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 2, 2023

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 2, 2023.

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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 TK-5 school with an enrollment in June 2023 of 247 students. Our school community consists of 86% Hispanic/Latino students, 86% socio-economically disadvantaged students, and 77% English Learner students.
Castro has a high number of students who qualify for McKinney-Vento protections, 53 out of 247 students. The Special Education population is 11% 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. Most of our students speak Spanish at home (73%).

The Castro certificated staff has 13 grade-level classroom teachers, 1 STEAM teacher, 1 Resource Specialist teacher, 1 instructional coach, 1 principal, and 1 psychologist (shared with other sites), student needs are met with a variety of specialists. The Castro classified staff has 1 office manager/secretary, 1 school clerk, 1.5 School-Community Engagement Facilitators, 2 At Risk Intervention Supervisors, 1 Library Tech (shared with another site), 4 Special 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 needs. Additionally, our students receive Reading Intervention and Newcomer Instruction provided by District Intervention teachers.

Goal #1 Academic Achievement English Language Arts

CAASPP ELA Goal:
By June 2024, 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 2024 all subgroups will make the following gains:
- Students with Disabilities (SWD): There will be a 10-percentage point increase from 5% to 15%
- Socio-Economically Disadvantaged (SED): There will be a 8-percentage point increase from 17% to 25%
- English Only (EO): There will be a 6 percentage point increase from 45% to 51%
- Hispanic/ Latino: There will be a 9-percentage point increase from 15% to 24%
- Asian - Less than 10 students, not reported
- White - There will be a 3-percentage point increase from 75% to 78%

iReady ELA One-Year's Growth Goal:

By June 2024, 100% of students will meet their yearly growth targets in Reading as measured by the iReady diagnostic assessments (K-8).

Goal #1 Academic Achievement - ELA Key Strategies:
MTSS: 4 Universal Data Cycles throughout the year
COST process
RTI / WIN Instruction
Sheltered Instruction Observation Protocols (SIOP)
Reading Intervention Support with Early Literacy Team in grades K-2

Goal #2 Academic Achievement in Math
CAASPP Math Goal:
By June 2024, there will be a 8-percentage point increase (from 17% to 25%) 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 5% to 15%
- Socio-Economically Disadvantaged (SED): There will be a 9-percentage point increase from 13% to 22%
- English Only (EO): There will be a 6-percentage point increase from 39% to 45%
- Hispanic/ Latino: There will be a 9-percentage point increase from 11% to 20%
- Asian: Less than 10 students, not reported
- White: There will be a 5-percentage point increase from 50% to 55%

iReady Math One-Year's Growth Goal:
By June 2024, 100% of students will meet their yearly growth targets in Math as measured by the iReady diagnostic assessments (K-8).

Goal #2 Academic Achievement - Math Key Strategies:
MTSS: 4 Universal Data Cycles throughout the year, COST Process
Instructional Coaching
Sheltered Instruction Observation Protocols (SIOP)
i-Ready Instruction (Standards Mastery Assessments)
Fluency and Numeracy Instruction

Goal #3 Academic Achievement--English Language Learners
At-Risk Long-Term ELs Goal (3rd-5th grade):
- By June 2024, the number of LTEL/At-Risk of becoming LTEL students will be reduced by 20%. There will be a reduction in the number of students meeting state criteria for At-Risk of LTEL status from 21 to 17.
RFEP Goal:
- By June 2024, there will be a 3 percentage point increase (from 75% to 78%) 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 2024, 100% of all English Learners that score a Level 4 on the ELPAC will reclassify.
- The percentage of ELs scoring at least one overall level higher (or maintaining a 4) as compared to the previous year will increase from 32% to 39%

Key Strategies/Actions:
SIOP Integrated ELD Instruction
Designated ELD Instruction
Review/Train teachers ELPAC Assessments and Scoring
Parent Workshops
EL, Newcomer, and RFEP progress monitoring

Goal #4 Social Emotional Health and Wellness
Sown to Grow Goal:
- By June 2024, Sown to Grow Student Check-in / Teacher Feedback rate will improve greater than 10%
Parent Goal:

- By June 2024, there will be a 2-percentage point increase from 83% to 85% in the number of parents who agree or strongly agree that their students' social emotional needs were met as measured by the LCAP/Climate Survey

Student Goal:
- By June 2024, there will be a 3-percentage point increase from 67% to 70% in the number of students who agreed or strongly agreed that students at my school are treated with respect as measured by the LCAP/Climate Survey.

Behavior Goal 1:
- By June 2024, there will be

a 4% point decrease from 65% to 61% for Hispanic/Latino students measured by the school suspension disproportionality data.
a 7% point decrease from 33% to 26% for White students as measured by the school suspension disproportionality data.
a 6% point decrease from 40% to 34% for Students With Disabilities as measured by the school suspension disproportionality data.
a 2% point decrease from 79% to 77% for English Learners as measured by the school suspension disproportionality data.

Behavior Goal 2:
By June 2024, there will be a 2% increase from 78% to 80% in the number of students who agreed or strongly agreed that there are clear and fair consequences for breaking rules at my school as measured by the LCAP/Climate Survey.

