



Castori Elementary

# School Site Council Agenda/Minutes

*Agenda / Actas del Consejo Escolar*

## Date & Time (*Fecha & Hora*)

05/20/2026 3:00 PM

## Location (*Ubicación*)

zoom


## Zoom Link (*Enlace de Zoom*)

<https://twinriversusd-org.zoom.us/j/6928687249?omn=85181633746>

## 2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

<b>Non-staff: Parents/Community Member/Students</b> <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes</i>		<b>Present / Absent</b> <i>Presente/ Ausente</i>
Parent	Stasia Rinck	Absent
Parent	Francesca De Guevera	Absent
Parent	Santana Moody	Present
Parent	Mendez Villasenor	Absent
Parent	Granush Asatryan	Absent
<b>Alternates (<i>Alternativos</i>):</b>		
<i>*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)</i> <i>*Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).</i>		
<b>Staff: Principal or Designee/Teachers/Other Staff</b> <i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal</i>		<b>Present / Absent</b> <i>Presente/ Ausente</i>
<b>Principal/Designee: <i>Directora(a)/ Designado(a):</i></b> Leslie Sargent		Present
<b>Teacher: <i>Maestro(a):</i></b> Natasha Timonichev		Present
<b>Teacher: <i>Maestro(a):</i></b> Julie St. Amant		Present
<b>Teacher: <i>Maestro(a):</i></b> Tracy Graalfs		Present
<b>Other Staff: <i>Otro Personal:</i></b> Maria Sanchez		Present
<b>Alternates: <i>Alternativos:</i></b> Brittany Baptista		Absent
<i>*Teachers must be the majority</i> <i>*Los maestros deben ser mayoría</i>		

# AGENDA

<b>ITEM</b> <i>ARTÍCULO</i>	<b>Facilitator</b> <i>Facilitador(a)</i>	<b>Minutes</b> <i>Minutas</i>
<p><b>Call to Order / Sign in sheet</b> <i>Orden del Día/ Hoja de Firmas</i></p> <p><b>Quorum</b> <i>Quórum (50% +1)</i></p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>This meeting is called to order at: <i>Se abre la sesión a las</i>            3:02 PM</p> <p>Total Members in Attendance: 6 <i>Total de Miembros Presentes:</i></p> <p>Quorum:    Yes (Si) <i>Quórum:</i></p>
<p><b>Public Comment (2 minutes per speaker)</b> <i>Comentarios del Público (2 minutos cada participante)</i></p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p><b>Summary of Comments</b> <i>(Resumen de Comentarios)</i> No public comments were made</p>
<p><b>Review Agenda</b> <i>Repasar Agenda</i></p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p><b>Summary of Comments</b> <i>(Resumen de Comentarios)</i> Agenda was reviewed. No changes or additions were made.</p>
<p><b>Review / approve minutes from last meeting</b> <i>Revisar/aprobar el acta de la última reunión</i></p> <p>Review &amp; Approve Minutes from 3/25/26 meeting</p> <p>1  Previous Minutes</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> Minutes/Actas</p> <p>Person <i>Persona:</i> Leslie Sargent Second <i>Se secundó:</i> Santana Moody In favor <i>A favor :</i> 6 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i></p>

**Council Business** *Asuntos del Consejo*

N/A	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> N/A
N/A	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> N/A
N/A	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> N/A

**Required Document Review & Approve:** *Revisión y Aprobación de Documentos Requeridos:*

N/A	<b>Chairperson</b> <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> N/A Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
N/A	<b>Chairperson</b> <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> N/A Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
N/A	<b>Chairperson</b> <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> N/A Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
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**Other Business: Otros Asuntos:**

<b>ELAC Reporting</b> <i>Informes ELAC</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Reporting (Resumen de Informes)</b> N/A
<b>Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters)</b> <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Presentation (Resumen de Presentación)</b> N/A
<b>Additional Information/New Business/Discussion</b> <i>Información Adicional/Asuntos Nuevos/Conversación</i>  Discuss Cell Phone Policy	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i>  Cell phone policy was reviewed. Council members observed that the policy is the same as Castori's previous policy. Council is in support of this policy
<b>Adjournment: Aplazamiento:</b>	<b>Chairperson</b> <i>Presidente</i>	<b>Time: Hora:</b> 3:35 PM

**Next meeting date:**

10/07/2026

3:00 PM

*Fecha de próxima reunión:*



Castori Elementary

# School Site Council Agenda/Minutes

*Agenda / Actas del Consejo Escolar*

## Date & Time *(Fecha & Hora)*

03/25/2026 3:00 PM

## Location *(Ubicación)*

zoom


## Zoom Link *(Enlace de Zoom)*

<https://twinriversusd-org.zoom.us/j/6928687249?omn=85181633746>

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<b>Principal/Designee: <i>Directora(a)/ Designado(a)</i>:</b> Leslie Sargent		Present
<b>Teacher: <i>Maestro(a)</i>:</b> Natasha Timonichev		Present
<b>Teacher: <i>Maestro(a)</i>:</b> Julie St. Amant		Present
<b>Teacher: <i>Maestro(a)</i>:</b> Tracy Graalfs		Present
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<b>Alternates: <i>Alternativos</i>:</b> Brittany Baptista		Absent
<i>*Teachers must be the majority</i> <i>*Los maestros deben ser mayoría</i>		

# AGENDA

<b>ITEM</b> <i>ARTÍCULO</i>	<b>Facilitator</b> <i>Facilitador(a)</i>	<b>Minutes</b> <i>Minutas</i>
<p><b>Call to Order / Sign in sheet</b> <i>Orden del Día/ Hoja de Firmas</i></p> <p><b>Quorum</b> <i>Quórum (50% +1)</i></p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>This meeting is called to order at: <i>Se abre la sesión a las</i>        3:00 PM</p> <p>Total Members in Attendance: 7 <i>Total de Miembros Presentes:</i></p> <p>Quorum:    Yes (Si) <i>Quórum:</i></p>
<p><b>Public Comment (2 minutes per speaker)</b> <i>Comentarios del Público (2 minutos cada participante)</i></p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p><b>Summary of Comments</b> <i>(Resumen de Comentarios)</i> N/A</p>
<p><b>Review Agenda</b> <i>Repasar Agenda</i></p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p><b>Summary of Comments</b> <i>(Resumen de Comentarios)</i> Reviewed the items that will be discussed such as budget.</p>
<p><b>Review / approve minutes from last meeting</b> <i>Revisar/aprobar el acta de la última reunión</i></p> <p>Review &amp; Approve Minutes from 1/28/26 meeting</p> <p>1  Previous Minutes</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> Minutes/Actas</p> <p>Person <i>Persona:</i> Santana Moody Second <i>Se secundó:</i> Leslie Sargent In favor <i>A favor :</i> 7 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i></p>

**Council Business** *Asuntos del Consejo*

N/A	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> N/A
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**Required Document Review & Approve:** *Revisión y Aprobación de Documentos Requeridos:*

N/A	<b>Chairperson</b> <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> N/A Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
N/A	<b>Chairperson</b> <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> N/A Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
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N/A	<b>Chairperson</b> <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> N/A Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>

**Document Review:** *Revisión y de Documentos*

Needs Assessment (Evaluación de Necesidades)	<p><b>Chairperson</b> <i>Presidente</i></p>	<p><b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i></p> <p>Students had 7% growth in proficiency, higher levels than previous years, and great results from the use of various educational tools.</p>
<p>N/A</p> <p>Data Review</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p><b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i></p> <p>Slight decrease in attendance, most likely from the teacher strike. Strive to reach 90%. Decrease in chronic attendance from last year. Reviewed enrollment and suspension rate. Reviewed Benchmark data from Trimester 2.</p>

