34.13%

Goal 2.b---iReady Math One-Year's Growth Goal:

Goal 2.b.i

By June 2022, there will be a 8-percentage point decrease (from 79% to 71%) in the number of students not meeting their yearly growth targets in Math as measured by the iReady diagnostic assessments. (K-5)

Subgroup goals: By June 2022 all subgroups will make the following gains:

Students with Disabilities (SWD): There will be a 10-percentage point increase from 0% to10%

Socio-Economically Disadvantaged (SED): There will be a 8.4-percentage point increase from 16% to 24.4%

English Only (EO): There will be a 6-percentage point increase from 41% to 47%

Ethnicity Subgroup:

Asian: Will maintain 100% proficiency.

Hispanic/ Latino: There will be a 8.4-percentage point increase from 16% to 24.4%

White: There will be a 7.7-percentage point increase from 23% to 30.7%

Goal 2.b.ii

By June 2022, Castro school will increase the percent of students meeting the District's Annual Growth average from 35% to 41.5% (District target of 57%)

Data Used to Form this Goal:
CAASPP results Spring 2019   District assessments   iReady diagnostics 2021

Findings from the Analysis of this Data:

CASSPP Math - The percentage of English Learners meeting/exceeding standard in Math decreased by 1%
67% of students did not meet grade level standard
79% of SWD did not meet standard
71% of SED did not meet standard
87.81% of ELs did not meet standard
72.86% of Latinos did not meet standard

iReady Diagnostic Data
Math Domains are about the same when we look at proficiency levels
Geometry is the lowest proficiency
Grades 3-5 have growth of percent of students in Tier 1 and a decrease in Tier 2
Negative changes compared to results before Distance Learning
Achievement Gap is wider in grades 3-5
Grades 3,4,5 have almost no change in the percentage of students in Tier 3

How the School will Evaluate the Progress of this Goal:

Subgroup data for common formative assessments, iReady diagnostic assessments and state assessments.

All teachers will consistently be implementing small group instructional strategies in Math and implementing iReady Math.

WIN groups formed and implemented by August 2021

Formative assessment used to assess Math progress and mastery of skills

Students at all levels of achievement will experience quality first instruction using the Gradual Release of Responsibility framework

