

# SARC 2017-18

## SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2018-19



### Castroville Elementary

Address: 11161 Merritt St. Castroville, CA 95012-3498

Principal: Erica Lee

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Web Site: [www.nmcusd.org/castroville](http://www.nmcusd.org/castroville)

CDS Code: 27738256026397



### North Monterey County Unified

Superintendent: Kari Yeater

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Web Site: [www.nmcusd.org](http://www.nmcusd.org)



## I DATA AND ACCESS

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## II ABOUT THIS SCHOOL

### District Contact Information Most Recent Year

District Name: North Monterey County Unified  
 Phone Number: (831) 633-3343  
 Superintendent: Kari Yeater  
 E-mail Address: [kyeater@nmcusd.org](mailto:kyeater@nmcusd.org)  
 Web Site: [www.nmcusd.org](http://www.nmcusd.org)

### School Contact Information Most Recent Year

School Name: Castroville Elementary  
 Street: 11161 Merritt St.  
 City, State, Zip: Castroville, CA 95012-3498  
 Phone Number: (831) 633-2570  
 Principal: Erica Lee  
 E-mail Address: [erica\\_lee@nmcusd.org](mailto:erica_lee@nmcusd.org)  
 Web Site: [www.nmcusd.org/castroville](http://www.nmcusd.org/castroville)  
 County-District-School  
 (CDS) Code: 27738256026397

## School Description and Mission Statement (School Year 2018-19)

Castroville Elementary School serves students in a multicultural, multilingual community in the heart of Castroville. The TK-6th grade school reflects the strong sense of community associated with being located in a small, rural city. Teachers and parents work closely together to meet the academic and social needs of students. A bilingual Spanish program is available to students in grades K-2, to assist with the transition to English instruction by grade 3.

The Castroville staff is committed to preparing students to be successful, lifelong learners who are caring, productive citizens. The focus is on providing a rigorous academic program that prepares students to become college and career ready. Teachers and staff do this by focusing on both the academic and social-emotional development of students.

Classroom teachers at Castroville Elementary infuse technology into daily instruction. Each classroom has daily access to technology via Chromebook and MacBook carts, and two computer labs. This year, our kindergarten classes each received a dedicated Chrome pad cart. Teachers use programs such as Google Classroom, Lexia, Accelerated Reader, Freckle Education, and Mystery Science to enhance the curriculum.

In addition to incorporating technology into the curriculum, Castroville teachers are aware of the unique needs of their students, and differentiate instruction to meet the varying levels of need. When students require additional academic support, or more social-emotional support, teachers work with the school's intervention team to identify how best to help them succeed. This team consists of school administration, teachers, a school counselor, and school psychologist.

### School Mission

Castroville school will:

Promote literacy and lifelong learning

Facilitate and develop personal integrity and self empowerment for every learner

Provide a learning environment that promotes mutual respect and responsibility

Improve every student's academic and social achievement

### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	114
Grade 1	71
Grade 2	87
Grade 3	85
Grade 4	94
Grade 5	91
Grade 6	92
Total Enrollment	634

### Student Enrollment by Student Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	
American Indian or Alaska Native	
Asian	0.2%
Filipino	0.5%
Hispanic or Latino	93.2%
Native Hawaiian/Pacific Islander	
White	6%
Two or More Races	0.2%
Socioeconomically Disadvantaged	92.1%
English Learners	69.9%
Students with Disabilities	6.6%
Foster Youth	

## A. CONDITIONS OF LEARNING

### STATE PRIORITY: BASIC

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School 2016-17	School 2017-18	School 2018-19	District 2018-19
With Full Credential	23	23	26	186
Without Full Credential	2	3	0	15
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

NOTE: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: August 2018

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Benchmark Advanced K-6/Adelante K-2 Spanish	Yes-2018	0%
Mathematics	CA CCSS Math Expressions K-6 2014	Yes-2014	0%
Science	McGraw-Hill Science K-6 2007	Yes-2006	0%
History-Social Science	Harcourt-Reflections K-6 2007	Yes-2005	0%
Foreign Language	No foreign language offered in grades 3-6	No	0%
Health	Teacher developed units	No	0%
Visual and Performing Arts	Arts Integration units	No	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

## School Facility Conditions and Planned Improvements

Castroville Elementary School was constructed in 1948. The site has undergone ongoing improvements, facility upgrades, and new construction to meet the changing needs of the school. Students are provided with the proper classroom, playground, and other facilities for a safe and effective learning environment. There is a full-time custodian on site daily, as well as two additional afternoon/evening custodians to ensure that facilities are clean and functioning properly.