**School Plan For Student Achievement (SPSA)** *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*

<p>SPSA Draft</p> <p>Review &amp; Approve SPSA Draft Goals/Actions</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> SPSA Draft Goals/Actions</p> <p>Person <i>Persona:</i> Julie St. Amant          Second <i>Se secundó:</i> Tracy Graalfs          In favor <i>A favor :</i> 7          Oppose <i>En contra:</i> 0          Abstain <i>En abstención:</i> 0          Motion: Pass or Fail: <b>Pass</b>  <i>Moción: Aprobada o Rechazada</i></p>
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**Other Business: Otros Asuntos:**

<b>ELAC Reporting</b> <i>Informes ELAC</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Reporting (Resumen de Informes)</b> N/A
<b>Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters)</b> <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Presentation (Resumen de Presentación)</b> Had a positive message from our Panther Parent, Karen, saying they have had success and great turn out to their last event.
<b>Additional Information/New Business/Discussion</b> <i>Información Adicional/Asuntos Nuevos/Conversación</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> N/A
<b>Adjournment: Aplazamiento:</b>	<b>Chairperson</b> <i>Presidente</i>	<b>Time: Hora:</b> 3:25 PM

**Next meeting date:**

05/20/2026

3:00 PM

*Fecha de próxima reunión:*



Castori Elementary

# School Site Council Agenda/Minutes

*Agenda / Actas del Consejo Escolar*

## Date & Time (*Fecha & Hora*)

01/28/2026 3:00 PM

## Location (*Ubicación*)

Zoom


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<b>Principal/Designee: <i>Directora(a)/ Designado(a)</i>: Leslie Sargent</b>		Present
<b>Teacher: <i>Maestro(a)</i>: Julie St. Amant</b>		Present
<b>Teacher: <i>Maestro(a)</i>: Tracy Graalfs</b>		Present
<b>Teacher: <i>Maestro(a)</i>: Natasha Timonichev</b>		Present
<b>Other Staff: <i>Otro Personal</i>: Maria Sanchez</b>		Present
<b>Alternates: <i>Alternativos</i>: Brittany Baptista</b>		
<p><b>*Teachers must be the majority</b> <i>*Los maestros deben ser mayoría</i></p>		

# AGENDA

<b>ITEM</b> <i>ARTÍCULO</i>	<b>Facilitator</b> <i>Facilitador(a)</i>	<b>Minutes</b> <i>Minutas</i>
<p><b>Call to Order / Sign in sheet</b> <i>Orden del Día/ Hoja de Firmas</i></p> <p><b>Quorum</b> <i>Quórum (50% +1)</i></p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>This meeting is called to order at: <i>Se abre la sesión a las</i>            3:00 PM</p> <p>Total Members in Attendance: 6 <i>Total de Miembros Presentes:</i></p> <p>Quorum:    Yes (Si) <i>Quórum:</i></p>
<p><b>Public Comment (2 minutes per speaker)</b> <i>Comentarios del Público (2 minutos cada participante)</i></p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p><b>Summary of Comments</b> <i>(Resumen de Comentarios)</i> No Public Speakers</p>
<p><b>Review Agenda</b> <i>Repasar Agenda</i></p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p><b>Summary of Comments</b> <i>(Resumen de Comentarios)</i> Discussed today's meeting priorities.</p>
<p><b>Review / approve minutes from last meeting</b> <i>Revisar/aprobar el acta de la última reunión</i></p> <p>Review and approve 11/19/25 meeting minutes</p> <p>1  Previous Minutes</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> Minutes/Actas</p> <p>Person <i>Persona:</i> Leslie Sargent Second <i>Se secundó:</i> Natasha Timonichev In favor <i>A favor :</i> 6 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i></p>

**Council Business** *Asuntos del Consejo*

N/A	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> N/A
N/A	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> N/A
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**Required Document Review & Approve:** *Revisión y Aprobación de Documentos Requeridos:*

<p>Other</p> <p>Review and approve Title 1 funded SST Teacher position for 2026-2027.</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> funding for our SST teacher</p> <p>Person <i>Persona:</i> Julie St. Amant Second <i>Se secundó:</i> Tracy Graalfs In favor <i>A favor :</i> 6 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i></p>
<p>N/A</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> N/A</p> <p>Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>
<p>N/A</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> N/A</p> <p>Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>
<p>N/A</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> N/A</p> <p>Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>

**Document Review:** *Revisión y de Documentos*

Needs Assessment (Evaluación de Necesidades)	<p><b>Chairperson</b> <i>Presidente</i></p>	<p><b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i></p> <p>Still need our two SST positions to sustain our increasing growth. Our goal is to better support our EL students to push more to pass the ELPAC. Will be adding more targeted help based on data acquired.</p>
Other  Data Review	<p><b>Chairperson</b> <i>Presidente</i></p>	<p><b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i></p> <p>Will continue gathering data with our upcoming Benchmarks and iReady assessments.</p>

**School Plan For Student Achievement (SPSA)** *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*

N/A	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> N/A</p> <p>Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>
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**Other Business: Otros Asuntos:**

<b>ELAC Reporting</b> <i>Informes ELAC</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Reporting (Resumen de Informes)</b> N/A
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<b>Additional Information/New Business/Discussion</b> <i>Información Adicional/Asuntos Nuevos/Conversación</i> ThoughtExchange survey	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> We have gathered data through a survey for staff and parents.
<b>Adjournment: Aplazamiento:</b>	<b>Chairperson</b> <i>Presidente</i>	<b>Time: Hora:</b> 3:15 PM

**Next meeting date:**

03/18/2026

3:00 PM

*Fecha de próxima reunión:*



Castori Elementary

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## Zoom Link (*Enlace de Zoom*)

<https://twinriversusd-org.zoom.us/j/6928687249?omn=85181633746>

## 2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

<b>Non-staff: Parents/Community Member/Students (Please note Year 1 or 2 of membership) <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes (Por favor indique Año 1 o 2 de afiliación)</i></b>		<b>Present / Absent <i>Presente/ Ausente</i></b>
Parent	Stasia Rinck	Absent
Parent	Francesca De Guevera	Absent
Parent	Santana Moody	Present
Parent	Mendez Villasenor	Absent
Parent	Granush Asatryan	Absent
<b>Alternates (<i>Alternativos</i>):</b> N/A		
<p><b>*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)</b>  <i>*Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).</i></p>		
<b>Staff: Principal or Designee/Teachers/Other Staff (Please note Year 1 or 2 of membership) <i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal (Por favor indique Año 1 o 2 de afiliación)</i></b>		<b>Present / Absent <i>Presente/ Ausente</i></b>
<b>Principal/Designee: <i>Directora(a)/ Designado(a)</i>:</b> Leslie Sargent		Present
<b>Teacher: <i>Maestro(a)</i>:</b> Natasha Timonichev		Present
<b>Teacher: <i>Maestro(a)</i>:</b> Julie St. Amant		Present
<b>Teacher: <i>Maestro(a)</i>:</b> Tracy Graalfs		Present
<b>Other Staff: <i>Otro Personal</i>:</b> Maria Sanchez		Present
<b>Alternates: <i>Alternativos</i>:</b> Brittany Baptista		Absent
<p><b>*Teachers must be the majority</b> <i>*Los maestros deben ser mayoría</i></p>		