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will analyze data after every district benchmark during staff meeting time and/or PLCs. Teachers will use this data to determine next instructional actions to meet students needs for whole class, EL students, Latino Students, SocioEconomically disadvantaged	After Diagnostics in August and December Mid trimester check ins	Principal, Instructional coach, Teacher	Cost in goal 1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
students, and Students With Disabilities. The teachers will set student growth goals based on the information and monitor progress through Bi quarterly growth meeting with Principal and Coach						
Each teacher identifies 3 focal students in their classroom to closely monitor data in order to analyze instructional practices. Teacher will document on a recording sheet and discuss instructional practices and strategies with grade level colleagues, instructional coach, principal during Collaboration PLC time	Bi weekly	Principal, Instructional Coach, teacher	Cost in goal 1			
Differentiation • What do students need to know? Grade levels will identify priority standards provided by the district that align to core content instruction. • Learning Recovery Data reports: What did students not master the previous grade? • How will we respond? Grade levels will review the data to determine instructional needs and differentiation strategies during the core instruction and small group instruction. Implement differentiation strategies provided at the district August professional	Ongoing	Principal Instructional coach Teachers	Cost in goal 1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
development on differentiation. • How will we know that students have learned it? Use i-Ready Standards Mastery as pre- and post-assessment and/or pre- or post grade level assessment						
Professional Learning Community training for all teachers to create common understanding and expectations; 4 guiding questions; data protocols; creating common assessments	October 2021 and ongoin	Principal, Coaches, Grade level teams	Cost in Goal 1			
Gradual Release of Responsibility framework training to define Core instructional practices and phases. Emphasize the need for clear targeted whole group instruction, guided practice with formative assessment that supports independent practice, and flexible groupings. Shift from Teacher lead instruction to Student lead instruction.	Ongoing	Principal, Coaches, Teachers	Cost in Goal 1			
Within Gradual Release of Responsibility, the school will focus on Quality first teaching with well planned lesson sequence	Ongoing	Principal Teachers Instructional Coach	Cost in Goal 1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Math instruction will include a multi-sensory approach (supports all students and provides scaffolds for tier 2 & 3 students in Math with visuals, manipulatives, movement, music, and structured language practice routines. For ELs, instruction will emphasizes the 4 domains of reading, listening, speaking and writing, with a starting emphasis on Oral Language Development with listening and speaking). • K-2nd grade teachers to supplement math instruction with counting and sorting collections, conservation and visualization of number quantity, and math language development. • All teachers to provide assessments and progress monitoring assessments throughout the school year. Teachers will share the results with students using their "data binder" and look for improvements as well as areas for the student to focus.	Ongoing	Principal Instructional coach Teachers	Materials and manipulatives	4000-4999: Books And Supplies	Program 201	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• -----These assessments will include the unit assessments from Eureka, common formative assessments from PLC collaboration, and iReady diagnostics • All teachers to receive professional development for incorporating multi-sensory instructional strategies via the Instructional coach during coaching cycles.						
i-Ready and Differentiation • Provide Diagnostics for math in August, December, and May • -Teacher creates unit plans based on Diagnostic Results to identify areas of unfinished learning as well as areas of strength • -Teachers will use the iReady Data to create unit and lesson plans to teach grade level content and accelerate any unfinished learning of previous years foundational standards. • -Teachers will goal set with students to make ATG by the 3rd diagnostic to have students be active participants in their learning • -Teacher will monitor	Ongoing	Principal, Teachers	district paid			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• student use of iReady, as well as passing rate and make adjustments as necessary to the learning path or lessons • Teacher will differentiate during class and works with all students in flexible small group setting while other students are independently using i-Ready at their academic instructional level. • Students will average 40 minutes weekly of i-Ready instruction for Math to support them making their ATG and closing skill gaps						
Purchase Provide online after school tiered levels of tutoring for all students per the Learning Recovery Plan. Provide on-site location tutoring for priority students 2-3 times per week. Depending on the student's iReady diagnostic scores, the focus will be based on the weaker subject area. software licenses for enrichment and remediation programs	October 2021-May 2022	Principal, Teachers	District Paid			
"Students monitor their growth using data binders and goal setting sessions with teachers. Using i-Ready diagnostic, students will set their goal using the point gain for ""Annual Typical Growth"" and check progress toward that goal by reviewing their	Ongoing	Principal Teachers Instructional Coaches	Cost in goal 1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
score change after D2, and D3. • Students create goals to meet annual typical growth for both ELA and Math. • Students create personalized actions to meet goals. -Student ""Annual Typical Growth"" goals are individualized and emphasize growth in skills and ability, not just ""meeting standard."""						
Pending teacher interest, Teachers will invite up to 5 students for personalized afterschool math tutoring, selecting students not already receiving other afterschool support. The tutoring would be 30-45 minutes and meet 1-2 times a week	January-June	Principal Teachers	Salary benefits	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	TSSP TSSP	2100 700
Ensure students have access to school materials, resources, and supplies for classroom instruction.	Ongoing	Teachers Principal Secretary	Cost in Goal 1			
Implement new or revised strategies based on revision of plan	Ongoing	Principal, Teachers, SSC				
Hire an additional instructional coach to support principal and teachers in all aspects of instruction.	August-June	Principal	Salary Benefits	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I Title I	48500 10500

Planned Improvements in Student Performance

School Goal #3

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

School Goal 3 - Academic Achievement - English Language Learners
LCAP Goal 1:
Develop and Implement effective and consistent instructional practices that meet the needs of all students.
Strategic Plan Goal Area #1:
Effective and consistent instructional practices that meet the needs of all students

School Goal 3: Academic Achievement - English Language Learners
    ● **School Goal 3.a - LTEL/At-RIsk Goal**
    ● **School Goal 3.b - RFEP Goal**
    ● **School Goal 3.c - ELPAC Goal**

Goal #3 Academic Achievement--English Language Learners At-Risk Long-Term ELs Goal (3rd-5th grade) By June 2022, there will be a 10% reduction in the number of students meeting state criteria for At-Risk of LTEL status from 73 to 66 RFEP Goal - By June 2022, there will be a 3.5 percentage point increase (from 65% to 69.5%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the Diagnostic 3 i-Ready Reading. ELPAC Goal By June 2022, at least 7 Of 9 (80%) English Learners that score a Level 4 on the ELPAC will reclassify or maintain at a Level 4 on the ELPAC
Data Used to Form this Goal:
ELPAC Scores 2020-21, Reclassification numbers 2020-21, CAASPP 2019
Findings from the Analysis of this Data:
ELs begin kinder clustered at L2 and L3 but then end up at L1 and L2 by 5th grade. Students are not advancing one level per year, but are getting stuck at L2 and L3. Very few students get to L4 to make them eligible to reclassify.