Key Strategies:
Positive Behavior System: The Dolphin Way
Student Success Assemblies
Universal Data Cycle and COST process
Partnership with Santa Clara County Office of Education - Wellness Center
Sensory Accommodations in all classrooms (calming corners, flexible seating, etc)
Consistent Behavior Expectations and use of District Behavior Response Protocols

Goal #5 Inclusive and Welcoming Culture
Attendance Goal:
- By June 2024, the average student attendance rate for the school will be at or above 97%. It is currently 91.57%

Chronic Absenteeism Goal:
- By June 2024, the average chronic absenteeism rate for subgroups will decrease by 3% from 28.8% to 25.8% based on District Chronic Absenteeism Data.

Welcoming Environment Goal:
- By June 2024, 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)
Lunchtime Social Events
After school community events (Harvest Festival, Festival of Lights)
Attendance Review meetings with Principal, SCEF, ARIS, Secretary
Sensory Accommodations in all classrooms (calming corners, flexible seating, etc)

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 (for example: SPIRE, Core Knowledge, Heggerty, Fluency Practice). 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 Instructional 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 used by every student in grades 2-5. The data, and student work samples are used to identify strengths and needs at the grade, class, and individual student levels. Teams determine next steps in pacing as well as effective instructional strategies. The data is reviewed and analyzed by the grade level teams at weekly Professional Learning Community collaboration sessions and planning release days. In addition, the grade level team, the Principal, the Instructional Coach, and the RTI teacher meet every 9 weeks to review this grade level student progress data using the Universal Data Cycle 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 4 teachers in their first two years of teaching. All teachers are considered "highly qualified". There is one instructional coach 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 an instructional coach who assists 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

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

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

All students participate in an intervention or enrichment period daily (WIN Time) that allows teachers to work with flexible small groups of students on targeted skills or enrichment. The Instructional Coach works 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 Coach. 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 and Right At School). 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, and parent attendance at community events has been increasing since last year, with approximately 200-300 attendees at school-wide events. 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. Castro also hosts large school-wide events where our community partners are invited to table and provide services to families.

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. An Instructional Leadership team meets twice a month to plan interventions specifically targeting our unduplicated students. 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. Title 1 funds are used to pay for 1.0 FTE Instructional Coach, 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.

Description of Barriers and Related School Goals

At Castro Elementary School we strive to meet the needs of all students both academically and socially. We believe that it is our moral imperative to ensure that all students achieve at high levels. The barriers that we face when reaching our school goals are addressing the needs of our socioeconomically disadvantaged students, English Learners, our Hispanic/Latino students, and our students with disabilities. The socioeconomically disadvantaged population at Castro is 86%, with 50 students qualifying for McKinney-Vento protections. Hispanic/Latino students account for 86% of our school population. We currently have 173 English language learners, which accounts for 77% of our total student population. Of those 173, we have 25 students who are within their first year of enrollment in US public schools. Every English Learner in first through fifth receive a minimum of 150 minutes of weekly Designated English Language Development instruction. Those in Kindergarten receive 120 minutes of English Language Development.

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.   Many of our students are still struggling with reading and math fluency as many parents are unable to help their children with practicing these skills at home due to work schedules, lack of child care and struggles with literacy. As a result of these academic struggles, some of students also struggle with self-esteem in the classroom. Though we have on site resources through the Wellness Center, and partnerships with Pacific Clinics and CHAC, we often have a greater number of students needing counseling that case loads allow for.

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**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	49	45		0	43		0	43		0.0	95.6	
Grade 4	61	48		0	47		0	47		0.0	97.9	
Grade 5	61	63		0	61		0	61		0.0	96.8	
All Grades	171	156		0	151		0	151		0.0	96.8	

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

Overall Achievement for All Students											
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
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	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
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	

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
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	

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
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	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
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	

Conclusions based on this data:

1. Goal not met: Students 3-5 held steady on ELA CAASPP with 22% meeting or exceeding standard

2. More students in 22-23 tested at Standard Not Met (61% vs. 58%)

3. 27% of students in 5th grade met or exceeded standards.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	49	45		0	45		0	45		0.0	100.0	
Grade 4	61	48		0	48		0	48		0.0	100.0	
Grade 5	61	63		0	63		0	63		0.0	100.0	
All Grades	171	156		0	156		0	156		0.0	100.0	

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

Overall Achievement for All Students														
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
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	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
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	

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**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
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	

	Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
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	

Conclusions based on this data:

1. Goal not met: Grades 3-5 remained steady in math this year with 16% meeting or exceeding standards

2. Fourth Grade increased their achievement from 17% to 22% meeting or exceeding standards

3. Third grade performed the lowest out of the three testing grade levels 13% meeting or exceeding

School and Student Performance Data

ELPAC Results

ELPAC OVERALL LEVEL Growth between Summative 2022 and Summative 2023 - totals									
Decreased by 2 levels	Decreased by 1 level	Maintained a 1, 2, or 3	Increased by 1 level or maintained an overall 4	Increased by 2 levels	Increased by 3 levels	Grand Total	% who maintained a 4 or increase at least one level	% who maintained a 4 or increased at least one level AND whose home language is Spanish	% who increased or maintained a 4 and are SED
*	*	84	41	*		139	32.4%	31.7%	28.78%