# AGENDA

<b>ITEM</b> <i>ARTÍCULO</i>	<b>Facilitator</b> <i>Facilitador(a)</i>	<b>Minutes</b> <i>Minutas</i>
<p><b>Call to Order / Sign in sheet</b> <i>Orden del Día/ Hoja de Firmas</i></p> <p><b>Quorum</b> <i>Quórum (50% +1)</i></p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>This meeting is called to order at: <i>Se abre la sesión a las</i>        3:00 PM</p> <p>Total Members in Attendance: 6 <i>Total de Miembros Presentes:</i></p> <p>Quorum:    Yes (Si) <i>Quórum:</i></p>
<p><b>Public Comment (2 minutes per speaker)</b> <i>Comentarios del Público (2 minutos cada participante)</i></p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p><b>Summary of Comments</b> <i>(Resumen de Comentarios)</i> No Public comment</p>
<p><b>Review Agenda</b> <i>Repasar Agenda</i></p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p><b>Summary of Comments</b> <i>(Resumen de Comentarios)</i> Reviewed agenda and had no questions</p>
<p><b>Review / approve minutes from last meeting</b> <i>Revisar/aprobar el acta de la última reunión</i></p> <p>10/8/25 Meeting Minutes (see attached)</p> <p>1  Previous Minutes</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> Minutes/Actas</p> <p>Person <i>Persona</i>: Leslie Sargent Second <i>Se secundó</i>: Tracy Graalfs In favor <i>A favor</i> : 6 Oppose <i>En contra</i>: 0 Abstain <i>En abstención</i>: 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i></p>

**Council Business** *Asuntos del Consejo*

N/A	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> N/A
N/A	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> N/A
N/A	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> N/A

**Required Document Review & Approve:** *Revisión y Aprobación de Documentos Requeridos:*

Site Safety Plan (Plan de Seguridad del Centro)	<b>Chairperson</b> <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Site Safety Plan Person <i>Persona:</i> Natasha Timonichev Second <i>Se secundó:</i> Tracy Graalfs In favor <i>A favor :</i> 6 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i>
N/A	<b>Chairperson</b> <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> N/A Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
N/A	<b>Chairperson</b> <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> N/A Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>
N/A	<b>Chairperson</b> <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> N/A Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i>



**Other Business: Otros Asuntos:**

<b>ELAC Reporting</b> <i>Informes ELAC</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Reporting (Resumen de Informes)</b> ELAC to be discussed with more participants in the future
<b>Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters)</b> <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Presentation (Resumen de Presentación)</b> N/A
<b>Additional Information/New Business/Discussion</b> <i>Información Adicional/Asuntos Nuevos/Conversación</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> N/A
<b>Adjournment: Aplazamiento:</b>	<b>Chairperson</b> <i>Presidente</i>	<b>Time: Hora:</b> 3:30 PM

**Next meeting date:**

01/28/2026

3:00 PM

*Fecha de próxima reunión:*



Castori Elementary

# School Site Council Agenda/Minutes

*Agenda / Actas del Consejo Escolar*

## Date & Time (*Fecha & Hora*)

10/08/2025 3:00 PM

## Location (*Ubicación*)

Zoom


## Zoom Link (*Enlace de Zoom*)

<https://twinriversusd-org.zoom.us/j/6928687249?omn=85181633746>

## 2025 - 2026, Elected SSC Members *Miembros Electos de SSC*




<b>Non-staff: Parents/Community Member/Students (Please note Year 1 or 2 of membership) <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes (Por favor indique Año 1 o 2 de afiliación)</i></b>		<b>Present / Absent <i>Presente/ Ausente</i></b>
Parent	Stasia Rinck	No
Parent	Francesca De Guevera	No
Parent	Santana Moody	Yes (Si)
Parent	Mendez Villasenor	No
Parent	Granush Asatryan	No
<b>Alternates (<i>Alternativos</i>):</b>		
<p><b>*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)</b></p> <p><b>*Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).</b></p>		
<b>Staff: Principal or Designee/Teachers/Other Staff (Please note Year 1 or 2 of membership) <i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal (Por favor indique Año 1 o 2 de afiliación)</i></b>		<b>Present / Absent <i>Presente/ Ausente</i></b>
<b>Principal/Designee: <i>Directora(a)/ Designado(a)</i>: Leslie Sargent</b>		Yes (Si)
<b>Teacher: <i>Maestro(a)</i>: Natasha Timonichev</b>		Yes (Si)
<b>Teacher: <i>Maestro(a)</i>: Julie St. Amant</b>		Yes (Si)
<b>Teacher: <i>Maestro(a)</i>: Tracy Graalfs</b>		Yes (Si)
<b>Other Staff: <i>Otro Personal</i>: Maria Sanchez</b>		Yes (Si)
<b>Alternates: <i>Alternativos</i>: Brittany Baptista</b>		No
<b>*Teachers must be the majority</b> <i>*Los maestros deben ser mayoría</i>		

# AGENDA

<b>ITEM</b> <i>ARTÍCULO</i>	<b>Facilitator</b> <i>Facilitador(a)</i>	<b>Minutes</b> <i>Minutas</i>
<p><b>Call to Order / Sign in sheet</b> <i>Orden del Día/ Hoja de Firmas</i></p> <p><b>Quorum</b> <i>Quórum (50% +1)</i></p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>This meeting is called to order at: <i>Se abre la sesión a las</i>            3:00 PM</p> <p>Total Members in Attendance: 6 <i>Total de Miembros Presentes:</i></p> <p>Quorum: Yes (Si) <i>Quórum:</i></p>
<p><b>Public Comment (2 minutes per speaker)</b> <i>Comentarios del Público (2 minutos cada participante)</i></p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p><b>Summary of Comments</b> <i>(Resumen de Comentarios)</i> No members of the public present.</p>
<p><b>Review Agenda</b> <i>Repasar Agenda</i></p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p><b>Summary of Comments</b> <i>(Resumen de Comentarios)</i> Agenda consists of : approving minutes, introducing new members, electing officers, reviewing involvement policies, voting on bylaws and school compact, and discussing school data.</p>
<p><b>Review / approve minutes from last meeting</b> <i>Revisar/aprobar el acta de la última reunión</i></p> <p>1  Previous Minutes</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> Minutes/Actas</p> <p>Person <i>Persona:</i> Santana Moody Second <i>Se secundó:</i> Natasha Timonichev In favor <i>A favor :</i> 6 Oppose <i>En contra:</i> 0 Abstain <i>En abstención:</i> 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i></p>



**Required Document Review & Approve:** *Revisión y Aprobación de Documentos Requeridos:*

<p>Parent Involvement (Participación de Padres)</p> <p>Review, adjust and parent involvement policy</p> <p>1  Attachment</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> Parent Involvement Policies</p> <p>Person <i>Persona:</i> Leslie Sargent                  Second <i>Se secundó:</i> Natasha Timonichev                  In favor <i>A favor :</i> 6                  Oppose <i>En contra:</i> 0                  Abstain <i>En abstención:</i> 0                  Motion: Pass or Fail: Pass  <i>Moción: Aprobada o Rechazada</i>                  Pass</p>
<p>Bylaws (Reglamentos)</p> <p>Review, adjust and adopt bylaws</p> <p>1  Attachment</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> School Site Council Bylaws</p> <p>Person <i>Persona:</i> Santana Moody                  Second <i>Se secundó:</i> Tracy Graalfs                  In favor <i>A favor :</i> 6                  Oppose <i>En contra:</i> 0                  Abstain <i>En abstención:</i> 0                  Motion: Pass or Fail: Pass  <i>Moción: Aprobada o Rechazada</i>                  Pass</p>
<p>School Compact (Compacto Escolar)</p> <p>Review, adjust and adopt School-Family Compact</p> <p>1  Attachment</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> School Compact</p> <p>Person <i>Persona:</i> Leslie Sargent                  Second <i>Se secundó:</i> Julie St. Amant                  In favor <i>A favor :</i> 6                  Oppose <i>En contra:</i> 0                  Abstain <i>En abstención:</i> 0                  Motion: Pass or Fail: Pass  <i>Moción: Aprobada o Rechazada</i>                  Pass</p>
<p>Other</p> <p>Present and discuss: School Data (SBAC, Etc) and SPSA Goals/Actions</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> School Data</p> <p>Person <i>Persona:</i> Natasha Timonichev                  Second <i>Se secundó:</i> Leslie Sargent                  In favor <i>A favor :</i> 6                  Oppose <i>En contra:</i> 0                  Abstain <i>En abstención:</i> 0                  Motion: Pass or Fail: Pass  <i>Moción: Aprobada o Rechazada</i>                  Pass</p>