How the School will Evaluate the Progress of this Goal:
Classroom observations Student academic progress ELPAC scores and the number of students at L4

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
150 minutes of Designated English Language Development for Englsh Learners. • Teachers will focus in the language demands of the core content by providing targeted instruction that previews or reviews content vocabulary, language functions, the required grammatical forms that match the function, and differentiate forms, functions, and vocabulary according to ELPAC level and sequence of development. • Teachers use Learning A-Z ELL Edition for target EL instruction.	Ongoing	Principal, Coach	district paid Professional responsability			
Learning A-Z ELL Edition assessments will be provided throughout the school year. • Teachers will synthesize Learning A-Z ELL edition data and iReady domain and standards mastery data every trimester to	Ongoing	Principal, Coach, Teacher	District paid			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
determine EL instructional needs to access the curriculum. • Teacher will give direct instruction lessons based on the synthesized data from Reading A-Z ELL edition and iReady and will use the teacher-led Learning A-Z instruction lessons or Benchmark Advanced Lessons. -- Teachers will use structured language practice routines to support Oral Language Development related to the identified standards and/or skills.						
Implement Integrated ELD using SIOP strategies focusng on Compenent #1 Lesson Preparaton and Component #2 Interactions (9) Key Vocabulary Emphasized (21) Activities provided for students to apply content (23) Content Objectives clearly supported lesson delivery Objectives (24) Language Objectives clearly supported lesson delivery Objectives.	Ongoing. Original PD in Aug 2021	Principal, Coach				
Conduct EL, Newcomer, and RFEP progress monitoring using district benchmarks and common formative assessments during PLC 1 time per month. Progress is saved and shared with students via the data binder and goal setting conversations. Teachers will make	Quarterly	Progress monitoring forms. Principal and Instructional coach monitor. Teachers track progress				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
data-based adjustments to instruction/content in order to support students as needed.						
Provide teachers with professional learning on the English Language assessment ELPAC. Invite ELPAC Coordinator, to go over release questions and ELPAC rubric in January. • -Teachers will take this information to then retool the Oral Language Development time during Designated and Integrated ELD to include the structure, forms, or functions required in the ELPAC • -Teachers will make sure they are addressing the rigor of language required in the ELPAC during ELD instruction	Jan 2021	Principal and Instructional Coach, ELPAC Coordinator				
Survey EL and RFEP parents to determine parent needs and workshop ideas for the year via the ELAC needs assessment survey. Provide at least two parent workshops during the school year on parent suggested topics and monthly parent education as part of ELAC with the required topics that parents selected. Survey will be sent in November for planning the rest of the school year • --Online survey will be sent first to encourage online participation.	November 2021	Principal and SCEF				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• ---Paper surveys will be made available in the office • -If there is low online response, then paper surveys will be sent home						
SCEF will create Individual Newcomer Success Plans in collaboration with the teachers. The SCEF and teacher will provide families with a copy of the plan and clarify any questions; the teacher will present the plan to the student when the plan is created (Beginning of year or upon enrollment). The plan will be reviewed at Parent-Teacher conferences and the teacher will provide evidence of growth and next steps will be recorded on the plan.	Ongoing	Principal, SCEF, Teachers				
Use English 3D in 4th and 5th grade Designated ELD classes to see if the supplemental program fills the missing information for teachers to create effective lessons for ELs based on ELPAC levels and language development theory.	Jan 2021	Principal, Teachers	Materials, copies, supplies	4000-4999: Books And Supplies	TSSP	2000
Implement new or revised strategies based on revision of plan	Ongoing	Principal, Teachers, SSC				

Planned Improvements in Student Performance

School Goal #4

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

School Goal 4 - Social-Emotional Health and Wellness
LCAP Goal 2:
Develop and implement programs and processes to equitably and effectively support students' social-emotional health and behavior.
Strategic Plan Goal Area #2:
Student Social Emotional Health

School Goal 4: Social-Emotional Health and Wellness
    ●   **School Goal 4.a - Parent Goal**
    ●   **School Goal 4.b - Student Goal**

