



Mountain View
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School District

Reimagining Castro Update

May 8, 2025



Alignment to Strategic Plan 2027

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

1B. Ensure targeted instructional opportunities that maximize learning for students

Goal Area #2: Student Social-Emotional Health

2B. Ensure an integrated, consistent approach to social-emotional learning

Goal Area #3: Inclusive and Welcoming Culture

3B. Expand and enhance culturally-relevant approaches to student, parent and community engagement

Goal Area #4: Effective and Engaged Employees

4A. Attract and retain diverse, quality employees

Goal Area #5: Equitable Distribution of Resources that Support Student Success

5A. Ensure facilities and resources equitably serve all student



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Re-Imagining Castro: Purpose and Goals

Equity Challenge

How do we **increase access to high-quality and culturally-responsive** educational experiences **and supports** for students at Castro that result in **increased outcomes** over time, considering the logistical, social, and fiscal hurdles this challenge presents?



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Plan Development

Plan Development Process

Reimaging Castro Committee

- Ayinde Rudolph, Superintendent
- Megan Pohlman, Director of Equity
- Jackee Keirns, Castro Principal
- Laura Blakely, Laura Berman, Board Members
- Ana Maria Alcazar, Lauren Abbott, Lizzette Hernandez dela Torre, Teachers
- Jonathan Pettey, Amy Bucher, Fabiola Contreras, Parents
- Brian White, Karin Jinbo, Swati Dagar, Geoff Chang, Cyndee Nguyen, District Office Staff

Plan Development Process

December/January	Constructing a Vision Identifying Priorities
February/March	School Visits Identification of Goals and Success Criteria
March/April	Identification of Strategic Actions Gathering Feedback from Community
April	Finalizing of Plan/Budget
May	Sharing of Plan with Board of Trustees and Community



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Action Plan (Year 1)

Castro Action Plan Year 1

- Implement School-wide RTI Model
- Provide Breakfast for all (in the classroom)
- Centralize data management
- Provide extra PD days for teachers in August (paid, incentivized)
- Provide Recess/Lunch behavioral support through Playworks
- Increase FTE for SCEF to 2.0
- Continue Wellness Center support
- Implement new ELA curriculum rooted in the science of reading
- Increase Newcomer teacher to 1.0 FTE
- Provide Reading Intervention support
- Add site-based counselor

School-Wide RTI Model

Actions Taken:

- Increased RTI frequency for all students
 - from 2x/week to 4x/week
 - reading intervention or extension based on data
 - Multi-grade level RTI rotations (K, 1-2, and 3-5)
 - Multiple reading intervention teachers push in to rotations, allowing for 8-10 differentiated groups
 - RTI separated from STEAM
 - Students attend STEAM whole class
 - Teachers push in to support partner classrooms
- 2x/week in math

School-Wide RTI Model

Actions Taken:

- Created master schedule to prioritize core academic instruction
 - Uninterrupted blocks for ELA, Math, and Designated ELD
 - Enrichment classes (PE, Art, and Music) scheduled around academic instruction

School-Wide RTI Model

Takeaways from Year 1

- Schoolwide RTI and D-ELD blocks increase teacher collaboration
- Focus on core instruction and academic intervention
- Even with uninterrupted blocks for ELA, math and designated ELD, instructional minutes were still impacted by other scheduling constraints (Art, Music, Library, Playworks - Class Game Time, SEL Lessons, Field Trips, Living Classroom)
- Shared campus also affects the flexibility of the master schedule

Subject	Time Allotted	Recommended Time
ELA	K: 90 minutes/day 1-2: 100 minutes/day 3-5: 90 minutes/day	K-3: 120 minutes 4-5: 90 minutes
Math	K-5: 50 minutes/day	K-5: 60-90 minutes
ELD	K: 120 minutes/week 1-5: 135 minutes/week	K: 120 minutes/week 1-5: 150 minutes/week
RTI/RI	K-5: 40 minutes x 4 days/week	
STEAM	K: 30 minutes 1-5: 40-50 minutes x 2 days/week	
Art	K-2: 60 minutes every other week 3-4: 60 minutes weekly 5: 60 minutes weekly (art or music)	
Music	K-2: 30 minutes weekly 3-4: 45 minutes weekly 5: 60 minutes weekly (art or music)	
PE	1-5: 50 minutes x 2 days/week	100 minutes weekly (required)

Centralize Data Management

Actions Taken:

- Streamlined approach to RTI/RI data and groupings:
 - Site leadership team (principal, coach) and reading intervention team review schoolwide data and make draft groups
 - Grade level teacher teams review and finalize groups
 - All teachers collect data (DIBELS) to progress monitor and adjust RTI/RI groups
- Monthly collaboration between RI and classroom teachers

Centralize Data Management (cont.)

Actions Taken:

- Monthly Data Team meetings
 - Data Team consists of principal, coach, SCEF, ARIS, classroom teacher, newcomer teacher, district administrator
 - Focused data protocol to review academic, behavior, and attendance data

Centralize Data Management (cont.)