**Document Review:** *Revisión y de Documentos*

N/A	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> N/A
N/A	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> N/A

**School Plan For Student Achievement (SPSA)** *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*

N/A	<b>Chairperson</b> <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> N/A Person <i>Persona:</i> Second <i>Se secundó:</i> In favor <i>A favor :</i> Oppose <i>En contra:</i> Abstain <i>En abstención:</i> Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i> N/A
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**Other Business: Otros Asuntos:**

<b>ELAC Reporting</b> <i>Informes ELAC</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Reporting (Resumen de Informes)</b> We will have ELAC meetings coming up.
<b>Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters)</b> <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Presentation (Resumen de Presentación)</b> Parents supporting with making copies, being in class and planning for a Fall Festival.
<b>Additional Information/New Business/Discussion</b> <i>Información Adicional/Asuntos Nuevos/Conversación</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> N/A
<b>Adjournment: Aplazamiento:</b>	<b>Chairperson</b> <i>Presidente</i>	<b>Time: Hora:</b> 3:30 PM

**Next meeting date:**

11/19/2025

3:00 PM

*Fecha de próxima reunión:*



# Castori Elementary School Site Council Agenda/Minutes



**Date & Time: May 21, 2025 3:00 PM**  
**Location: Zoom**  
**Zoom Link: <https://zoom.us/j/94270316669>**  
**Meeting ID: 94270316669**

## 2024- 2025, Elected SSC Members

Non-staff: Parents/Community Member/Students	Present
<b>Parent</b> ▾ : Karen Elliott	Present ▾
<b>Parent</b> ▾ : Francisca De Guevera	Absent ▾
<b>Parent</b> ▾ : Avis Gutierrez	Absent ▾
<b>Parent</b> ▾ : Stasia Rinck	Present ▾
<b>Parent</b> ▾ : Anna Asatryan	Absent ▾
<i>*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)</i>	
Staff: Principal or Designee/Teachers/Other Staff	Present
<b>Principal:</b> Leslie Sargent	Present ▾
<b>Teacher:</b> Natasha Timonichev	Present ▾
<b>Teacher:</b> Julie St. Amant	Present ▾
<b>Teacher:</b> Tracy Graalfs	Present ▾
<b>Teacher Alternate:</b> Brittany Baptista	Absent ▾
<b>Other Staff:</b> Maria Sanchez	Present ▾

## AGENDA

ITEM	Facilitator	Minutes
Call to Order / Sign in sheet	Chairperson	This meeting is called to order on 5/21 at 3:04 p.m.
Quorum (50% +1)		Total Members in Attendance: 7 ▾ Quorum: Yes ▾
Public Comment (2 minutes per speaker)	Chairperson	No public comments were made

<b>Review Agenda</b>	<b>Chairperson</b>	Agenda was reviewed
<b>Review / approve minutes from last meeting</b> <a href="#">March Meeting Minutes</a>	<b>Chairperson</b>	I move to approve the minutes: Julie St-Amant Second: Leslie Sargent In favor: 7 ▾ Oppose: 0 ▾ Abstain: 0 ▾ Motion: Passed ▾
<b>School Plan For Student Achievement (SPSA)</b>		
<b>Review &amp; Approve:</b> <ul style="list-style-type: none"> <li>2025-2026 SPSA ▾ <a href="#">2025 Castori SPSA</a></li> </ul>	<b>Chairperson</b>	I move to approve the 2025-2026 SPSA: Natasha Timonichev Second: Tracy Graalfs In favor: 7 ▾ Oppose: 0 ▾ Abstain: 0 ▾ Motion: Passed ▾
<ul style="list-style-type: none"> <li><b>Other Business:</b></li> </ul>		
<ul style="list-style-type: none"> <li>Not Combined ▾</li> </ul>	<b>Chairperson</b>	<b>Summary of Discussion</b>
<b>Additional Information/New Business/Discussion</b>	<b>Chairperson</b>	Ice Cream Social and Spring Recital 5/29 at 6pm
<b>Adjournment</b>	<b>Chairperson</b>	Time: May 21, 2025 3:27 p.m.
<b>Next meeting date: Fall 2025</b>		

## Castori Elementary School

### TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

2025-2026

Castori Elementary has developed a written Title I parental involvement policy with input from Title I parents. This policy was developed with parents and staff. It was distributed to parents in AERIES Communicator. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

#### **INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM:**

To involve parents in the Title I program at Castori Elementary School , the following practices have been established:

**The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.**

The parents at Castori are informed about the school's Title I requirements and the right to be involved in the Title I program at our annual Back-to-School Night, which is held within the first 2 weeks of school. Parent rights and requirements are shared via a presentation in the cafeteria during the event.

**The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.**

Flexible parent meetings are offered during Coffee & Conversation meetings. Some Title I parents are a part of the School Site Council, Panther Partners group and English Learner Advisory Committee. Parents provide input about the most convenient meeting times for them, and scheduling takes place to meet their needs.

**The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.**

Information is gathered at parent input meetings regarding the needs of the Title I students. Parents are an integral part of the development of the Single Plan for Student Achievement (SPSA). The SSC and ELAC conduct formal needs assessments during each school year, and these are used to develop the goals and strategies included in the SPSA.

**The school provides parents of Title I students with timely information about Title I programs.**

Parents are informed about information regarding Title I programs at meetings, and written correspondence sent home through AERIES ParentSquare and Dojo.

**The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.**

Parents are informed about curriculum, assessments, and student progress and proficiency at Back-to-School Nights, Mid-Trimester Progress Reports, Parent Conferences, Report Cards, and Open House. Student Study

Team Meetings and IEP Meetings are also held for at-risk and special needs students.

**If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents participate in decisions relating to the education of their children.**

Parents can contribute to decisions related to the education of their child at parent-teacher conference meetings with the Principal, Vice Principal, Student Study Team, and or meetings with the Academic and Behavior Intervention Assistant, when possible.

#### **BUILDING CAPACITY FOR INVOLVEMENT:**

Castori engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

**The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

The state academic content standards and assessments are explained to parents by the classroom teacher at Back-to-School Night and at Parent Conferences. Parents are provided with assistance in how to monitor and improve achievement of their children with assistance from the classroom teacher. Teachers provide ongoing student assessment and achievement information to parents in AERIES ParentSquare, Google Classroom, via Mid-Trimester Progress Reports and Report Cards. The monitoring and improvement of student achievement is also discussed in Student Study Team meetings, IEP meetings and Professional Learning Community collaboration meetings.

**The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.**

Title I parents are provided with training and materials to work with their students at Back-to-School Nights, Parent Teacher Conferences, Student Study Team meetings and informal parent meetings with the teacher.

**With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.**

Parent Involvement is a primary focus at Castori. It is a primary goal of the staff and classroom teachers to engage and involve parents in their child's education. Parents are encouraged by the principal and the staff to volunteer. Parents are informed that they are an integral part of their child's education.

**The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.**

Parents of Title I students are some of the same parents that are part of School Site Council, Parent Teacher Association and English Language Advisory Committee. Most of the school activities, events, resources and support is for all parents of students on campus or virtually.