Goal #4 Social Emotional Health and Wellness Parent Goal By June 2022, there will be a 1-percentage point increase from 88% to 89% in the number of parents who agree or strongly agree that their students' social emotional needs were met as measured by the LCAP/Climate Survey Student Goal By June 2022, there will be a 2.5-percentage point increase from 75% to 77.5% in the number of students who agreed or strongly agreed that my school focuses on a student's character as measured by the LCAP/Climate Survey.
Data Used to Form this Goal:
Survey of students from LCAP 2020-21 Attendance rates from 2020-21 Discipline data from 2020-21
Findings from the Analysis of this Data:
Attendance: By June 2021 the average attendance for the school was 87%. Attendance dropped during Distance Learning.

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
Provide SEL professional development on the School wide Positive Behavior System and Supports that will be implemented during the 2021-22 school year. The Staff, Student and Parent needs assessment called out the need for a systemic behavior and discipline system with consistent language and supports for students. The certificated staff will be trained at the Castro retreat and the Site PD day in August. This will be the backbone of establishing a conducive learning environment for Castro students that is predictable, peaceful, consistent, and rooted in equity. Once the foundation for the PBS system is set up the school will focus on the teaching and learning that needs to take place to close the achievement gap at Castro. Classified staff will be trained at the site during August and every other month on the PBS system. • -PD will be provided by the principal and the Leadership team, behavioral section	Aug 2021 and ongoing	Principal and Leadership team, ARIS	Materials	4000-4999: Books And Supplies	TSSP	4,000
			Planning time	1000-1999: Certificated Personnel Salaries	Program 201	2000
			benefits	3000-3999: Employee Benefits	Program 201	400
Revise and clarify the school wide behavior matrix on student expected	August 2021	Principal and Leadership team	Materials	4000-4999: Books And Supplies	Program 201	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
behaviors in the different areas of the school. Align expected behaviors to school's core values of Be Safe, Be Respectful, Be Responsible, and Be Perseverant; Leadership team will work on revisions, teachers will review for clarity before being finalized. The matrix will be presented and used with students during Orientation week.			wages	1000-1999: Certificated Personnel Salaries	TSSP	2000
Teachers will teach students the behavior matrix expectations, "The Dolphin Way," as part of the welcome and orientation activities the first 3 days of school. Teachers will use common vocabulary, examples/non-examples, and pantomime to instruct for understanding. The teaching will culminate in "The Dolphin Way Expectation Rotation," a whole school rotation where Leadership team members will lead an activity at one of the areas identified on the Dolphin Way Behavior Matrix so students can show their knowledge of the expectations or receive extra teaching of them. Each class will get a piece of a dolphin puzzle that they will put together later in the day and sign as their pledge to follow "The Dolphin Way". Students will be recognized with a Popsicle party at the end of day, the first Friday of the year, after completing the Dolphin Way Expectation Rotation.	August 2021	Principal, Teachers, support staff	Popsicle party	5000-5999: Services And Other Operating Expenditures	Program 202	100
Develop and define office handled	Aug. 2021 and	ARIS, teachers,				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and classroom handled behaviors and protocol for dealing with both types. Create Major Behavior Incident Referral form and train certificated and classified staff on how to fill out and the discipline process by the end of August. Review the process with teachers midyear with an emphasis on trends in the data from the Major Behavior Incident Referral form. Teachers will then communicate this to students during the first month of school. Parents will learn about it during Back to School night.	ongoing	Principal				
Develop and implement a Student recognition system for students who show the desired expectations or core values. The recognition system will. include a token economy where students can earn a "Dolphin Dollar" for following/meeting/demonstrating the expectations or core values. Students can save the Dolphin Dollars that can be used at a student store filled with prizes that vary in cost from 1 to 150 Dolphin Dollars. Monthly Dolphin Pride assemblies will be held to recognize student success or growth in Math, Writing, Language Arts, The Dolphin Way, and Self Improvement. Parents will be invited to attend virtually	October - June	Principal, ARIS, Staff, Classroom teachers	Incentives and recognitions	4000-4999: Books And Supplies	Program 201	5000
Provide individual and group counseling services to students through the school Counselor, CHAC, or Uplift. The school counselor will over see the counseling referral process and be the liaison between the school, families, and the counseling providers. Additionally	Ongoing	Principal, Counselor, CHAC, UPlift				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
they will gather data on the concerns from teachers and parents, coordinate paperwork and consent, determine the most appropriate placement based on student concerns, and look for tends or patterns in the referrals. The school counselor will meet weekly with all clinicians on campus to look at progress, problem solve, offer support, and assure that referred students are receiving services. The school counselor will gather pre and post data from teachers to determine the level of change in a student for participating in counseling cycles.						
Parent Ed sessions on schools education mission, vision, and philosophy. • Parent "Cafecitos" discussions based on school's core values.	August 2021 and monthly	Principal, SCEF,	hourly rate	2000-2999: Classified Personnel Salaries	TSSP	1,000
Provide District's Health and Wellness survey. • Analyze Data from Health and welness survey • Determine school based actions from health and wellness survey.	August 2021 - May 2022	Principal, SEL and Behavior Committee	hourly costs	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	TSSP TSSP	4000 500
Open Castro Wellness Center in partnership with SCCOE to create a resource and space for staff and students to learn to regulate emotions in order to improve in class behavior and time on task.	Nov 2021- June 2022	Principal Wellness center staff				
Implement new or revised strategies based on revision of plan	Ongoing	Principal, Teachers, SSC				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire counselor to support students and families with all social-emotional needs, including regular counseling services and case management.	August-June	Principal	Salary	1000-1999: Certificated Personnel Salaries	Title I	40000
			Benefits	3000-3999: Employee Benefits	Title I	13000

