The School Plan for Student Achievement

School: MARIANO CASTRO ELEMENTARY SCHOOL

CDS Code: 43 69591 6048003

District: Mountain View Whisman School District

Principal: Jacqueline Keirns

Revision Date: November 17, 2022

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

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

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The District Governing Board approved this revision of the SPSA on November 17, 2022.

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District Mission and Vision

Mission: We inspire, prepare and empower every student

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

District Values and Beliefs

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

School Profile

Mariano Castro Elementary is a K-5 school with an enrollment in September 2022 of 249 students. Our school community consists of 80% Hispanic/Latino students, 86% socio-economically disadvantaged students, and 77% English Learner students.
Castro has the highest number of McKinney-Vento (unhoused) students of all the elementary school in MVWSD, 59 out of 249 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. Castro students speak a variety of languages at home, the most prevalent being Spanish (77%), Russian (1.6%), and a variety of other non-English Languages (5.2%).

The Castro certificated staff has 12 grade-level classroom teachers, 1 STEAM teacher, 2 Resource Specialist teachers, 2 instructional coaches, 1 principal, 1 Speech Therapist (shared with another site) and 1 psychologist (shared with other sites). The Castro classified staff has 1 office manager/secretary, 1 school clerk, 2 School-Community Engagement Facilitators, 2 At Risk Intervention Supervisors, 1 Library Tech (shared with another site), 3 Special Education Instructional Assistants, 6 General Education Instructional Assistants, 2 custodians, 4 shared Food Service workers, and 4 shared Yard Supervisors. Through a partnership with the Santa Clara County Office of Education, Castro also has a Wellness Center, staffed with 1 Wellness Center Liaison and 1 Clinical Specialist. Every classroom has one-to-one Chromebooks and projection TVs. All grade levels use small group instruction targeted towards student need.

Goal #1 Academic Achievement English Language Arts

CAASPP ELA Goal:
By June 2023, there will be a 8-percentage point increase (from 22% to 30%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (Gr 3-5)
 Subgroup goals: By June 2023 all subgroups will make the following gains:
- Students with Disabilities (SWD): There will be a 10-percentage point increase from 0% to 10%
- Socio-Economically Disadvantaged (SED): There will be a 8-percentage point increase from 17% to 25%
- English Only (EO): There will be a 7 percentage point increase from 33% to 40%
- Hispanic/ Latino: There will be a 8-percentage point increase from 18% to 26%
- Asian: Students will maintain 100% meeting or exceeding standards.

iReady ELA One-Year's Growth Goal:

a. By June 2023, there will be a 4-percentage point increase (from 60% to 64%) in the number of students meeting their yearly growth targets in Reading as measured by the Annual Typical Growth on i-Ready diagnostic assessments (K-5).
 Subgroup goals: By June 2023 all subgroups will make the following gains:
- Students with Disabilities (SWD): There will be a 7 percentage point increase from 35% to 42%
- Socio-Economically Disadvantaged (SED): There will be a 4 percentage point increase from 62% to 66%
- English Only (EO): There will be a 4 percentage point increase from 65% to 69%
- Asian: There will be a 4-percentage point increase from 57% to 61%.
- Hispanic/ Latino: There will be a 4-percentage point increase from 63% to 67%
- White: There will be a 6% percentage point increase from 45% to 51%

b. By June 2023, Castro school will increase the percent of students meeting the District's Annual Growth average from 60% to 64% (District target of 62%)

Goal #1 Academic Achievement - ELA Key Strategies:
Professional Learning Communities; weekly collaboration meetings with grade level teams
Trimester (D1, D2, and D3) Data Analysis Meetings with Principal and Coach
Instructional Coaching
Differentiation and Small Group Instruction
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
Sound Sensible/SPIRE instruction for students reading two or more grade levels below
Core Knowledge instruction in Kinder and First Grade to Supplement Benchmark Advanced curriculum
Lexia Core5 Reading Program
Learning Ally Audiobooks

Goal #2 Academic Achievement in Math

CAASPP Math Goal:
By June 2023, there will be a 8-percentage point increase (from 16% to 24%) in the number of students meeting or exceeding standards in Math as measured by CAASPP (Gr 3-5)
 Subgroup goals: By June 2023 all subgroups will make the following gains:
- Students with Disabilities (SWD): There will be a 10-percentage point increase from 4% to 14%
- Socio-Economically Disadvantaged (SED): There will be a 9-percentage point increase from 13% to 22%
- English Only (EO): There will be a 3-percentage point increase from 71% to 74%
- Hispanic/ Latino: There will be a 9-percentage point increase from 12% to 21%
- Asian: Students will maintain 100% meeting or exceeding standards