Some recent improvements to the school include:

- Library circulation desk and carpet
- New asphalt coating and lines on front playground
- Painting the corridor in the original classroom building
- New shade structures in the front and rear of school
- Turf replacement and irrigation repairs in front grass area
- Installation of 8 new picnic tables under shade structures to provide an outdoor eating area for students
- Re-establish/rewire a second computer lab to assist with state testing
- Addition of a Family Center for use by homeless students and families (managed by the Castroville Family Resource Center)
- Front office and health room were remodeled to better accommodate the needs of students and parents, as well as improve the workflow for staff

### School Facility Good Repair Status

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Month and year in which data were collected: June 2018

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-	
Interior: Interior Surfaces	✓	-	-	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-	
Electrical: Electrical	✓	-	-	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-	
Safety: Fire Safety, Hazardous Materials	✓	-	-	
Structural: Structural Damage, Roofs	✓	-	-	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-	

### Overall Facility Rate

Month and year in which data were collected: June 2018

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

## B. PUPIL OUTCOMES

### STATE PRIORITY: PUPIL ACHIEVEMENT

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/ Literacy (grades 3-8 and 11)	21%	24%	28%	31%	48%	50%
Mathematics (grades 3-8 and 11)	18%	20%	17%	19%	37%	38%

NOTE: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.



## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	359	354	98.61%	24.36%
Male	206	203	98.54%	22.17%
Female	153	151	98.69%	27.33%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hispanic or Latino	335	330	98.51%	24.92%
Native Hawaiian or Pacific Islander				
White	22	22	100.00%	18.18%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	336	331	98.51%	23.94%
English Learners	281	276	98.22%	22.91%
Students with Disabilities	25	23	92.00%	0.00%
Students Receiving Migrant Education Services	16	16	100.00%	37.50%
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

NOTE: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	359	353	98.33%	19.83%
Male	206	203	98.54%	19.21%
Female	153	150	98.04%	20.67%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hispanic or Latino	335	330	98.51%	20.30%
Native Hawaiian or Pacific Islander				
White	22	21	95.45%	9.52%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	336	330	98.21%	19.39%
English Learners	281	276	98.22%	19.20%
Students with Disabilities	25	23	92.00%	0.00%
Students Receiving Migrant Education Services	16	16	100.00%	31.25%
Foster Youth	--	--	--	--

NOTE: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

NOTE: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and High School

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

NOTE: Cells with N/A values do not require data.

NOTE: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

NOTE: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### STATE PRIORITY: OTHER PUPIL OUTCOMES

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	19.30%	35.20%	22.70%
7			
9			

NOTE: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. ENGAGEMENT

### STATE PRIORITY: PARENTAL INVOLVEMENT

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

## Opportunities for Parental Involvement - (School Year 2018-19)

The Administration, teachers, and staff at Castroville Elementary School believe that parents have an integral role in their children's education. Parents are welcome and encouraged to participate in school committees and activities. Some of the ways parents can become involved include:

### School Site Council (SSC)

School Site Council membership is open to all members of the Castroville School community. Representatives and Officers are elected by the school community, and serve a two-year term (except for the Principal, who is a permanent member of the council). This group - made up of parents, teachers, support staff, and school administration - is responsible for annually updating and approving the Single Plan for School Achievement, as well as approving budgets, the safety plan, and supplemental educational programs to improve student achievement.

### Parent Teacher Club (PTC)

This active parent organization focuses on student-centered fundraising activities. Participation is open to the entire school community, and officers are elected annually. Funds generated by the PTC are allocated for things such as field trips, school wide activities, classroom and enrichment supplies for teachers, playground equipment, and the Reading is Fundamental program, which provides free books to students multiple times each year. The PTC organizes Santa's Workshop and the Spring Carnival, as well as other fundraisers, such as movie nights, throughout the school year.

### English Learner Advisory Committee (ELAC)

This committee is open to all members of the school community, and meets monthly to discuss topics of interest to parents of English Learners. Some topics of discussion include bilingual education and literacy, state English proficiency testing, the importance of attendance, and ways that parents can support their children's education. Parents from this committee also attend the District English Learner Advisory Committee (DELAC).

### Volunteer Opportunities

Parents at Castroville Elementary School are encouraged to share their time and talents. They have many opportunities to volunteer in the classroom, as field trip chaperones, and at various school wide events such as the Halloween Carnival, movie nights, and Spring Carnival.

## STATE PRIORITY: SCHOOL CLIMATE

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

## Suspensions and Expulsions

Rate*	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.45	2.08	2.54	4.27	4.05	4.33	3.65	3.65	3.51
Expulsions	0.00	0.00	0.00	0.04	0.00	0.06	0.09	0.09	0.08

## School Safety Plan – (School Year 2018-19)

The administration and staff of Castroville Elementary recognize that school safety is of the utmost importance to our students and their families. It is our goal to provide a safe and secure learning environment for our students. In order to achieve this, Castroville Elementary maintains a comprehensive school safety plan. This plan is updated annually, with goals developed using data from the California Healthy Kids Survey completed each year by 5th grade students, families, and school staff members. Additional data related to student attendance and behavior/suspension rates is also reviewed. Upon revision, the safety plan is shared with parents and staff in order to clarify expectations and modify as necessary.