ELPAC OVERALL LEVEL Growth between Summative 2022 and Summative 2023 - totals									
Grade	Decreased by 2 levels	Decreased by 1 level	Maintained a 1, 2, or 3	Increased by 1 level or maintained an overall 4	Increased by 2 levels	Increased by 3 levels	Grand Total	% who maintained a 4 or increase at least one level	% who maintained a 4 or increased at least one level AND whose home language is Spanish	% who increased or maintained a 4 and are SED
TK/K				*	*		*	100.00%	100.00%	71.43%
1		*	13	*			24	16.7%	16.67%	16.67%
2			18	*			24	25.0%	25.00%	20.83%
3	*	*	19	*	*		27	18.5%	18.52%	14.81%
4			21	*	*		32	34.4%	31.25%	31.25%
5			13	12			25	48.00%	48.00%	48.00%

2023 ELPAC Summative Overall Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	12	*		28
Grade 1	*	*	*	*	27
Grade 2	13	*	*	*	29
Grade 3	11	*	14	*	37
Grade 4	*	*	*	*	29
Grade 5	11	12	*	*	29
Grand Total	62	53	49	15	179

2023 ELPAC Summative Oral Language Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	*	11	*	28

2023 ELPAC Summative Oral Language Level					
Grade 1	*	*	*	*	27
Grade 2	*	*	*	*	29
Grade 3	*	*	11	15	37
Grade 4	*	*	*	14	29
Grade 5	11	11	*	*	29
Grand Total	42	35	46	56	179

2023 ELPAC Summative WritLangten Language Level					
Grade Level	1	2	3	4	Grand Total
Grade K	17	*	*		28
Grade 1	17	*	*		27
Grade 2	20	*	*		29
Grade 3	19	13	*		37
Grade 4	13	12	*	*	29
Grade 5	11	14	*	*	29
Grand Total	97	61	17	*	179

2023 ELPAC Summative Listening Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	18	*		28
Grade 1	*	13	*		27
Grade 2	*	18	*		29
Grade 3	11	18	*		37
Grade 4	*	14	*		29
Grade 5	*	15	*		29
Grand Total	49	96	34		179

2023 ELPAC Summative Speaking Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	15	*		28
Grade 1	*	*	12		27
Grade 2	*	12	12		29
Grade 3	*	*	20		37
Grade 4	*	*	19		29
Grade 5	13	13	*		29
Grand Total	42	64	73		179

2022 ELPAC Summative Reading Level					
Grade Level	1	2	3	4	Grand Total

2022 ELPAC Summative Reading Level					
Grade K	19	*	*		28
Grade 1	17	*			27
Grade 2	21	*			29
Grade 3	23	14			37
Grade 4	15	11	*		29
Grade 5	*	17	*		29
Grand Total	105	67	*		179

2023 ELPAC Summative Writing Level					
Grade Level	1	2	3	4	Grand Total
Grade K	12	16			28
Grade 1	12	15			27
Grade 2	15	13	*		29
Grade 3	16	19	*		37
Grade 4	*	14	*		29
Grade 5	12	*	*		29
Grand Total	77	87	15		179

Conclusions based on this data:

1. Goals were met on our At-Risk of LTEL and RFEP students

2. Most students maintained a level 1, 2, 3 - 84

3. Third grade saw the most students decrease their scores.

School and Student Performance Data

iReady Diagnostic 3 Results

District Results

Reading - Diagnostic 3 2022-2023			
	Tier 1	**Tier 2**	**Tier 3**
MVWSD Overall	66%	17%	17%
Asian	89%	8%	3%
Hispanic/Latino	35%	30%	35%
White	83%	10%	7%
SWD	34%	21%	45%
Not SWD	70%	17%	14%
SED	32%	30%	38%
Not SED	82%	11%	7%
EL	23%	32%	45%
EO	81%	12%	7%
IFEP	89%	9%	2%
RFEP	65%	17%	17%
0	78%	22%	0%
1	65%	28%	7%
2	67%	19%	14%
3	71%	9%	20%
4	66%	20%	14%
5	64%	17%	18%
6	56%	13%	31%
7	63%	11%	26%
8	61%	13%	26%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	**Met**	**Not Met**
MVWSD Overall	61%	39%
Asian	71%	29%
Hispanic/Latino	50%	50%
White	67%	33%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
SWD	52%	48%
Not SWD	62%	38%
SED	49%	51%
Not SED	66%	34%
EL	51%	49%
EO	64%	36%
IFEP	70%	30%
RFEP	56%	44%
0	63%	37%
1	60%	40%
2	65%	35%
3	65%	35%
4	63%	37%
5	65%	35%
6	54%	46%
7	57%	43%
8	53%	47%

Math - Diagnostic 3 2022-2023			
	Tier 1	Tier 2	Tier 3
MVWSD Overall	64%	21%	15%
Asian	91%	7%	2%
Hispanic/Latino	31%	37%	32%
White	84%	11%	5%
SWD	30%	28%	42%
Not SWD	68%	20%	12%
SED	28%	39%	33%
Not SED	82%	12%	6%
EL	23%	40%	37%
EO	79%	14%	7%
IFEP	86%	12%	2%