iReady Math One-Year's Growth Goal:
a. By June 2023, there will be a 4-percentage point increase (from 59% to 63%) in the number of students not meeting their yearly growth targets in Math as measured by the Annual Typical Growth on i-Ready diagnostic assessments (K-5).
 Subgroup goals: By June 2023 all subgroups will make the following gains:
- Students with Disabilities (SWD): There will be a 6-percentage point increase from 38% to 44%
- Socio-Economically Disadvantaged (SED): There will be a 4-percentage point increase from 59% to 64%
- English Only (EO): There will be a 8-percentage point increase from 19% to 27%
- Asian: There will be a 4% increase from 57% to 61%
- Hispanic/ Latino: There will be a 4-percentage point increase from 61% to 65%
- White: There will be a 5-percentage point increase from 50% to 55%

b. By June 2023, Castro school will increase the percent of students meeting the District's Annual Growth average from 59% to 63% (District target of 61%)

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
FEV Tutoring in 4th and 5th Grade Math - Tiered level of support
Numeracy training

Goal #3 Academic Achievement--English Language Learners
 At-Risk Long-Term ELs Goal (3rd-5th grade)
 By June 2023, there will be a reduction in the number of students meeting state criteria for At-Risk of LTEL status from 36 to 28
 RFEP Goal -
 By June 2023, there will be a 3 percentage point increase (from 73% to 76%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the CAASPP.
 ELPAC Goal-
 By June 2023, the percentage of students increasing one overall level or maintaining a 4 on the overall ELPAC will increase by the following percentages:
- All ELs: from 43% to 55%
- At-Risk of Becoming LTEL or LTEL: 22% to 37%

Key Strategies/Actions:
SIOP Integrated ELD 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 2023, there will be a 2-percentage point increase from 79% to 81% 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 Goals -
 By June 2023, there will be a 4-percentage point increase from 62% to 66% 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.
 By June 2023, there will be a 1 percentage point increase from 91% to 92% in the number of students who agreed or strongly agreed with the statement "I have friends at school" as measured by the LCAP/Climate Survey
 By June 2023, there will be a 1 percentage point increase from 87% to 88% in the number of students who agreed or strongly agreed with the statement "I trust my teachers" as measured by the LCAP/Climate Survey
 By June 2023, there will be a 2 percentage point increase from 76% to 78% in the number of students who agreed or strongly agreed with the statement "I trust my principal" as measured by the LCAP/Climate Survey
 By June 2023, there will be a 2 percentage point increase from 76% to 78% in the number of students who agreed or strongly agreed with the statement "Adults at school care about my success" as measured by the LCAP/Climate Survey

Key Strategies:
Positive Behavior System: The Dolphin Way
Zones of Regulation and Toolbox SEL Programs
Train classified and certificated staff
Student Success Assemblies held monthly
CHAC and Pacific Clinics Counseling services for students
Partnership with Santa Clara County Office of Education - Wellness Center
Parent Education events
Provide, analyze, and determine actions from District's Health and Wellness Survey
Calm down kits for classrooms
Dolphin Pride Assemblies

Goal #5 Inclusive and Welcoming Culture
 Attendance Goal -
 By June 2023, the average student attendance rate for the school will be at or above 97%. It is currently 88%
 Chronic Absenteeism Goal -
 By June 2023, the average chronic absenteeism rate for subgroups will decrease by 3% from 31% to 28% based on District Chronic Absenteeism Data.
 Welcoming Environment Goal -
 By June 2023, there will be a 1% increase from 93% to 94% in the number of parents who agree or strongly agree with the statement "My school creates a welcoming environment for all families" as measured by the annual LCAP/ Climate Survey

Key Strategies
Dolphin Pride Assemblies (Monthly)
Conference Week
Lunchtime Social Events
After school community events (Harvest Festival, Festival of Lights)
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
Flexible seating options in classrooms

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 Reading and Math (August, November, 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 Coaches, and the RTI teachers meet every 6-8 weeks to review this grade level student progress data using the District Data Protocol and plan next steps to support student achievement.

Staffing and Professional Development

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

Based on the new laws associated with the Every Student Succeeds Act and California's new state assignment accountability system, Districts must identify the number of teachers that are in the following categories: 1. Misassigned (teaching without the appropriate credential) 2. Out of Field (teaching with a limited permit) 3. Ineffective (has taught less than 3 years). Castro School has no misassigned teachers, no out of field teachers, and 3 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. Teachers have a shared prep period twice a week for planning and collaboration purposes

Opportunity and Equal Educational Access

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 two At-Risk Supervisors who support students and their families with school attendance, behavior, and academic resources. The At-Risk Supervisors works closely with the School Community Engagement Facilitators 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 Supervisors. Homework assistance is provided for students attending the in-person learning support programs (Beyond the Bell). Additionally, the implementation of PBS strategies and socio-emotional learning throughout 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