**The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.**

Parent information is distributed in everyday common language terms. Acronyms are spelled out and educational vernacular and academic language are rarely used. Written language flyers and correspondence is translated for

parents who speak a language other than English, if it is a dominant language at the school site.

**The school provides support for parental involvement activities requested by Title I parents.**

The school provides many parent involvement activities requested by Title I, School Site Council, Panther Partners, English Language Advisory Committee and daytime students assemblies.

## **ACCESSIBILITY**

**Castori provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.**

All parents are provided opportunities to participate in our many evening events, family nights, and classroom activities, field trips, and activities. Many of the parents have students that are Title I, English Learners, and/or disabled. Translation services are available to assist parents communicate with school staff, teachers, and principal. The district office provides translators upon request. Our office and the district office is also available to translate any forms or booklets to enhance school home communications. All flyers are sent home in both English and Spanish. Castori is a family-friendly school, where parent involvement, input and access is highly valued.



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*Castori Elementary School*  
**SCHOOL SITE COUNCIL BYLAWS**  
**2025-2026**

**ARTICLE I**

**Duties of the School Site Council:**

The School Site Council of Castori Elementary School , shall carry out the following duties:

- Obtain recommendations for, and review of, the proposed Single Plan for Student Achievement (SPSA) from all school advisory committees.
- Participate in regular training on SSC roles and responsibilities.
- Develop and approve the SPSA and related categorical expenditures in accordance with all state and federal law and district regulations.
- Recommend the SPSA and categorical expenditures to the TRUSD Board of Education for approval.
- Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members.
- Make modifications to the SPSA whenever the need arises.
- Submit the modified SPSA for district approval whenever a material change (as defined in district governing board policy) is made in planned activities for related categorical expenditures.
- Regularly evaluate academic data to determine the progress made toward school goals to raise the academic achievement of all students.
- Carry out all other duties assigned to the council by the TRUSD Board of Education and by state law.

**ARTICLE II**

**Members**

**Section A: Composition\***

The council shall be composed of at least 10 members, selected by their peers, as follows:

- ✓ Principal/Designee
- ✓ Classroom teachers
- ✓ “Other” school staff members (non classroom teaching staff)
- ✓ Parents or community members

\* *Elementary schools must have a minimum of ten (10) members.*

The school principal/designee is a required member of the council. The principal/designee shall attend all SSC meetings. Council members chosen to represent parents may be employees of the school district so long as they are not employed at this school. Classroom teachers selected shall constitute a majority of the school members selected. The number of parent and/or community members selected shall equal the number of school members selected.

**Section B: Term of Office**

Council members shall be elected *for 2 year terms*. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number of elected members during even years. At the first regular meeting of the council, each member’s current term of office shall be recorded in the minutes of the meeting.

**Section C: Voting Rights**

Each member of the council is entitled to one vote and may cast that vote on any matter submitted to a vote of the council. Absentee voting shall not be permitted.

**Section D: Termination of Membership**

The council may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the council chairperson.

**Section E: Transfer of Membership**

Membership on the council may not be assigned or transferred.

**Section F: Vacancy**

Any vacancy on the council occurring during the term of duly elected member shall be filled by:

- An alternate designated during the annual election
- Nominated by current SSC and approved by majority of SSC membership.

The term will be for the remaining time left in the vacated seat.

*The following are examples*

*Regular elections; appointment by two-thirds of the council for the period of time until the next regular election; or the seating of a previously elected alternate member to fill the remainder of the term of the vacant seat*

### ARTICLE III

#### **Elections of Council Members**

- The school principal/designee is a standing member of the council.
- Classroom teacher elections will be held in *August*:
  - The certificated membership will be elected into rotational positions of *two years*.
  - Nominations and elections are conducted by the certificated staff.
  - A ballot will be used that includes a write in option.
  - If the form is digital, a member of the voting party will be a collaborator on the digital form and will assist in the verification of nominations and election results.
- “Other” staff elections will be held in *August*. The “other” position is filled by a non-classroom teacher. He/she may be a classified or certificated staff member.
  - The “other” staff membership will be elected into rotational positions of *two years*.
  - Nominations and elections will be conducted by the non classroom teaching classified and certificated staff.
  - A ballot will be used that includes a write in option.
  - If the form is digital, a member of the voting party will be a collaborator on the digital form and will assist in the verification of nominations and election results.
- Parent/Community Member representative elections will be conducted within the first six weeks of school.
  - Nominations and elections will be conducted by the *school office staff*.
  - *Announcement of the nominations will be included in the May, June, and September issues of the school newsletter, website. The announcement will also be posted on the school marquee.*
  - Nominations will be accepted through the first *week of September*.
  - A ballot will be used that includes a write in option.
  - If the form is digital, a member of the voting party will be a collaborator on the digital form and will assist in the verification of nominations and election results.

**All election ballots and result records will be maintained at the school site for three (3) years.**

## **ARTICLE IV**

### **Officers**

#### **Section A: Officers**

The officers of the council shall be a chairperson, vice-chairperson, secretary, and other officers the council deems desirable.

*The chairperson shall:*

- Collaborate with the principal in developing agendas and reviewing minutes prior to posting.
- Preside at all meetings of the council.
- Sign all letters, reports, and other communications of the council.
- Have other such duties as are prescribed by the council.

*The vice-chairperson shall:*

- Assist the chairperson in assigned duties.
- Substitute for the chairperson in his/her absence.

*The secretary shall:*

- Keep minutes and sign ins of all regular and special meetings of the council.
- Transmit true and correct copies of the minutes of such meetings to members of the council.
- Provide all notices in accordance with these bylaws.
- Keep a register of the names, addresses, and telephone numbers of each member of the council, the chairpersons of school advisory committees, and others with whom the council has regular dealings, as furnished by those persons.
- Perform other such duties as are assigned by the chairperson or the council.

#### **Section B: Election and Terms of Office**

The officers shall be elected annually, at the first or second meeting of the council, and shall serve for one year, or until each successor has been elected.

#### **Section C: Reasons for Removal of Officers**

Any officer may be removed from office by a two-thirds vote of all the members.

#### **Section D: Vacancy**

A vacancy in any office shall be filled at the earliest opportunity by a special election of the council for the remaining portion of the term of office or by placement of a properly elected alternate during the Fall election.

## ARTICLE V

### Committees

#### Section A: Sub-committees

The council may establish and abolish sub-committees of their own membership to perform duties as prescribed by the council. *At least one member representing teachers and one member representing parents shall make up the sub-committee.* No sub-committee may exercise the authority of the council.

#### Section B: Terms of Office

The council shall determine the terms of office for members of a committee.

#### Section C: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the council, or policies of the district governing board.

#### Section D: Quorum

A majority (51% or greater) of the members of the committee shall constitute a quorum. The act of a majority of the members present shall be the act of the committee, provided a quorum is present.

## ARTICLE VI

### Meetings of the Council

#### Section A: Meetings

The council shall meet regularly to fulfill compliance for the school site council. Special meetings of the council may be called by the chairperson or by a majority vote of the council.

#### Section B: Place of Meetings

The council shall hold its regular meetings at a facility provided by the school, unless such facility that is accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by majority vote of the council.

#### Section C: Notice of Meetings

1. Written public notice of all meetings shall be given at least 72 hours in advance of the meeting.
2. Changes in the established date, time, or location shall be given special notice.
3. All meetings shall be publicized in the following venues:  
Castori website and posted on the front office door..

4. All required notices shall be delivered to council and committee members no less than 72 hours in advance of the meeting, *personally, or by mail or via email.*

**Section D: Quorum**

The act of the majority of the members present shall be the act of the council, provided a quorum is in attendance, and no decision may otherwise be attributed to the council. A majority of the members of the council (51% or greater) shall constitute a quorum. No actions may be taken unless a quorum has been established.