Math - Diagnostic 3 2022-2023			
RFEP	63%	19%	18%
0	71%	29%	0%
1	65%	31%	4%
2	63%	28%	9%
3	67%	20%	13%
4	69%	15%	16%
5	69%	14%	17%
6	59%	17%	24%
7	57%	16%	27%
8	57%	14%	29%

Math Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
MVWSD Overall	59%	41%
Asian	69%	31%
Hispanic/Latino	47%	53%
White	66%	34%
SWD	47%	53%
Not SWD	61%	39%
SED	47%	53%
Not SED	65%	35%
EL	49%	51%
EO	63%	37%
IFEP	68%	32%
RFEP	54%	46%
0	59%	41%
1	59%	41%
2	62%	38%
3	64%	36%
4	59%	41%
5	69%	31%
6	55%	45%
7	56%	44%

Math Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
8	48%	52%

MARIANO CASTRO ELEMENTARY SCHOOL

Reading - Diagnostic 3 2022-2023			
	Tier 1	Tier 2	Tier 3
MARIANO CASTRO ELEMENTARY SCHOOL Overall	26%	36%	38%
Asian	82%	18%	0%
Hispanic/Latino	18%	38%	43%
White	89%	11%	0%
SWD	11%	33%	56%
Not SWD	29%	36%	35%
SED	20%	38%	42%
Not SED	63%	24%	13%
EL	12%	38%	50%
EO	59%	29%	12%
IFEP	76%	24%	0%
RFEP	50%	44%	6%
0	55%	45%	0%
1	24%	59%	16%
2	26%	31%	44%
3	18%	29%	53%
4	17%	29%	54%
5	20%	26%	54%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
MARIANO CASTRO ELEMENTARY SCHOOL Overall	51%	49%
Asian	70%	30%
Hispanic/Latino	50%	50%
White	78%	22%
SWD	44%	56%
Not SWD	52%	48%
SED	50%	50%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
Not SED	59%	41%
EL	46%	54%
EO	61%	39%
IFEP	69%	31%
RFEP	69%	31%
0	54%	46%
1	32%	68%
2	46%	54%
3	37%	63%
4	67%	33%
5	63%	37%

Math - Diagnostic 3 2022-2023			
	Tier 1	Tier 2	Tier 3
MARIANO CASTRO ELEMENTARY SCHOOL Overall	24%	46%	29%
Asian	91%	9%	0%
Hispanic/Latino	18%	50%	33%
White	78%	22%	0%
SWD	8%	44%	47%
Not SWD	27%	47%	26%
SED	19%	48%	33%
Not SED	53%	39%	8%
EL	13%	49%	38%
EO	46%	44%	10%
IFEP	59%	41%	0%
RFEP	63%	31%	6%
0	43%	57%	0%
1	22%	68%	11%
2	21%	56%	23%
3	13%	37%	50%
4	21%	37%	42%

Math - Diagnostic 3 2022-2023			
5	26%	30%	43%

Math Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
MARIANO CASTRO ELEMENTARY SCHOOL Overall	53%	47%
Asian	70%	30%
Hispanic/Latino	51%	49%
White	44%	56%
SWD	33%	67%
Not SWD	56%	44%
SED	53%	47%
Not SED	57%	43%
EL	48%	52%
EO	63%	37%
IFEP	56%	44%
RFEP	81%	19%
0	51%	49%
1	43%	57%
2	64%	36%
3	34%	66%
4	63%	37%
5	59%	41%

Conclusions based on this data:

1. Goal not met: Only 51% of students met their Annual Typical Growth Goal in ELA and only 53% met this goal in Math. These results are lower than the 21-22 school year.

2. 44% of our SWD met their Annual Typical Growth in Reading this year.

3. 81% of our RFEP students made ATG in Math this year

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**

By June 2024, 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 2024 all subgroups will make the following gains:
    • Students with Disabilities (SWD): There will be a 10-percentage point increase from 5% to 15%
    • Socio-Economically Disadvantaged (SED): There will be a 8-percentage point increase from 17% to 25%
    • English Only (EO): There will be a 6 percentage point increase from 45% to 51%
    • Hispanic/ Latino: There will be a 9-percentage point increase from 15% to 24%
    • Asian - Less than 10 students, not reported
    • White - There will be a 3-percentage point increase from 75% to 78%
 	
iReady ELA One-Year's Growth Goal:
By June 2024, 100% of students will meet their yearly growth targets in Reading as measured by the iReady diagnostic assessments (K-8).