    Castro has a strong parent community, however they have felt disconnected from the school site due to the pandemic. Parent attendance at community events has been increasing since August, with approximately 25 parents attending an in-person Principal's Coffee. Principal's Coffees will be held monthly and will provide a discussion of resources available to families, as well as provide an opportunity for parents to ask questions and voice concerns. Castro has a PTA that helps plan fundraising and teacher appreciation events. 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. School Community Engagement Facilitators provide parent support and plans parent involvement activities and trainings. Additionally, through partnership with the Santa Clara County Office of Education, Castro has an on-site Wellness Center that students may utilize on a drop in basis to help students learn strategies to self-regulate. We have community partners through CHAC, and Pacific Clinics who provide mental health services to students and families, and a strong donor network through Family Giving Tree, Bring Me a Book, Synopsis, Assistance League of Los Altos, MVEF, and St. Simon Church. Additionally, twice a month Castro hosts a food bank for community members.

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 and ELAC meets regularly 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 2.0 FTE Instructional Coaches, 2 At Risk Supervisors and 2 School Community Engagement Facilitators (one shared with another site), Professional development for staff, and planning time. Students are provided with various incentives and recognitions throughout 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 a budget to use this year to support student needs that have resulted from the pandemic and distance learning. Program 201 funds do not rollover and must be spent on this year's students. Program 201 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. Castro is still feeling the effects of Distance Learning in the pandemic.

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. We are still feeling the effects of some of these challenges, and many of our students are significantly behind in their reading abilities. Castro saw a huge dip in attendance numbers due to COVID-19 exposures. Additionally, the 2021-2022 was a year of flux for our students and staff due to staffing changes and the pivots necessary to handle the ongoing COVID 19 pandemic.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3	49	49	45	0	0	43	0	0	43	0.0	0.0	95.6
Grade 4	61	61	48	0	0	47	0	0	47	0.0	0.0	97.9
Grade 5	61	61	63	0	0	61	0	0	61	0.0	0.0	96.8
All Grades	171	171	156	0	0	151	0	0	151	0.0	0.0	96.8

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

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

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3			2327.6			6.98			9.30			18.60			65.12
Grade 4			2394.9			8.51			6.38			29.79			55.32
Grade 5			2448.4			11.48			19.67			14.75			54.10
All Grades	N/A	N/A	N/A			9.27			12.58			20.53			57.62

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 3			6.98			41.86			51.16
Grade 4			8.51			61.70			29.79
Grade 5			9.84			59.02			31.15
All Grades			8.61			54.97			36.42

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			6.98			34.88			58.14
Grade 4			8.51			40.43			51.06
Grade 5			16.39			40.98			42.62
All Grades			11.26			39.07			49.67

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			2.33			67.44			30.23
Grade 4			2.13			55.32			42.55
Grade 5			3.28			72.13			24.59
All Grades			2.65			65.56			31.79

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			4.65			46.51			48.84
Grade 4			6.38			55.32			38.30
Grade 5			4.92			65.57			29.51
All Grades			5.30			56.95			37.75

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. Only 22% of students across grades 3-5 are performing at or near grade level standards

2. Across all domains, students are below standard, with Listening having the fewest students performing at standard, but also with the most students Near Standard

3. Last year's 3rd graders are an area of concern, as they had the highest amount of students performing at Level 1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

	Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	49	49	45	0	0	45	0	0	45	0.0	0.0	100.0
Grade 4	61	61	48	0	0	48	0	0	48	0.0	0.0	100.0
Grade 5	61	61	63	0	0	63	0	0	63	0.0	0.0	100.0
All Grades	171	171	156	0	0	156	0	0	156	0.0	0.0	100.0

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

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

	Overall Achievement for All Students											
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			2361.1			8.89			11.11			17.78			62.22
Grade 4			2404.3			4.17			12.50			31.25			52.08
Grade 5			2437.2			7.94			4.76			30.16			57.14
All Grades	N/A	N/A	N/A			7.05			8.97			26.92			57.05

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

	Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			11.11			35.56			53.33
Grade 4			8.33			41.67			50.00
Grade 5			7.94			41.27			50.79
All Grades			8.97			39.74			51.28

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			8.89			31.11			60.00
Grade 4			6.25			35.42			58.33
Grade 5			4.76			44.44			50.79
All Grades			6.41			37.82			55.77

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			8.89			46.67			44.44
Grade 4			4.17			43.75			52.08
Grade 5			7.94			47.62			44.44
All Grades			7.05			46.15			46.79

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. 16% of students are performing at grade level

2. Last year's 5th graders have the highest percentage of students not testing at grade level

3. Across domains, Communicating Reasoning has the largest percentage of students Near or Above Standard (53%)

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	**Overall**	**Oral Language**	**Written Language**	**Number of Students Tested**
	20-21	**20-21**	**20-21**	**20-21**
Grade K	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

Overall Language Percentage of Students at Each Performance Level for All Students					
Grade Level	**Level 4**	**Level 3**	**Level 2**	**Level 1**	**Total Number of Students**
	20-21	**20-21**	**20-21**	**20-21**	**20-21**
K	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

Oral Language Percentage of Students at Each Performance Level for All Students					
Grade Level	**Level 4**	**Level 3**	**Level 2**	**Level 1**	**Total Number of Students**
	20-21	**20-21**	**20-21**	**20-21**	**20-21**
K	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. Schoolwide, most students maintained or went up one level on the ELPAC

2. 4% of our Hispanic/Latino students showed negative growth on the ELPAC

3. We need both Designated and Integrated ELD, along with ELPAC training for families and teachers to help our students grow in these skills.