Planned Improvements in Student Performance

School Goal #5

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

School Goal 5 - Inclusive and Welcoming Culture
LCAP Goal 3:
Cultivate and maintain an inclusive and welcoming culture that acknowledges, embraces, and empowers all stakeholders.
Strategic Plan Goal Area # 3:
Inclusive and welcoming culture

School Goal 5: Inclusive and Welcoming Culture
    ● **School Goal 5.a - Attendance Goal**
    ● **School Goal 5.b - Chronic Absenteeism Goal**
    ● **School Goal 5.c - Welcoming Environment Goal**

Goal #5 Inclusive and Welcoming Culture Attendance Goal - By June 2022, the average student attendance rate for the school will be at or above 97%. It is currently 95.4% Chronic Absenteeism Goal - By June 2022, the average chronic absenteeism rate for subgroups will decrease by 0.5% from 13% to 12.5 % based on 5x5 Chronic Absenteeism Indicator Placement on the California School Dashboard Welcoming Environment Goal By June 2022, there will be a 1% increase in the number of parents who agree or strongly agree with the statement "My school creates a welcoming environment for all families" as measured by the annual LCAP/ Climate Survey (From 91%-92%)
Data Used to Form this Goal:
Attendance rates, Absentee rates, LCAP survey data
Findings from the Analysis of this Data:
Even thought the school has strong attendance, it is not at the overall goal of 97%. Certain subgroups, SWD, ELs, SED, have higher absentee rates.
How the School will Evaluate the Progress of this Goal:
Monthly attendance reviews especially with disaggregated data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide a safe and healthy campus for students, staff, and parents. Safety protocols were presented to staff. Reopening Plan.	Aug 2021	Principal, SLS Coordinator, SCEF				
Student Leaders: 5th grade students will be offered the opportunity to take on leadership roles at the school in the areas of Safety patrol, Recess monitors, and Dolphin Store clerks. Students will apply for the desired position, be selected by the office team, and trained by the ARIS. • -At the end of the year students will have a student leader recognition celebration	October 2021 and ongoing	ARIS	materials	4000-4999: Books And Supplies	Program 201	2000
School Attendance recognitions. On a monthly basis, students with a 97% attendance rate and no unexcused absences for the month, will be recognized with a Certificate and an attendance "Brag Tag." Any classroom with a 97% attendance rate will be recognized with a Certificate and a class prize. Absences for Covid reasons will not be counted against attendance goals. Another area of recognition will be for chronically absent students who make improvements from one month to the next; these student will be a "Brag Tag" for improvement.	October 2021 and ongoing	Principal, Secretary, SCEF	Materials	4000-4999: Books And Supplies	Program 201	1000
Maintain current and engaging website, Facebook, Twitter, and Instagram pages	ongoing	Principal	Professional responsability			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• -This will build the community feeling at Castro • -Showcasing students and student work will bring parents into the classroom during Covid restrictions • --This will also allow parents to see important school news or events they might not have read about in the newsletter						
Principal Coffees to support parent understanding of iReady reports, ELPAC reports, report cards, CAASPP, PBS, Emotional Regulation	Monthly	Principal, SCEF, At-Risk Supervisor				
Pending Board Approval for Volunteers allowed in classrooms- Explore Los Dichos program through Project Cornerstone in order to showcase the value of cultural heritage, multilingualism, and traditions. This program highlights the human capital of the Castro Community and places Spanish Speaking parents in classrooms to read books to students and lead a connected cultural art lesson. Parents are able to engage with the school at a deeper level and become more empowered. Students are able to see their parents or known community members in new ways that challenge stereotypes.	TBD	Principal, SCEF				
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Ongoing	Principal, Teachers, School Site Council				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide District's Health and Wellness survey. • Analyze Data from Health and wellness survey • Determine school based actions from health and wellness survey.	May 2022	Principal, Leadership team	Cost in goal 1			
Purchase Smore Newsletter license • -The format is more reader friendly for the Castro Parent Community • -It provides a tracking system to see how many times a newsletter or notice has been seen • -It allows parents to see the newsletter directly from their phone • -It allows parents to email directly from the Newsletter	Weekly August to June	Principal, Secretary	Smore License	5900: Communications	School Allocation	100
Hire a counselor to support students and families with social-emotional needs including counseling and case management support.	August-June	Principal	Salary	1000-1999: Certificated Personnel Salaries	Title I	40000
			Benefits	3000-3999: Employee Benefits	Title I	13000
Implement new or revised strategies based on revision of plan	Ongoing	Principal, Teachers, SSC				
Extend hours of school clerk to support families with attendance, scheduling meetings with teachers, and connecting with community resources.	August-June	Principal	Salary	0001-0999: Unrestricted: Locally Defined	Title I	6000
			Benefits	3000-3999: Employee Benefits	Title I	4100