Data Used to Form this Goal:
CAASPP data and iReady Diagnostic Assessment Data

Findings from the Analysis of this Data:

2022-2023 CAASPP
Overall Goal: 22% to 30% Meeting or Exceeding Standards
Goal Not Met: 22% Meeting or Exceeding Standards

Students with Disabilities Goal: 0% to 10%
Goal Not Met: 5% Meeting or Exceeding

Socio-Economically Disadvantaged (SED) Goal: 17% to 25%
Goal Not Met: 17% Meeting or Exceeding

English Only Goal: 33% to 40%
Goal Met: 45% Meeting or Exceeding

Hispanic/Latino Goals: 18% to 26%
Goal Not Met: 15% Meeting or Exceeding

Asian: Less than 10 students 2023-2024, not reported

White: Less than 10 students 2022-2023, not reported

Students with Disabilities Goal: 35% to 42% Meeting Growth Target
Goal Met: 44% Meeting Growth Target

Socio-Economically Disadvantaged (SED) Goal: 62% to 66% Meeting Growth Target
Goal Not Met: 50% Meeting Growth Target

English Only Goal: 65% to 69%
Goal Not Met: 61% Meeting Growth Target

Hispanic/Latino Goals: 63% to 67%
Goal Not Met: 50% Meeting Growth Target

Asian Goal: 57% to 61%
Goal Met: 70% Meeting Growth Target

White Goal: 45% to 51%
Goal Met: 78% Meeting Growth Target

For 2022-2023, Castro School did not exceed the District Annual Typical Growth with 51% of students making their Annual Typical Growth. District Annual Typical Growth was 61%.

How the School will Evaluate the Progress of this Goal:

We will use common formative assessment data, grade level collaboration logs (evidence of CFA data analysis and student grouping), Universal Data Cycle documents, Benchmark Advance, iReady and CAASPP data, observations and feedback on the use of RTI and WIN time

What short-term outcomes will you expect?
Teachers will regroup for RTI and WIN time within the first two weeks of school based on iReady Diagnostic and ELPAC data. Teachers will conduct Data Review meetings (following Universal Data Cycle protocol and UDC calendar) to identify student needs and set goals.

What early evidence of change will demonstrate the school is on track?
Students will meet at least 40% of Annual Typical Growth on iReady Diagnostic 2 in November.

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
			Materials for unduplicated students	4000-4999: Books And Supplies	TSSP	2000
Reading Intervention Support with Early Literacy Team in grades K-2	Ongoing	Teachers, Early Literacy Team	District Paid			
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 will 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	Throughout the year	Principal, Coaches, Teachers	Science curriculum and materials Materials for use in goal setting, and copies of materials for reading intervention Supplemental resources during WIN time to support reading instruction. 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
to receive tiered level of instruction that extends in their learning or help with topics the students did not understand.						
Instructional Leadership Team - group of teacher representatives and coach to work with the principal to develop and monitor core school-wide instructional strategies with a specific focus on unduplicated students. Meetings will be held twice monthly.	monthly	Principal, Instructional Leadership Team	hourly rate benefits	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	TSSP TSSP	2600 400
Instructional coach to support teachers in all aspects of instruction, specifically vocabulary instruction and informational text, through coaching cycles, and professional development.	August-June	Principal	Salary Benefits	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I Title I	48500 10500
Teachers will analyze student data in 9 week cycles, using the District Universal Data Cycle • Using this data, teachers will develop action plans using the four PLC 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? At the end of each cycle, teachers will reflect on their Action Plan and create new action plans based on student data.	August, October, January, May	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
• *UDC will be used to identify students who need further intervention						
Teachers will work with grade level partners and coach weekly to collaborate on instruction and next steps. Grade levels will submit weekly collaboration logs.	Weekly Collaboration	Principal, Instructional Coach, Teachers	Professional Responsibility			
Principal will conduct regular targeted classroom walkthroughs and give feedback on Reading Instruction	Ongoing	Principal				
i-Ready and Literably • Provide Diagnostics for math and ELA in August, December, and May • 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	Ongoing	Principal, Instructional Coach	Materials, Headphones Materials	4000-4999: Books And Supplies 4000-4999: Books And Supplies	TSSP School Allocation	2000 500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Teachers provide Phonics, and Reading instruction based on Science of Reading concepts and provide scaffolds for tier 2 & 3 students in ELA. • Kindergarten teachers to supplement ELA phonics and reading instruction with Core Knowledge and Heggerty. • First Grade teachers will implement Sound Sensible and SPIRE for students below grade level. They will also supplement instruction using Core Knowledge. • In grades 2-5, implement Sound Sensible and SPIRE for students reading two or more grade levels below • Teachers use District Adopted Benchmark Advance Curriculum to teach Reading Comprehension with a focus on Informational Text	Ongoing	Principal, Coach, Teachers	SPIRE materials, Core Knowledge Decodable Readers	4000-4999: Books And Supplies	TSSP	5000
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	iReady Diagnostic review and goal setting in August, November and May	Principal, Teachers	Copying, Data Binders, Materials for goal setting	4000-4999: Books And Supplies	TSSP	3000
			Copying, Data Binders, Materials for goal setting	4000-4999: Books And Supplies	School Allocation	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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. • Teachers meet with students to create personalized action steps in order to meet their goals based on diagnostic data. • Student "Annual Typical Growth" goals are individualized and emphasize growth in skills and ability, not just "meeting standard."						
Analyze data from benchmarks, observations and feedback and revise plan as needed	Ongoing	Principal, SSC				
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**
CAASPP Math Goal: By June 2024, there will be a 8-percentage point increase (from 17% to 25%) 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 5% to 15% • Socio-Economically Disadvantaged (SED): There will be a 9-percentage point increase from 13% to 22% • English Only (EO): There will be a 6-percentage point increase from 39% to 45% • Hispanic/ Latino: There will be a 9-percentage point increase from 11% to 20% • Asian: Less than 10 students, not reported • White: There will be a 5-percentage point increase from 50% to 55% iReady Math One-Year's Growth Goal: By June 2024, 100% of students will meet their yearly growth targets in Math as measured by the iReady diagnostic assessments (K-8).
Data Used to Form this Goal:
CAASPP results Spring 2023 District assessments iReady diagnostics 2022-2023