School and Student Performance Data

iReady Diagnostic 3 Results

District Results

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

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

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

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

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

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

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

MARIANO CASTRO ELEMENTARY SCHOOL

Reading - Diagnostic 3 2021-2022			
	Tier 1	Tier 2	Tier 3
MARIANO CASTRO ELEMENTARY SCHOOL Overall	26%	40%	34%
Asian	88%	13%	0%
Hispanic/Latino	22%	41%	36%
White	28%	38%	33%
SWD	3%	30%	68%
Not SWD	30%	41%	29%
SED	21%	41%	38%
Not SED	53%	30%	16%
EL	15%	39%	45%
EO	49%	36%	15%
IFEP	59%	41%	0%
RFEP	52%	48%	0%
0	69%	31%	0%
1	26%	67%	7%
2	19%	35%	47%
3	20%	27%	53%
4	17%	48%	35%
5	19%	32%	48%

Reading Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
MARIANO CASTRO ELEMENTARY SCHOOL Overall	60%	40%
Asian	57%	43%
Hispanic/Latino	63%	37%
White	45%	55%
SWD	35%	65%
Not SWD	64%	36%
SED	62%	38%

Reading Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
Not SED	50%	50%
EL	58%	42%
EO	65%	35%
IFEP	50%	50%
RFEP	72%	28%
0	74%	26%
1	41%	59%
2	55%	45%
3	57%	43%
4	63%	38%
5	68%	32%

Math - Diagnostic 3 2021-2022			
	Tier 1	Tier 2	Tier 3
MARIANO CASTRO ELEMENTARY SCHOOL Overall	25%	45%	29%
Asian	100%	0%	0%
Hispanic/Latino	21%	48%	31%
White	33%	36%	31%
SWD	5%	32%	62%
Not SWD	28%	47%	24%
SED	20%	47%	33%
Not SED	51%	37%	12%
EL	14%	49%	37%
EO	38%	40%	23%
IFEP	59%	41%	0%
RFEP	68%	32%	0%
0	47%	53%	0%
1	19%	71%	10%
2	21%	42%	37%
3	16%	42%	42%
4	29%	33%	38%

Math - Diagnostic 3 2021-2022			
5	24%	38%	38%

Math Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
MARIANO CASTRO ELEMENTARY SCHOOL Overall	59%	41%
Asian	57%	43%
Hispanic/Latino	61%	39%
White	50%	50%
SWD	38%	62%
Not SWD	63%	38%
SED	59%	41%
Not SED	57%	43%
EL	57%	43%
EO	58%	43%
IFEP	63%	38%
RFEP	76%	24%
0	65%	35%
1	32%	68%
2	71%	29%
3	55%	45%
4	67%	33%
5	62%	38%

Conclusions based on this data:

1. Though only 25-26% of students are in Tier 1 in both ELA and Math (respectively), close to 60% of students are making their Annual Typical Growth.

2. Only 15% of our EL students are scoring in the Tier 1 range in ELA, showing a need for more targeted ELD instruction.

3. Only 3% of SWD students are Tier 1 in ELA and only 5% of SWD students are Tier 1 in Math, we need to strengthen our instruction in general ed and special ed to better serve these students.

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**
CAASPP ELA Goal: By June 2023, there will be a 8-percentage point increase (from 22% to 30%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (Gr 3-5) Subgroup goals: By June 2023 all subgroups will make the following gains: ● Students with Disabilities (SWD): There will be a 10-percentage point increase from 0% to 10% ● Socio-Economically Disadvantaged (SED): There will be a 8-percentage point increase from 17% to 25% ● English Only (EO): There will be a 7 percentage point increase from 33% to 40% ● Hispanic/ Latino: There will be a 8-percentage point increase from 18% to 26% ● Asian: Students will maintain 100% meeting or exceeding standards. iReady ELA One-Year's Growth Goal: a. By June 2023, there will be a 4-percentage point increase (from 60% to 64%) in the number of students meeting their yearly growth targets in Reading as measured by the Annual Typical Growth on i-Ready diagnostic assessments (K-5). Subgroup goals: By June 2023 all subgroups will make the following gains: ● Students with Disabilities (SWD): There will be a 7 percentage point increase from 35% to 42% ● Socio-Economically Disadvantaged (SED): There will be a 4 percentage point increase from 62% to 66% ● English Only (EO): There will be a 4 percentage point increase from 65% to 69% ● Asian: There will be a 4-percentage point increase from 57% to 61%. ● Hispanic/ Latino: There will be a 4-percentage point increase from 63% to 67% ● White: There will be a 6% percentage point increase from 45% to 51% b. By June 2023, Castro school will increase the percent of students meeting the District's Annual Growth average from 60% to 64% (District target of 62%)