A 15 minute window of wait time will be allotted to establish quorum.

**Section E: Conduct of Meetings**

Meetings of the council shall be conducted in accordance with the rules of order established by California Education Code Section 35147 © and with Robert’s Rules of Order or adoption thereof approved by the council.

**Section F: Meetings Open to the Public**

All meetings of the council, and of committees established by the council, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

**ARTICLE VII**

**Amendments**

An amendment of these Bylaws may be made at any regular meeting of the council by a vote of two-thirds (2/3) of the members present. Written notice of the proposed amendment must be submitted to council members at least *2 days* prior to the meeting at which the amendment is to be considered for adoption.



**Michael J. Castori Elementary School  
2025-2026 Home/School Compact**



**SCHOOL ~ PARENT ~ STUDENT COMPACT**

**Castori Staff Pledge:**

To help each student meet or exceed the state's high academic standards, Michael J. Castori Staff agrees to carry out the following responsibilities to the best of their ability:

- Provide high-quality curriculum and instruction in all content areas
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities
- Endeavor to motivate my students to learn
- Maintain high expectations and help every child develop a love of learning
- Provide a warm, safe, and caring learning environment
- Participate in professional development activities that improve teaching and learning and that support the formation of partnerships with families and the community
- Participate actively in collaborative decision-making
- Work consistently with families and my school colleagues to make the school an accessible and welcoming place for families
- Respect the school, students, staff and families

**Student Pledge:**

To help myself succeed in school, I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard
- Attend school each day on time
- Bring necessary materials, completed assignments and homework if assigned
- Ask for help when I need it
- Communicate regularly with my parents and teachers about school experiences so that they can help me be successful in school
- Follow Castori rules as they apply to all areas and be Respectful, Optimistic, Academic, and Responsible
- Limit my TV watching and video game playing so it does not affect my education
- Respect Castori, other student Panthers, families, and adult Panther staff

**Family/Parent Pledge:**

To help my child meet or exceed the state's high academic standards, I agree to carry out the following responsibilities to the best of my ability:

- Communicate the importance of education and learning to my child
- Provide a quiet time and place for homework and schoolwork
- Monitor my child's TV viewing and video game playing as to not interfere in their sleep or academic growth
- Read to my child or encourage my child to read every day (20 minutes for grades K-3, and 30 minutes for grades 4-6)
- Communicate with the teacher or the school when I have a concern
- Ensure that my child attends school every day, and gets adequate sleep, regular medical attention and proper nutrition
- Regularly monitor my child's progress in school
- Participate in activities at school, such as school decision making, volunteering and/or attending parent-teacher conferences
- Communicate the importance of education and learning to my child
- Respect the school, staff, students, and other families of Castori

Student Signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

# School Plan for Student Achievement: Title I Funded Program Evaluation

## Michael J. Castori Elementary School

### Monitoring and Evaluation Template

Goal #1
English Language Arts: By Spring 2026, Castori proficiency rates for CAASPP (3rd-6th grade) will increase over the 2024-2025 rates by a minimum of 5% school wide.
Mathematics: By Spring 2026, Castori proficiency rates for CAASPP (3rd-6th grade) will increase over the 2024-2025 rates by a minimum of 5% school wide.
English Learners: By Spring 2026, Castori proficiency rates for ELPAC will increase over the 2024-2025 rates by a minimum of 3% school wide.

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	1.1 Student Support Teacher (1.0 FTE) will assist with the management and implementation of student intervention programs that lead to accelerated student learning.	Total amount of \$150,560 will be spent over the course of the school year on salary and benefits.	Based on data (SIPPS, curriculum based assessments, CORE assessments, etc.) students are making academic progress in reading proficiency. Lowest SIPPS levels are 4 levels higher than in 24-25. The majority of 3rd and 4th graders are on track to test out of SIPPS challenge by the end of the school year.	Continue
	1.2 Instructional materials, supplies, software, and intervention materials to support EL students and students needing intervention	ESGI and IXL licences were purchased for a total of \$6,238. All funds have been expended on these licenses.	TK, Kindergarten, and SST teachers use ESGI to progress monitor student achievement with our youngest learners. This data informs student interventions and supports teachers in planning for instruction.  IXL is used for math practice and intervention for students in grades 3-6. Students making growth in their mastery of math standards as a result.	Continue

**Goal #2**

No goal #2 at this time.

<b>Budgeted Amount</b>	<b>Actions/ Activities (Strategies)</b>	<b>Expenditures to Date</b>	<b>Monitoring What is/is not working and why?</b>	<b>Modification(s) based on monitoring results (Evaluation)</b>
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?

**Goal #3**

Castori will ensure a school environment that is safe, clean, and conducive to learning and that contributes to a positive, student centered school culture. PBIS (Positive Behavior Interventions & Supports) will be used as our school wide behavior system to define and encourage appropriate student behaviors. Castori will continue to maintain a suspension rate under 8% annually and will decrease chronic absenteeism by 5%.

<b>Budgeted Amount</b>	<b>Actions/ Activities (Strategies)</b>	<b>Expenditures to Date</b>	<b>Monitoring What is/is not working and why?</b>	<b>Modification(s) based on monitoring results (Evaluation)</b>
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?

**Goal #4**

Provide support, services and trainings to strengthen families as an integral part of our students' education to support the instructional program. Feedback from parent and staff LPAC, SSC, and ELAC meetings, Castori survey and data gathered during parent meetings and events show an interest in parent training opportunities and family support services to support their students' academic success.

<b>Budgeted Amount</b>	<b>Actions/ Activities (Strategies)</b>	<b>Expenditures to Date</b>	<b>Monitoring What is/is not working and why?</b>	<b>Modification(s) based on monitoring results (Evaluation)</b>
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	4.1 Supplies, materials, and resources to facilitate parent engagement	\$4,289 allocated. \$37 expended.	Funds support engagement at community/family events	Continue

**Goal #5**

No Goal 5

<b>Budgeted Amount</b>	<b>Actions/ Activities (Strategies)</b>	<b>Expenditures to Date</b>	<b>Monitoring What is/is not working and why?</b>	<b>Modification(s) based on monitoring results (Evaluation)</b>
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?

## School Plan for Student Achievement: Title I Needs Assessment

**Directions:** Develop a list of site needs based on current data. Collaborate with ILT, ELAC, Site Council and other groups to determine priority needs. Once your needs are ranked, decide if they fit within a current SPSA goal or if a new goal needs to be created. List the needs your Site Council agrees need to be prioritized for each goal and complete the table. This will determine your actions and budget expenditures for your SPSA.