Findings from the Analysis of this Data:

2022-2023 CAASPP
Overall Goal:
Goal Not Met: 22% Meeting or Exceeding Standards

Students with Disabilities Goal: 0% to 10%
Goal Not Met: 5% Meeting or Exceeding

Socio-Economically Disadvantaged (SED) Goal: 17% to 25%
Goal Not Met: 17% Meeting or Exceeding

English Only Goal: 33% to 40%
Goal Met: 45% Meeting or Exceeding

Hispanic/Latino Goals: 18% to 26%
Goal Not Met: 15% Meeting or Exceeding

Asian: Less than 10 students 2023-2024, not reported

White: Less than 10 students 2022-2023, not reported

For 2022-2023, Castro School did not exceed the District Annual Typical Growth with 51% of students making their Annual Typical Growth. District Annual Typical Growth was 61%.

Students with Disabilities Goal: 35% to 42% Meeting Growth Target
Goal Met: 44% Meeting Growth Target

Socio-Economically Disadvantaged (SED) Goal: 62% to 66% Meeting Growth Target
Goal Not Met: 50% Meeting Growth Target

English Only Goal: 65% to 69%
Goal Not Met: 61% Meeting Growth Target

Hispanic/Latino Goals: 63% to 67%
Goal Not Met: 50% Meeting Growth Target

Asian Goal: 57% to 61%
Goal Met: 70% Meeting Growth Target

White Goal: 45% to 51%
Goal Met: 78% Meeting Growth Target

How the School will Evaluate the Progress of this Goal:

We will use common formative assessment data, grade level collaboration logs (evidence of CFA data analysis and student grouping), Universal Data Cycle documents, Eureka Math End of Module Assessments, iReady and CAASPP data, observations and feedback.

What short-term outcomes will you expect?
Teachers will plan math instruction based on iReady Diagnostic data. Teachers will conduct Data Review meetings (following Universal Data Cycle protocol and UDC calendar) to identify student needs and set goals.

What early evidence of change will demonstrate the school is on track?
Students will meet at least 40% of Annual Typical Growth on iReady Diagnostic 2 in November.

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 9 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 goals based on the information and monitor progress weekly through PLCs.	August, October, December, February, April and June.

Weekly | Principal, Instructional coaches, Teacher | Cost in goal 1 | | | |
In order to help students meet their ATG goals, teachers will implement regular fluency practice, focusing on unduplicated students.	Ongoing	Teachers	Fluency Practice Materials	4000-4999: Books And Supplies	TSSP	1000
Principal will conduct regular targeted classroom walkthroughs and give feedback on math instruction	Ongoing	Principal				
Instructional coach will support principal and teachers in all aspects of instruction through coaching cycles and providing professional development.	Ongoing	Principal Instructional Coach Teachers	Salary	1000-1999: Certificated Personnel Salaries	Title I	48500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Benefits	3000-3999: Employee Benefits	Title I	10500
Teachers will implement all aspects of Eureka Math with fidelity, including spiral review.	Ongoing	Principal Teachers Instructional Coach	Cost in Goal 1			
Teachers will provide small group math instruction targeting student needs with special attention paid to unduplicated students. • All teachers to provide 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 assessments from Eureka, common formative assessments from PLC collaboration, and iReady diagnostics.	Ongoing	Principal Instructional coach Teachers	Materials and manipulatives	4000-4999: Books And Supplies	TSSP	1000
i-Ready and Differentiation • Provide Diagnostics for math in August, December, and May	Ongoing	Principal, Teachers	Cost in Goal 1			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Teacher creates unit plans based on Diagnostic Results to identify areas of unfinished learning as well as areas of strength • Teachers will goal set with students to make ATG by the 3rd diagnostic to have students be active participants in their learning • Teachers will plan instruction based on what students will need to make their ATG						
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. • Teacher meets with students to create personalized actions to meet goals based on assessment data • 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				
Analyze data from benchmarks, observations, and feedback and revise plan as needed	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