Data Used to Form this Goal:

CAASPP 21-22 overall ELA
Level 4 9.27%, Level 3, 12.58%, Level 2, 20.53%, Level 1, 57.62%

iReady
Tier 1 26%, Tier 2 40%, Tier 3 34%
60% of students made Annual Typical Growth; 40% did not make it

District assessments, iReady Diagnostic data

Findings from the Analysis of this Data:

Large drops in students meeting or exceeding standards in ELA.
Many students are making Annual Growth Goals, but are still not at grade level.

Last year's goals were not met for CAASPP. However, one year's growth goal was met by all subgroups except for Asian students as measured by iReady.

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
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
Each teacher will analyze student data regularly during collaboration meetings in order analyze instructional practices. Teacher will document on a recording sheet and discuss instructional practices and strategies with grade level colleagues, instructional coaches, principal during PLC collaboration time.	Weekly	Principal, Coaches	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. • -Teachers will use district adopted curriculum and Sound Sensible/SPIRE Programs to read with students at their level and build reading fluency, decoding,	Throughout the year	Principal, Coaches, Teachers	Manipulatives Science curriculum and materials	4000-4999: Books And Supplies	TSSP	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
comprehension, word attack skills. • -Sound Sensible/SPIRE 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 and coaches to work with the principal to develop and monitor core school-wide instructional strategies. Meetings will be held monthly.	monthly	Principal, Instructional Leadership Team	hourly rate	1000-1999: Certificated Personnel Salaries	TSSP	2600
			benefits	3000-3999: Employee Benefits	TSSP	400
Hire additional instructional coach to support teachers and principals in all aspects of instruction.	August-June	Principal	Salary	1000-1999: Certificated Personnel Salaries	Title I	48500
			Benefits	3000-3999: Employee Benefits	Title I	10500
Teachers will analyze student data in 6 week cycles, using the District Universal Data Protocol. • Using this data, teachers will develop action plans using the four "Big Questions": • What do we want our students to know? • How will we know that they have learned it? • What will we do if they haven't learned it? • What will we do if they have learned it?	August, October, December, February, April, 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
At the end of each cycle, teachers will reflect on their Action Plan and create new action plans based on student data.						
Teachers will work with grade level partners and coaches weekly to collaborate on instruction and next steps. Grade levels will submit weekly collaboration logs.	Weekly Collaboration	Principal, Instructional Coach, Teachers	Professional Responsibility			
Science and STEAM Professional Development - STEAM teachers will receive professional development throughout the school year	Onoging	STEAM teacher	District paid			
i-Ready and Literably • Provide Diagnostics for 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	Ongoing	Principal, Instructional Coach	materials, copying, Data Binders, headphones	4000-4999: Books And Supplies	TSSP	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 work with all students in flexible small group setting while other students are independently using i-Ready at their academic instructional level. • Students will average 45 minutes weekly of i-Ready instruction for ELA to support them making their ATG and closing skill gaps • -Principal will share iReady usage in weekly staff bulletin to highlight teachers that are helping students meet their required minutes. • -Teachers will give Literably Assessments throughout the year to determine student reading levels						
• Phonics, and Reading instruction that provides scaffolds for tier 2 & 3 students in ELA. • K-1 grade teachers to	Ongoing	Principal, Coach, Teachers	materials	4000-4999: Books And Supplies	TSSP	8000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
supplement ELA phonics and reading instruction with Core Knowledge. In grades 2-5, implement Sound Sensible and SPIRE for students reading two or more grade levels below						
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Ongoing	Principal, Teachers, SSC				
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" goals are individualized and emphasize growth in skills and ability, not just "meeting standard."	iReady Diagnostic review and goal setting in August, November and May	Teachers				
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 Academic Achievement in Math By June 2023, there will be a 8-percentage point increase (from 16% to 24%) in the number of students meeting or exceeding standards in Math as measured by CAASPP (Gr 3-5) Subgroup goals: By June 2023 all subgroups will make the following gains: • Students with Disabilities (SWD): There will be a 10-percentage point increase from 4% to 14% • Socio-Economically Disadvantaged (SED): There will be a 9-percentage point increase from 13% to 22% • English Only (EO): There will be a 3-percentage point increase from 71% to 74% • Hispanic/ Latino: There will be a 9-percentage point increase from 12% to 21% • Asian: Students will maintain 100% meeting or exceeding standards iReady Math One-Year's Growth Goal: a. By June 2023, there will be a 4-percentage point increase (from 59% to 63%) in the number of students not meeting their yearly growth targets in Math as measured by the Annual Typical Growth on i-Ready diagnostic assessments (K-5). Subgroup goals: By June 2023 all subgroups will make the following gains: • Students with Disabilities (SWD): There will be a 6-percentage point increase from 38% to 44% • Socio-Economically Disadvantaged (SED): There will be a 4-percentage point increase from 59% to 64% • English Only (EO): There will be a 8-percentage point increase from 19% to 27% • Asian: There will be a 4% increase from 57% to 61% • Hispanic/ Latino: There will be a 4-percentage point increase from 61% to 65% • White: There will be a 5-percentage point increase from 50% to 55% b. By June 2023, Castro school will increase the percent of students meeting the District's Annual Growth average from 59% to 63% (District target of 61%)