Castroville Elementary is currently developing and promoting school wide standards for behavior and discipline based on the PBIS system of encouraging and recognizing positive student behavior. We also have an MTSS team, which includes a school counselor and school psychologist. This team responds to requests for student support in areas of both academics and behavior or social-emotional needs. Our goal is to decrease the number of office referrals by encouraging positive behavior and providing support to students demonstrating a need.

Regular school wide safety drills are conducted under the guidance of the school safety committee. Additionally, the administration and staff of Castroville Elementary have worked closely with the school district and county first responders to implement a district wide Emergency Operational Plan. School staff are in the process of participating in ALICE training in order to effectively carry out the plan to ensure students' safety in the event of an emergency.

## D. OTHER SARC INFORMATION

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+
K	23	1	3	
1	27		3	
2	27		4	1
3	23		4	
4	32		1	2
5	31		3	
6	29		3	
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

## Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+
K	24		4	
1	26		3	
2	22	1	3	
3	24		4	
4	32		3	
5	31		3	
6	33			3
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\* \* "Other" category is for multi-grade level classes.

## Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2017-18 Number of Classes*		
		1-20	21-32	33+
K	23	1	4	
1	24		3	
2	22		4	
3	21	1	3	
4	32		3	
5	30		3	
6	31		3	
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\* \* "Other" category is for multi-grade level classes.

## Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.71	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.75	N/A
Psychologist	.50	N/A
Social Worker	.14	N/A
Nurse	.14	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non - teaching)	1.2	N/A
Other	1	N/A

NOTE: Cells with N/A values do not require data.

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6489	\$2443	\$4046	\$69020
District	N/A	N/A	\$5081	\$71037
Percent Difference – School Site and District	N/A	N/A	-20.37%	-2.84%
State	N/A	N/A	\$11548	\$71392
Percent Difference – School Site and State	N/A	N/A	-64.96%	-3.32%

NOTE: Cells with N/A values do not require data.

## Types of Services Funded (Fiscal Year 2017-18)

Castroville Elementary School has implemented the following measures in order to ensure that students receive effective instruction:

Castroville Elementary has taken the direction of providing intervention services during the school day in addition to the after school program to provide intervention services. Teachers are being trained and given time to look at data to drive their instruction. Students are leveled based on needs for intervention services. Students are also being pulled out for services in grades K-3 by an intervention teacher.

Every Wednesday, teachers participate in professional collaboration time meeting as a whole staff and/or in grade level teams to plan and review student assessment data focused on improving instructional practices within the classroom.

Our Instructional Leadership Team has teacher leaders from each grade level who meet two Tuesday afternoons each month. The focus is on curriculum and instructional best practices. ILT members guide their grade level team's focus and report back to the ILT. The ILT is composed of: 7 grade level representatives, English Leader Specialist Teacher, Assistant Principal, and Principal.

Our District Coach supports teachers in the development in their instructional practices, especially working with our newer teachers.

Our English Learner Specialist teaches small groups of Newcomers and struggling E.L. readers in grades 3 and 4.

## Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45339	\$45681
Mid-Range Teacher Salary	\$69001	\$70601
Highest Teacher Salary	\$95087	\$89337
Average Principal Salary (Elementary)	\$117033	\$110053
Average Principal Salary (Middle)	\$113239	\$115224
Average Principal Salary (High)	\$133499	\$124876
Superintendent Salary	\$183620	\$182466
Percent of Budget for Teacher Salaries	32%	33%
Percent of Budget for Administrative Salaries	7%	6%

NOTE: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



## Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The focus for staff development in North County is to develop Student Engagement within content area instruction: ELA, mathematics, science, and social studies. Teachers are provided additional opportunities to attend workshops that enhance student engagement in order to maximize student achievement. Each Wednesday is a minimum day for students at Castroville Elementary School. This time is set aside for teacher planning and grade level articulation. The grade level articulation/planning meetings focus on language arts, math and English Language Development (ELD). During these collaborative meetings, grade level teams review student data, set instructional goals, receive professional development on instructional strategies, develop lessons, and reflect on teaching practices.

Some teachers also receive academic support by another experienced teacher who goes into classrooms and model lessons, helps with reflection of the lesson, provide assistance with breaking down the student performance data to identify key strategies to increase student performance.

Castroville School is focusing on developing a multi-tiered system of supports that will support rigorous, accessible classroom instruction focused on academic achievement, supporting positive behaviors, and development social-emotional learning skills. This year, the focus is on establishing common expectations for behaviors and creating systems for response as well as developing an effective Student Study Team process.