School Goal #3

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

School Goal 3 - Academic Achievement - English Language Learners
LCAP Goal 1:
Develop and Implement effective and consistent instructional practices that meet the needs of all students.
Strategic Plan Goal Area #1:
Effective and consistent instructional practices that meet the needs of all students
School Goal 3: Academic Achievement - English Language Learners ● **School Goal 3.a - LTEL/At-RIsk Goal** ● **School Goal 3.b - RFEP Goal** ● **School Goal 3.c - ELPAC Goal**
At-Risk Long-Term ELs Goal (3rd-5th grade) *By June 2024, the number of LTEL/At-Risk of becoming LTEL students will be reduced by 20%. There will be a reduction in the number of students meeting state criteria for At-Risk of LTEL status from 21 to 17. RFEP Goal - *By June 2024, there will be a 3 percentage point increase (from 75% to 78%) 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 2024, 100% of all English Learners that score a Level 4 on the ELPAC will reclassify. The percentage of ELs scoring at least one overall level higher (or maintaining a 4) as compared to the previous year will increase from 32% to 39% Key Strategies/Actions: SIOP Integrated ELD Instruction Designated ELD Instruction Review/Train teachers ELPAC Assessments and Scoring Parent Workshops EL, Newcomer, and RFEP progress monitoring

Data Used to Form this Goal:
ELPAC Scores 2022-23, Reclassification numbers 2022-23, CAASPP 2023

Findings from the Analysis of this Data:
We met our last year's goal for LTELs and RFEP students.

How the School will Evaluate the Progress of this Goal:
Classroom observations of students using language Student academic progress on district assessments (iReady, Literably, District Writing Assessment) 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 trained on Designated ELD strategies by coaches	Ongoing	Principal, Teachers	Materials to support Designated ELD instruction Professional responsibility	4000-4999: Books And Supplies	TSSP	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Newcomer Support Class - Newcomer Students to meet twice a week with a newcomer support teacher.	Ongoing	District Newcomer Teacher	District paid			
Implement Integrated ELD using SIOP strategies focusing on Key Vocabulary, Language & Content Objectives,Student Interactions and Comprehensible Input	Ongoing. Original PD in Aug 2023	Principal, Coaches, 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	Principal and Instructional coach monitor. Teachers track progress with students				
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	Ongoing	Principal and Instructional Coaches, ELPAC Coordinator	Professional Responsibility			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
they are addressing the rigor of language required in the ELPAC during ELD instruction						
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.	Ongong	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
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				
Provide real-life experiences for students to enhance their experience with topics in the classroom through field trips and guest speakers.	Ongoing	Teachers	Field Trips, Guest Speakers		TSSP	2000
Implement new or revised strategies based on revision of plan	Ongoing	Principal, Teachers, SSC				
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Ongoing	Principal, SSC				

Planned Improvements in Student Performance

School Goal #4

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

School Goal 4 - Social-Emotional Health and Wellness
LCAP Goal 2:
Develop and implement programs and processes to equitably and effectively support students' social-emotional health and behavior.
Strategic Plan Goal Area #2:
Student Social Emotional Health
School Goal 4: Social-Emotional Health and Wellness ● **School Goal 4.a - Parent Goal** ● **School Goal 4.b - Student Goal**
Sown to Grow Goal: *By June 2024, Sown to Grow Student Check-in / Teacher Feedback rate will improve greater than 10% Parent Goal - *By June 2024, there will be a 2-percentage point increase from 83% to 85% in the number of parents who agree or strongly agree that their students' social emotional needs were met as measured by the LCAP/Climate Survey Student Goal - *By June 2024, there will be a 3-percentage point increase from 67% to 70% in the number of students who agreed or strongly agreed that students at my school are treated with respect as measured by the LCAP/Climate Survey. Behavior Goal 1: ● By June 2024, there will be a 4% point decrease from 65% to 61% for Hispanic/Latino students measured by the school suspension disproportionality data. a 7% point decrease from 33% to 26% for White students as measured by the school suspension disproportionality data. a 6% point decrease from 40% to 34% for Students With Disabilities as measured by the school suspension disproportionality data. a 2% point decrease from 79% to 77% for English Learners as measured by the school suspension disproportionality data. Behavior Goal 2: By June 2024, there will be a 2% increase from 78% to 80% in the number of students who agreed or strongly agreed that there are clear and fair consequences for breaking rules at my school as measured by the LCAP/Climate Survey.

Data Used to Form this Goal:

Survey of students from LCAP 2022-23
Attendance rates from 2023
Discipline data from 2023
Sown to Grow Student Check In/Teacher Feedback Data

Findings from the Analysis of this Data:

Last Year's Goals:
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
GOAL MET (83%)

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.
GOAL MET (73%)

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
GOAL NOT MET (89%)

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
GOAL NOT MET (85%)

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
GOAL MET (81%)

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
GOAL MET (80%)

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 2023 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.	August 2023	Principal and Behavior Committee	Professional Responsibility			
Teachers will teach students the behavior matrix expectations, "The Dolphin Way," as part of the welcome back and orientation activities the first 3 days of school. Teachers will use common vocabulary, and examples/non-examples to teach all expectations. Each trimester, we will revisit the Dolphin Way in a whole-school rodeo.	August 2023	Principal, Teachers, support staff				
Use District-standardized 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. 2023 and ongoing	ARIS, teachers, Principal				
Implement a Student recognition system for students who show the	Ongoing	Principal, ARIS, Staff, Classroom	Incentives and recognitions	4000-4999: Books And Supplies	School Allocation	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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 Personal Success 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.		teachers	Incentives and Recognitions for Unduplicated Students	4000-4999: Books And Supplies	TSSP	1000
Provide individual and group counseling services to students through the Wellness Center, CHAC, or Pacific Clinics. Principal and SCEFs will oversee the counseling referral process and be the liaison between the school, families, and the counseling 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 Principal and Wellness Center Staff will meet weekly with all clinicians on campus to look at	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
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	3x a year for Parent U Cafecitos 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 3000
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 with Instructional Leadership Team and COST team.	Ongoing	Principal, COST Team and Instructional Leadership Team	Instructional Leadership Team Meetings Professional Responsibility	1000-1999: Certificated Personnel Salaries	TSSP	1000
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 to counseling services through Wellness Center.	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
Hire additional SCEF to support student and family referrals to mental health services, as well as support family engagement.	Ongoing	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				
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Ongoing	Principal, Teachers, SSC				