Data Used to Form this Goal:

CAASPP results Spring 2022
District assessments
iReady diagnostics 2022

Findings from the Analysis of this Data:

CASSPP Math - The percentage of English Learners meeting/exceeding standard in Math was 4.81%
84% of students did not meet grade level standard
95% of SWD did not meet standard
86% of SED did not meet standard
88% of Latinos did not meet standard
Last year's goal not met.

iReady Diagnostic Data
59% of student made annual typical growth
25% of students in Tier 1, 45% in Tier 2, 29% in Tier 3

How the School will Evaluate the Progress of this Goal:

iReady diagnostic assessments and state assessments.

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

Numeracy and fluency skills taught to all students

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 every 6 weeks as part of the DIstrict Data Protocol. Teachers will use this data to determine next instructional actions to meet students needs for whole class, and all subgroups. The teachers will set student growth	August, October, December, February, April and June. Weekly	Principal, Instructional coaches, 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
goals based on the information and monitor progress weekly through PLCs.						
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Ongoing	Prinicpal SSC				
Teachers will implement all aspects of Eureka Math with fidelity, including fluency practice and spiral review.	Ongoing	Principal Teachers Instructional Coach	Cost in Goal 1			
Teachers will provide small group math instruction targeting student needs. • 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. • Teachers will adjust small group instruction to target student need based on assessment data. • These assessments will include the unit	Ongoing	Principal Instructional coach Teachers	Materials and manipulatives	4000-4999: Books And Supplies	TSSP	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
assessments from Eureka, common formative assessments from PLC collaboration, and iReady diagnostics						
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 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	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
students are independently using i-Ready at their academic instructional level. • Students will average 45 minutes weekly of i-Ready instruction for Math to support them making their ATG and closing skill gaps • Principal will share iReady usage weekly in Staff Bulletin						
"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" goals are individualized and emphasize growth in skills and ability, not just "meeting standard."	Ongoing	Principal Teachers Instructional Coaches	Cost in goal 1			
Ensure students have access to school materials, resources, and supplies for classroom instruction.	Ongoing	Teachers Principal Secretary	Cost in Goal 1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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	1000-1999: Certificated Personnel Salaries	Title I	48500
			Benefits	3000-3999: Employee Benefits	Title I	10500

Planned Improvements in Student Performance

<u>**School Goal #3**</u>

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

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 2023, there will be a reduction in the number of students meeting state criteria for At-Risk of LTEL status from 36 to 28 RFEP Goal - By June 2023, there will be a 3 percentage point increase (from 73% to 76%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by the CAASPP. ELPAC Goal- By June 2023, the percentage of students increasing one overall level or maintaining a 4 on the overall ELPAC will increase by the following percentages: ● All ELs: from 43% to 55% ● At-Risk of Becoming LTEL or LTEL: 22% to 37%
Data Used to Form this Goal:
ELPAC Scores 2021-22, Reclassification numbers 2021-22, CAASPP 2022
Findings from the Analysis of this Data:
Most of our students maintained or went up one level. Current 4th graders are a grade level of concern as 0% of students scored an overall Level 4 on the ELPAC last year, and 75% of that cohort maintained their current ELPAC level (though 0% of that cohort went down). Current 1st, 3rd and 4th grade all made progress with all students maintaining or growing one ELPAC level. Currently 2nd graders are another grade level of concern as approximately 27% of those students went down on their ELPAC levels. Oral Language is growing at a higher rate than Written Language.