SPSA Goal	Site Needs (Ranked Greatest-Least)	Data that demonstrates need	Proposed or Current Actions	Metric: How will you measure success?
1.0 Improve students' reading proficiency	1	iReady, SIPPS, SBAC	Reading focus during WIN, small group instruction during literacy block, support from SST teachers for small group instruction	pass rate on benchmark assessments, improved SBAC results, growth over time on SIPPS assessments, growth on iReady from D1-D2-D3
1.0 Improve students' math proficiency	2	curriculum based assessments, unit assessments, SBAC, IXL data	IXL targeted support assigned to students, small group instruction from teacher during math	pass rate on benchmark assessments, improved SBAC results, growth over time on IXL assessments
1.0 Improve EL student reclassification rate on ELPAC over 24-25	3	ELPAC, SBAC, Curriculum based measures	daily integrated and designated ELD instruction, EL focused PD, teacher coaching from EL TOSA	improved ELPAC scores, higher rate of reclassification in 25-26, improved SBAC scores of EL students

School Year: 2025-26



# 2025-26 School Plan for Student Achievement Addendum #1

School Name	County-District-School (CDS) Code	Site Council Meeting Date:	Local Board Approval Date
Michael J. Castori Elementary School	34765056033427	11/19/25	

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SPSA Modified Actions and/or Expenditures to Goal 2 .....3

SPSA Modified Actions and/or Expenditures to Goal 3 .....4

SPSA Modified Actions and/or Expenditures to Goal 4 .....6

SPSA Modified Actions and/or Expenditures to Goal 5 .....7

Budgeted Funds and Expenditures in this Plan .....8

Approval/Attested .....10

### SPSA Modified Actions and/or Expenditures to Goal 1

<b>Goal Statement</b>
<p>English Language Arts: By Spring 2026, Castori proficiency rates for CAASPP (3rd-6th grade) will increase over the 2024-2025 rates by a minimum of 5% school wide.</p> <p>Mathematics: By Spring 2026, Castori proficiency rates for CAASPP (3rd-6th grade) will increase over the 2024-2025 rates by a minimum of 5% school wide.</p> <p>English Learners: By Spring 2026, Castori proficiency rates for ELPAC will increase over the 2024-2025 rates by a minimum of 3% school wide.</p>

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
1.0 Student Support Teacher (1.0 FTE) will assist with the management and implementation of student intervention programs that lead to accelerated student learning.	1000-1999:	Title I Basic	120,807				150,560
	3000-3999:	Title I Basic	29,753				
Instructional materials, supplies, software, and intervention materials to support EL students and students needing intervention	4000-4999:	Title I Basic	7,591	4000-4999: Books	Title I Basic	-1,353	6,238

**SPSA Modified Actions and/or Expenditures to Goal 2**

<b>Goal Statement</b>
No goal #2 at this time.

<b>Action/Services</b>	<b>Approved Expenditures</b>			<b>+/- Proposed Changes</b>			<b>Total Allocation</b>
	<b>Type</b>	<b>Funding Source</b>	<b>Amount</b>	<b>Type</b>	<b>Funding Source</b>	<b>Amount</b>	

**SPSA Modified Actions and/or Expenditures to Goal 3**

**Goal Statement**  
 Castori will ensure a school environment that is safe, clean, and conducive to learning and that contributes to a positive, student centered school culture. PBIS (Positive Behavior Interventions & Supports) will be used as our school wide behavior system to define and encourage appropriate student behaviors. Castori will continue to maintain a suspension rate under 8% annually and will decrease chronic absenteeism by 5%.

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
<p>The following actions will be implemented and funded with site-based and district resources.</p> <p>Provide counseling support for students - 100% district funded</p> <p>Provide yard supervisors for student safety - district &amp; site funded for a total of 4</p> <p>Provide incentives for behavior and academic achievements to support PBIS program</p> <p>PBIS team to work with school community to implement positive supports school wide and clear processes</p>							



**SPSA Modified Actions and/or Expenditures to Goal 4**

<b>Goal Statement</b>
Provide support, services and trainings to strengthen families as an integral part of our students' education to support the instructional program. Feedback from parent and staff LPAC, SSC, and ELAC meetings, Castori survey and data gathered during parent meetings and events show an interest in parent training opportunities and family support services to support their students' academic success.

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
Supplies, materials, and resources to facilitate parent engagement	4000-4999:	Title I Parent and	4,000	4000-4999: Books	Title I Parent and	-37.00	4,289.00
	4000-4999:	Title I Parent and	326				

**SPSA Modified Actions and/or Expenditures to Goal 5**

<b>Goal Statement</b>
No Goal 5

<b>Action/Services</b>	<b>Approved Expenditures</b>			<b>+/- Proposed Changes</b>			<b>Total Allocation</b>
	<b>Type</b>	<b>Funding Source</b>	<b>Amount</b>	<b>Type</b>	<b>Funding Source</b>	<b>Amount</b>	

### Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

#### Expenditures by Funding Source

##### Approved Expenditures

Funding Source	Amount
Title I Basic	158,151.00
Title I Parent and Family Engagement	4,326.00

##### +/- Proposed Changes

Funding Source	Amount
Title I Basic	-1,353.00
Title I Parent and Family Engagement	-37.00

##### New Total

Funding Source	Amount
	156,798
	4,289

#### Expenditures by Goal

##### Approved Expenditures

##### +/- Proposed Changes

<b>Goal Number</b>	<b>Total Expenditures</b>	<b>Goal Number</b>	<b>Total Expenditures</b>
Goal 1	158,151.00	Goal 1	-1,353.00
Goal 4	4,326.00	Goal 4	-37.00

**Approval/Attested**

<b>Title</b>	<b>Signature</b>	<b>Date</b>
SSC Chair		11/19/25
Principal		11/19/25



**Twin Rivers Unified School District**  
**Comprehensive School Safety Plan**  
**SB 187 Compliance Document**  
**(Education Code Section 32280-32289.5 and**  
**49390-49395)**

**2025-2026**

**School:** Michael J. Castori Elementary  
**CDS Code:** 34 76505 6033427  
**School Address:** 1801 South Ave, Sacramento, CA 95838  
**School Phone:** 916-566-3420  
  
**Principal's Name:** Leslie Sargent  
**Principal's Email:** leslie.sargent@trusd.net  
  
**Date of Adoption by Board of Trustees:** \_\_\_\_\_

2 Attach evac map & aerial view

**Signatures:**

Leslie Sargent	Principal	
	SSC Chairperson	
	Executive Director	

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### **Part I: Comprehensive School Safety Plan Purpose and Vision (pages 3-4)**

✓ *Per California Education Code § 32280 & § 32281(b)*

### **Part II: School Safety Committee and Plan Review, Evaluation, Amendment Procedures (pages 4-5)**

✓ *Per California Education Code § 32281(b), § 32282(c)-(d), § 32286, § 3228*

### **Part III: Site Demographics and Assessment of School Safety (pages 5-6)**

✓ *Per California Education Code § 32282(a)(1)*

### **Part IV: Key Safety Personnel – Incident Command System (pages 7-15)**

✓ *Per California Education Code § 32282.1*

### **Part V: Firearm Safety Notification Procedures (page 16)**

✓ *Per California Education Code § 49392*

### **Part VI: Threat Reporting Procedures (pages 16-17)**

✓ *Per California Education Code Ed Code §§ 49390, 49393, 49394*

### **Part VII: Emergency Response Protocols from District Master EOP (page 18)**

✓ *Per California Education Code § 32282(a)(2)(B)(i), (I)-(K)*

### **Part VIII: Strategies and Procedures for School Safety**

✓ *Per California Education Code § 32282(a)(2)(A)-(N)*

## **Part I: Senate Bill 187: Comprehensive School Safety Plan Purpose and Vision**

The California Education Code (sections 32280-32289.5 and 49390-49395) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process that includes strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999, and this legislation was perpetuated under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 187 and AB 1747 and shall contain the following elements:

- Assessment of the current status of school crime committed on school campuses and at school-related functions
- Bullying prevention policies
- Key safety personnel
- Firearm safety notification procedures
- Threat reporting procedures
- Identification of the appropriate strategies and procedures to maintain a high level of school safety and the school's procedures for complying with existing laws related to school safety, which shall include the following:
  - A) Child abuse reporting procedures
  - B) Disaster and emergency procedures, including adaptations for pupils with disabilities
  - C) Earthquake emergency procedures
  - D) Use of facilities during emergencies
  - E) Suspension and expulsion policies
  - F) Notification of dangerous pupils
  - G) Discrimination, harassment, hate crime reporting
  - H) Dress code policies
  - I) Safe ingress and egress
  - J) School discipline procedures
  - K) Tactical response to criminal incidents
  - L) Prohibition of high-intensity drills
  - M) Reporting dangerous or unlawful activity
  - N) Sudden cardiac arrest response
  - O) Opioid overdose protocol
  - P) Instructional continuity plan
  - Q) Bullying prevention policy

The Comprehensive School Safety Plan requires that the School Site Council or school safety committee consult with a fire department and other first responder entities. Updates to the Plan must be shared with the law enforcement agency, the fire department, and the other first responder entities. The School Safety Plan will be reviewed and updated annually. An updated file of all safety-related plans and materials shall be readily available for public inspection.