Planned Improvements in Student Performance

<u>**School Goal #5**</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 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**

Attendance Goal - By June 2024, the average student attendance rate for the school will be at or above 97%. It is currently 91.57% Chronic Absenteeism Goal - By June 2024, the average chronic absenteeism rate for subgroups will decrease by 3% from 28.8% to 25.8% based on District Chronic Absenteeism Data. Welcoming Environment Goal - By June 2024, 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:
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% GOAL NOT MET - 91.5% 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. GOAL SLIGHTLY MET 25.8% 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 GOAL NOT MET - stayed the same

How the School will Evaluate the Progress of this Goal:
Monthly attendance checks. Review of attendance data pulled from Powerschool. Attendance at events held on campus by PTA and hosted by the school site.

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
Parent University Extension Series and Parent U Seminario to support parents in various areas - attendance,	23-24 School Year	Principal, SCEF	Materials, Fees for Speakers	5000-5999: Services And Other Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
supporting behavior, SEL, how to support students in reading, etc.						
School Attendance recognitions. • On a monthly basis, students meeting attendance goals will receive recognition in the form of brag tags. • Classrooms meeting attendance goals will receive recognition and rewards • 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. • "At School On Time" awards. Daily, two students who are at school on time that day will randomly be chosen to receive a prize.	Ongoing	Principal, Secretary, SCEF	Materials Materials	4000-4999: Books And Supplies 4000-4999: Books And Supplies	TSSP School Allocation	1500 500
Maintain current and engaging website, Facebook, and Instagram pages • This will build the community feeling at Castro • Showcasing students and student work will bring parents into the classroom • This will also allow parents to see important school news or events they	Ongoing	Principal	Professional responsibility			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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)	5000
Build relationships in the school community through monthly assemblies and school wide events Monthly Dolphin Pride Assemblies Harvest Festival in October, Festival of Lights in December, Science Night in March and Spring Wellness Faire in May	Ongoing	Principal, Teachers, SCEF	Materials	4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	5000
			Materials	0000: Unrestricted	School Allocation	1000
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.	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
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
Teacher training on student behavior expectations, procedures and norms	August-June	Principal	Professional Responsibility			
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Ongoing	Principal, Teachers, School Site Council				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement new or revised strategies based on revision of plan	Ongoing	Principal, Teachers				

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	19,050	25,400	16,900.00
TSSP	33,450	44,600	10,100.00
Parent Engagement	25,424	25,424	4,424.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Parent Engagement (PIQE/FEI/PU)	21,000.00
School Allocation	8,500.00
Title I	293,100.00
TSSP	34,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	2,000.00
0000: Unrestricted	1,000.00
0001-0999: Unrestricted: Locally Defined	6,000.00
1000-1999: Certificated Personnel Salaries	229,100.00
2000-2999: Classified Personnel Salaries	2,000.00
3000-3999: Employee Benefits	62,000.00
4000-4999: Books And Supplies	50,000.00
5000-5999: Services And Other Operating Expenditures	5,000.00

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)	15,000.00
5000-5999: Services And Other Operating	Parent Engagement (PIQE/FEI/PU)	5,000.00
0000: Unrestricted	School Allocation	1,000.00
4000-4999: Books And Supplies	School Allocation	7,500.00
0001-0999: Unrestricted: Locally Defined	Title I	6,000.00
1000-1999: Certificated Personnel Salaries	Title I	225,500.00
3000-3999: Employee Benefits	Title I	61,600.00
	TSSP	2,000.00
1000-1999: Certificated Personnel Salaries	TSSP	3,600.00
2000-2999: Classified Personnel Salaries	TSSP	1,000.00
3000-3999: Employee Benefits	TSSP	400.00
4000-4999: Books And Supplies	TSSP	27,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	82,000.00
Goal 2	120,000.00
Goal 3	8,000.00
Goal 4	60,000.00
Goal 5	87,100.00

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				
Kaitlin Chernikoff		X			
Elizabeth Llamas			X		
Jonathan Pettey				X	
Amy Bucher				X	
Alice Bowie (non-voting)		X			
Numbers of members of each category:	**1**	**2**	**1**	**2**	

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	
Yahaira Cueva, DELAC rep				X	
Jackee Keirns, Principal	X				
Miguel Meza, SCEF			X		
Danielle Kosiorek, Instructional Coach			X		
Nicole Data, STEAM Teacher		X			
Numbers of ELAC Members of each category:	**1**	**1**	**2**	**2**	

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	Date

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