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 and assessment • Teachers will be training on Designated ELD strategies by coaches	Ongoing	Principal, Coaches	district paid Professional responsibility			
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Ongoing	Principal, Teachers, SSC, ELAC				
Implement Integrated ELD using SIOP	Ongoing. Original	Principal, Coaches,				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
strategies focusing on Key Vocabulary, Language & Content Objectives and Student Interactions.	PD in Aug 2022	Teachers				
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 their data binder and goal setting conversations. Teachers will make data-based adjustments to instruction/content in order to support students as needed.	Quarterly	Progress monitoring forms. Principal and Instructional coach monitor. Teachers track progress				
Provide teachers with professional learning on the English Language assessment ELPAC. Invite ELPAC Coordinator to go over release questions and ELPAC rubric in January. • -Additionally provide teachers with Designated ELD strategies. PD will be delivered during staff meeting time. • -Teachers will make sure they are addressing the rigor of language required in the ELPAC during ELD instruction	Ongoing	Principal and Instructional Coaches, ELPAC Coordinator				
Provide Parent Education workshops around the ELPAC assessment to inform parents about: what the ELPAC is, how to support students during the assessment windows, and what are the requirements for reclassification.		Principal, Coach, SCEF	Workshop Teaching Workshop Materials	2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU) Parent Engagement (PIQE/FEI/PU)	1000 2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SCEFs 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				
ELD trainings provided by the District's ELD TOSA.			Training Attendance	1000-1999: Certificated Personnel Salaries	TSSP	2000
Implement new or revised strategies based on revision of plan	Ongoing	Principal, Teachers, SSC				

Planned Improvements in Student Performance

<div align="center">

School Goal #4

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

School Goal 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 2023, there will be a 2-percentage point increase from 79% to 81% 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 Goals - By June 2023, there will be a 4-percentage point increase from 62% to 66% 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. By June 2023, there will be a 1 percentage point increase from 91% to 92% in the number of students who agreed or strongly agreed with the statement "I have friends at school" as measured by the LCAP/Climate Survey By June 2023, there will be a 1 percentage point increase from 87% to 88% in the number of students who agreed or strongly agreed with the statement "I trust my teachers" as measured by the LCAP/Climate Survey By June 2023, there will be a 2 percentage point increase from 76% to 78% in the number of students who agreed or strongly agreed with the statement "I trust my principal" as measured by the LCAP/Climate Survey By June 2023, there will be a 2 percentage point increase from 76% to 78% in the number of students who agreed or strongly agreed with the statement "Adults at school care about my success" as measured by the LCAP/Climate Survey
Data Used to Form this Goal:
Survey of students from LCAP 2021-22 Attendance rates from 2022 Discipline data from 2022

Findings from the Analysis of this Data:
LCAP Goals for 2021-2022 school year were not met on this goal. Parents are still concerned that social emotional needs are not being met. We are also seeing weaknesses in areas around student trust of adults.

How the School will Evaluate the Progress of this Goal:
Student LCAP surveys – March 2023 Attendance and discipline data Sown to Grow SEL check in data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to use the Dolphin Way to reinforce behavior expectations	Aug 2022 and ongoing	Principal and Leadership team, ARIS				
Revise and clarify the school wide behavior matrix on student expected 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. A Behavior Committee will be established to help plan next steps using Incident Data pulled from PowerSchool. They will help refine behavior referrals and plan activities to reinforce the school wide behavior matrix.	August 2022	Principal and Behavior Committee	Committee Meeting Wages	1000-1999: Certificated Personnel Salaries	TSSP	3000
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, and examples/non-examples to teach all	August 2022	Principal, Teachers, support staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
expectations. Each trimester, we will revisit the Dolphin Way in a whole-school rodeo.						
Refine Major Behavior Incident Referral form and train certificated and classified staff on how to fill out and the discipline process. Review the process with teachers midyear with an emphasis on trends in the data from the Major Behavior Incident Referral form using the District Data Protocol.	Aug. 2022 and ongoing	ARIS, teachers, Principal				
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. | 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 Wellness Center, CHAC, or Pacific Clinics. The COST Coordinator SCEF will oversee the counseling referral process and be the liaison between the school, families, and the counseling | Ongoing | Principal, COST Coordinator, CHAC, Pacific Clinics, COST Team | | | | |

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
providers. Additionally 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 trends or patterns in the referrals. The COST Coordinator and Wellness Center Staff 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 COST Team will gather pre and post data from teachers to determine the level of change in a student for participating in counseling cycles.						
Parent University Extension sessions on effective communication with teachers, • Parent "Cafecitos" discussions based on site and community needs	September 22 and monthly	Principal, SCEF	hourly rate Materials for Parent U Extensions	2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	TSSP Parent Engagement (PIQE/FEI/PU)	1000 1000
Utilize Sown to Grow to gauge student socio-emotional health. • Analyze Data from Sown to Grow • Determine school based actions from Sown to Grow results.	August 2022 - May 2023	Principal, and Behavior Committee	hourly costs	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	TSSP TSSP	3000 500
Support 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. • Students will have access	Ongoing	Principal Wellness center staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
to counseling services through Wellness Center.						
Implement new or revised strategies based on revision of plan	Ongoing	Principal, Teachers, SSC				
Hire additional SCEF to support student and family referrals to mental health services, as well as support family engagement.	August-June	Principal	Salary	1000-1999: Certificated Personnel Salaries	Title I	40000
			Benefits	3000-3999: Employee Benefits	Title I	13000
Students will be taught peer-conflict resolution strategies, with an emphasis on anti-bullying and being an "upstander." Students will be recognized monthly for showing kindness to others. • -Workshops will be held for parents on how to support their student with peer-conflict at home to reinforce what students are taught at school.	Ongoing	Principal, ARISes	Materials	4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	1000
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Ongoing	Principal, Teachers, SSC				