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source			
Funding Source	**Allocation 75%**	**Allocation 100%**	**Balance (Allocations-**
School Allocation	17,340	22,610	17,510.00
Program 201	20,400	26,600	12,200.00
Program 202	4,080	5,320	5,220.00
TSSP	37,128	47,400	5,820.00
After School Enrichment -	2,040	2,660	2,660.00
Parent Engagement	20,380	27,174	27,174.00
Title I	175,575	234,100	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Program 201	14,400.00
Program 202	100.00
School Allocation	5,100.00
Title I	234,100.00
TSSP	41,580.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	6,000.00
1000-1999: Certificated Personnel Salaries	194,780.00
2000-2999: Classified Personnel Salaries	1,000.00
3000-3999: Employee Benefits	54,300.00
4000-4999: Books And Supplies	39,000.00
5000-5999: Services And Other Operating Expenditures	100.00
5900: Communications	100.00

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	Program 201	2,000.00
3000-3999: Employee Benefits	Program 201	400.00
4000-4999: Books And Supplies	Program 201	12,000.00
5000-5999: Services And Other Operating	Program 202	100.00
4000-4999: Books And Supplies	School Allocation	5,000.00
5900: Communications	School Allocation	100.00
0001-0999: Unrestricted: Locally Defined	Title I	6,000.00
1000-1999: Certificated Personnel Salaries	Title I	177,000.00
3000-3999: Employee Benefits	Title I	51,100.00
1000-1999: Certificated Personnel Salaries	TSSP	15,780.00
2000-2999: Classified Personnel Salaries	TSSP	1,000.00
3000-3999: Employee Benefits	TSSP	2,800.00
4000-4999: Books And Supplies	TSSP	22,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	89,280.00
Goal 2	64,800.00
Goal 3	2,000.00
Goal 4	73,000.00
Goal 5	66,200.00

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
Carlos Salcido	X				
Beth Smith		X			
Lauren Abbott		X			
Abby Larson		X			
Carol Love			X		
Nelly Gomez				X	
Assem Nurlanbekova				X	
Jonathan Pettey				X	
Amy Bucher				X	
Mirta Najera Vasquez				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
Fabiola Contreras, President				X	
Adelaida Pachecho, Vice-President				X	
Celsa Rodriguez, DELAC rep				X	
Carlos Salcido, Principal	X				
Gissel Alapisco, School Counselor. secretary			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

   _____
   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 March 15, 2022.

Attested:

Dr. Judith Crates
_____   _____   _____
Typed Name of School Principal   Signature of School Principal   Date

Jonathan Pettey
_____   _____   _____
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date