Takeaways from Year 1:

- Streamlined approach allowed teachers to focus on planning differentiated and targeted instruction for their student groups
- Centralized process allowed for increased frequency of data collection and quicker adjustments

Breakfast for All Students

Actions Taken

- Breakfast provided to all students from 8:15-8:30 am in the MUR as a part of the school day
 - Breakfast was planned to happen in classrooms at the start of the school day
 - Students would eat and participate in the classroom morning meeting
 - This was changed at the beginning of the year due to issues with waste management and food distribution
- Optional snacks provided to all students at recess
- Staff, student and parent survey administered

Breakfast for All Students

Takeaways from Year 1

- All students have the opportunity to eat daily
- Breakfast in the MUR provides opportunities for whole school assemblies and spirit events
- Child Nutrition team reported high waste at beginning of year
- Loss of 20-30 minutes of instruction daily
- Site staff manages ordering and distribution of snacks at recess which can impact office workflow and efficiency
- Grant funding ends for snacks in June 2024

Breakfast for All Students

Survey Results

- Students prefer to have second-chance breakfast at recess
- Students report that that they don't prefer many of the breakfast options
- Many students eat breakfast at home
- 50% of staff prefer breakfast before school starts and 50% prefer breakfast at beginning of day in MUR
- Parent responses were similar to staff and students although only 8 parents responded to the survey

Playworks

Action Taken:

Implemented a full time Playworks Coach who provides support to students during recess and lunch, runs the Junior Coach leadership program, and Class Game time 2x/month (expectation is 1 time per week per class)

Playworks

Takeaways from Year 1

- Playworks Coach has been effective in supporting student behavior and social interactions during recess
- Provides leadership opportunity for older students to be Junior Coaches and learn conflict management and communication skills
- Weekly and or 2x/month Class Game Time is too frequent and takes away from instructional time

Additional Actions Implemented

- Provided extra PD days for teachers in August
- Increase FTE for SCEF to 2.0
 - This action was not implemented - Castro had 1.5 FTE SCEF in the 2024-25 school year
- Continued Wellness Center through partnership with the Santa Clara County Office of Education
- Implemented new ELA curriculum rooted in the science of reading
- Increased Newcomer teacher to 1.0 FTE
- Provided additional Reading Intervention support through the Early Literacy Team
- Added 1.0 FTE site-based counselor



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Action Plan Year 2

Published Year 2 Actions

- **Continue all Year 1 Actions**
- **Increase Community Partnerships**
 - Additional community partnerships, including more volunteers present on campus
- **Implement Student Driven Clubs**
 - Implement a new menu and schedule for district-supported, student-driven afterschool programs and clubs
- **Begin Looping Classrooms**
 - Teachers identified in year one will travel to the next grade-level with their student group

Getting Ready for Year 2 in Year 1

Increased Community Partnerships

- Conduct a community assets mapping session with community

Student Driven Clubs

- Survey Students and community on interest
- Collaborate with MVWSD+
- Develop a new menu and schedule for district-supported, student-driven afterschool programs and clubs

Looping Classrooms

- Gather teacher and community Feedback
- Develop protocol for assignments
- Identify teachers to loop



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Considerations

Considerations

- Capacity of school staff to:
 - implement Year 1 action items
 - revise year 1 actions
 - planning for Year 2
 - gather input for other district priorities: Prop 28, Outdoor Learning
 - adapt to leadership changes
 - focus on instructional leadership and effective tier one core instruction
- Instructional minutes are the same as all other schools and the needs at Castro are unlike all other schools



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Recommendations

Recommendations for Year 2

- Focus on refinement of actions from Year 1
 - Delay implementation of Year 2 and Year 3 actions
- Focus on core academic instruction
 - Continue to protect uninterrupted academic blocks
 - Collaborate with District staff and community partners to begin to address schedule constraints
- Continue implementation of current afterschool clubs and consider expansion as staff capacity allows

Recommendations for Year 2

Playworks

- Instead of having a full-time Playworks coach, share a coach with Mistral
 - Both schools currently have Playworks and cannot fully implement it due to scheduling constraints
 - Allows for sites to have classroom game times, recess support, and leadership opportunities for older students (Junior Coaches) without a large impact on schedule

Recommendations for Year 2

Breakfast

- Based on data collected over the course of the year, staff recommends the following:
 - Returning to students having Second Chance Breakfast at recess time provided by food services
 - Providing a budget to the site to purchase snacks for all classrooms for students if they come to school hungry in the morning or throughout the day

Recommendations for Year 2

The following staffing adjustments are recommended:

- Add a 0.5 FTE assistant principal
 - Allows the principal to better focus on instructional leadership
 - supports with the supervision of all the additional support staff on site
- With the addition of the 0.5 FTE assistant principal, the district recommends:
 - decreasing from 1.5 FTE School and Community Engagement Facilitator to 1.0
 - decreasing from 2.0 At Risk Supervisors to 1.5
 - Staff will be reassigned to other sites to fill vacancies for 2025-26

Recommendations for Year 2

Continue the following:

- Extra PD days for teachers in August
- Wellness Center through partnership with the Santa Clara County Office of Education although due to funding constraints there will only be a 0.5 Social Worker instead of a 1.0
- Implementation of the new ELA curriculum rooted in the science of reading
- Newcomer teacher - 1.0 FTE
- Reading Intervention support through the Early Literacy Team
- Counselor - 1.0 FTE District hired



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Next Steps

Next Steps

- Pending Board feedback, move forward with implementing recommendations for 2025-26
- Work with new principal and staff on Year 3 and 4 timeline and plan based on learnings from years 1 and 2
- Provide regular updates to community and Board of Trustees