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 2023, the average student attendance rate for the school will be at or above 97%. It was 88% for the 21-22 school year. Chronic Absenteeism Goal - By June 2023, the average chronic absenteeism rate for subgroups will decrease by 3% from 31% to 28% based on District Chronic Absenteeism Data. Welcoming Environment Goal - By June 2023, there will be a 1% increase from 93% to 94% 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
Data Used to Form this Goal:
Attendance rates, Absentee rates, LCAP survey data
Findings from the Analysis of this Data:
Our attendance definitely fell significantly over the previous school year, and continues to struggle.   Our attendance rate last year was 88%, we are currently at 93% based on October data.
How the School will Evaluate the Progress of this Goal:
Monthly attendance checks. Review of attendance data pulled from Powerschool.

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. Ensure that all learning environments are equitable with supplies and furniture to support a flexible and inclusive learning environment. This will create a welcoming environment where all students will feel successful and want to come to school.	Ongoing	Principal, SLS Coordinator, SCEF	Materials	4000-4999: Books And Supplies	TSSP	6000
School Attendance recognitions. On a monthly basis, students with a 97% attendance rate and no unexcused absences for the month, will be recognized. 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 students will receive a reward for improvement.	October 2022 and ongoing	Principal, Secretary, SCEF	Materials	4000-4999: Books And Supplies	Program 201	2000
Maintain current and engaging website, Facebook, Twitter, and Instagram pages • -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	ongoing	Principal	Professional responsibility			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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	Materials	4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	1000
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Ongoing	Principal, Teachers, School Site Council				
Use Sown to Grow Data to help guide staff development sessions, and SEL assemblies.	Ongoing	Principal, Leadership team	Cost in goal 1			
Send out Weekly Communication Newsletter with School and District News. Produce a video weekly newsletter with School and District News for families who struggle with reading.	Weekly	Principal, Secretary, SCEF				
Hire an additional SCEF 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	15,173	20,230	15,230.00
Covid Recovery Funds	17,850	23,800	23,800.00
TSSP	35,550	47,400	15,900.00
After School Enrichment -	1,785	2,380	2,380.00
Parent Engagement	19,068	25,424	19,424.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Parent Engagement (PIQE/FEI/PU)	6,000.00
Program 201	7,000.00
School Allocation	5,000.00
Title I	234,100.00
TSSP	31,500.00

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	187,600.00
2000-2999: Classified Personnel Salaries	2,000.00
3000-3999: Employee Benefits	52,000.00
4000-4999: Books And Supplies	36,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	1,000.00
4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	5,000.00
4000-4999: Books And Supplies	Program 201	7,000.00
4000-4999: Books And Supplies	School Allocation	5,000.00
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	10,600.00
2000-2999: Classified Personnel Salaries	TSSP	1,000.00
3000-3999: Employee Benefits	TSSP	900.00
4000-4999: Books And Supplies	TSSP	19,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	78,000.00
Goal 2	61,000.00
Goal 3	5,000.00
Goal 4	67,500.00
Goal 5	72,100.00

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
Jacqueline Keirns	X				
Kristen Introcaso		X			
Lauren Abbott		X			
Jonathan Pettey				X	
Amy Bucher				X	
Carol Love			X		
Chang Dong				X	
Numbers of members of each category:	**1**	**2**	**1**	**3**	

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	
Celsa Rodriguez, Vice-President				X	
Yahaira Cueva, DELAC rep				X	
Jackee Keirns, Principal	X				
Miguel Meza, SCEF			X		
Beth Smith, First Grade Teacher		X			
Numbers of ELAC Members of each category:	**1**	**1**	**1**	**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):

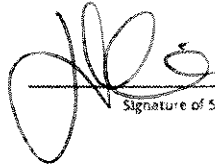   X   English Learner Advisory Committee

   _____
   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 .

Attested:

Jacqueline Keirns
_____
Typed Name of School Principal

_____
Signature of School Principal

9/11/22
Date

Jonathan Pettey
_____
Typed Name of SSC Chairperson

_____
Signature of SSC Chairperson

09 NOV 2022
Date