### **Comprehensive School Safety Plan Vision**

The Twin Rivers Unified School District has developed this Comprehensive School Safety Plan (CSSP) to ensure a safe learning environment and site-based emergency preparedness for all students and staff. The CSSP is intended to ensure compliance with State and Federal school safety program regulations. This Plan is part of a comprehensive plan that includes a District Master Emergency Operations Plan prepared in compliance with State disaster planning requirements, City and County Emergency Management Plans, the Standardized Emergency Management System

(SEMS), and the National Incident Management System (NIMS). NIMS is a nationwide standardized approach to incident management and response. Developed by the U.S. Department of Homeland Security and released in March 2004, it establishes a uniform set of processes and procedures that emergency responders at all levels of government will use to conduct response operations.

Standardized Emergency Management System Plan provides staff, parent volunteers, and students with site-specific emergency instructions during an emergency crisis or disaster. Staff designated to carry out specific emergency responsibilities are expected to understand the policies, procedures, and system. Training and exercises are ongoing components of the Plan.

This Plan incorporates the Incident Command System (ICS). The District has established a plan for maintaining a liaison with any multi-agency EOC and the County Emergency Operations Center to help facilitate effective coordination of aid requests, resources, and the general flow of information among all agencies and jurisdictions within the region.

All emergency actions will be taken according to the following priorities:

1. Protection of life
2. Incident stabilization
3. Protection of property
4. Restoration of services

**Part II: School Safety Committee and Plan Review, Evaluation, and Amendment Procedures**

List names and place an X in the column representing each person’s role.

<b>School Safety Planning Committee Members</b> (School Site Council Members or School Safety Committee, comprised of the members listed) Ed. Code 32281	<b>Principal or designee</b>	<b>Teacher Rep. of Cert. Employees</b>	<b>Parent</b>	<b>Classified Employee</b>	<b>Other School Staff</b>	<b>Law Enforcement</b>
<b>Name</b>						
Twin Rivers Police						X
Leslie Sargent	X					
Donna Sanchez		x				
Sarah Smith		x				
Maria Sanchez				x		

**Date reviewed/amended:** \_\_\_\_\_

**Date communicated to the public:** \_\_\_\_\_

Comprehensive School Safety Plans are reviewed and updated at least once a year by the School Site Council or a school safety planning committee. The Plan must be presented at a public meeting prior to adoption. The School Site Council or school safety committee shall notify, in writing, the following persons and entities, if available, of the public meeting.

- A) A representative of the local school employee organization
- B) A representative of each parent organization at the school site, including the parent-teacher association and parent-teacher clubs
- C) A representative of each teacher organization at the school site
- D) A representative of the student body government

During the annual review, local data is reviewed, such as the current status of school crime committed on school campuses, California Healthy Kids Survey results, suspension and expulsion data, chronic absenteeism rate, and discipline data, including bullying and harassment incidences. Established goals related to school safety are reviewed and revised annually. Appropriate action steps are outlined, resources and lead person(s) are identified, and an evaluation date is established.

**Part III: Site Demographics and Assessment of School Safety**

Number of Students	517
Number of Staff	75
Number of Disabled Students	115
Number of Disabled Staff	0
Site Square Acreage / Square Footage	2,556
Number of Classrooms	34
Number of Other Rooms	9
Number of Parking Lots	2
Campus Safety Specialist (CSS) On-Site (Y/N)	N
Health Assistant On-Site (Y/N)	Y

<b>2024 California School Dashboard</b>	<b>% of Students</b>
Suspensions	5.2
Chronic absence rates	36.9
<b>2024-25 School Climate Report Card (Elementary)</b>	<b>% of Students</b>
School Connectedness	75
Academic Motivation	75

Meaningful Participation	30
Facilities Upkeep	64
Parent Involvement in Schooling	62
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At Michael J. Castori Elementary \_\_\_\_\_, we develop and maintain strategies and programs that provide and maintain a high level of school safety and comply with existing laws related to school safety.

Our school assesses the safety of students, staff, and families annually as part of our process to approve our Comprehensive School Safety Plan. We review and update our Single Plan for Student Achievement for the academic and social/emotional success of our students. We review Suspension/Expulsion data, Attendance rates/SARB data, Office Referrals, and the results from the California Healthy Kids Survey. We maintain a relationship with our local law enforcement agencies, including Twin Rivers Police, and know the procedures to report property damage or other criminal activity. In addition, all our staff comply with District and State requirements for Mandated Reporter Training and follow protocols for Child Abuse Reporting.

Creating a safe school requires putting in place many preventive measures for a student’s mental and emotional well-being. Our school works to reduce the risk of violence by teaching students appropriate strategies for dealing with emotions, expressing anger in appropriate ways, and resolving conflicts. Our school uses a comprehensive approach to school violence prevention. Student needs are identified using measures such as teacher and staff observations, parent and community information, patterns of behavior, and counseling requirements and experiences.

Our school has a system of rules and procedures to ensure a safe and orderly environment that is conducive to learning. These rules outline our students' behavioral expectations throughout the school day and all around campus.

Our school has a program to ensure pupils and certificated and classified staff are aware of and trained in plans, procedures, and routines for disasters and emergencies. We rehearse these regularly. We include adaptations for pupils with disabilities. (See Part VII for specific emergency response protocols). Our District regularly consults with law enforcement agencies, Twin Rivers Police, and local fire departments to ensure proper planning and procedures are in place and utilized.

Our District has procedures to allow public agencies, including the Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency.

Our school follows all our District’s Board Policies related to safety (see Part VIII: Strategies and Procedures for School Safety).

## Part IV: Key Safety Personnel – Incident Command System

Michael J. Castori Elementary

### Incident Command System Year: 2025-2026

Name	Work Phone	Cell Phone
<b>COMMAND STAFF</b>		
<b>Incident Commander (Principal)</b>		
Primary: Leslie Sargent	916-566-3420	916-529-0023
Alternate: Steven Borchers	916-566-3420	916-582-1076
<b>GENERAL STAFF</b>		
<b>OPERATIONS SECTION</b>		
Section Leader: Laura Sandeen	916-566-3420	916-549-9595
Alternate: Ashley Scatena		
<b>Accountability Unit</b>		
Unit Leader: Maria Sanchez	916-566-3420	916-397-6791
Team 1: Yesenia Mora		
Team 2:		
<b>Medical Unit</b>		
Unit Leader: Sharon White, RN	916-566-3420	916-382-6509
Triage Team: Christena Hurley, LVN	916-566-3420	916-566-3420
Treatment Team:		
<b>Search &amp; Rescue Unit</b>		
Unit Leader: Marques Ford	916-566-3420	707-304-0048
Team 1: Dwayne Childs	916-566-3420	916-832-5689
Team 2: Brian Carbajal	916-566-3420	916-799-9447
<b>PLANNING &amp; INTEL SECTION</b>		
Section Leader: Shinie Vue	916-056-6342	916-529-3202
Alternate:		
<b>Situation Unit</b>		
Unit Leader: Carlos Dickson	916-566-3420	916-539-3279
Alternate:		

<b>LOGISTICS SECTION</b>		
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Section Leader: Angie Carias	916-566-3420	323-691-0154
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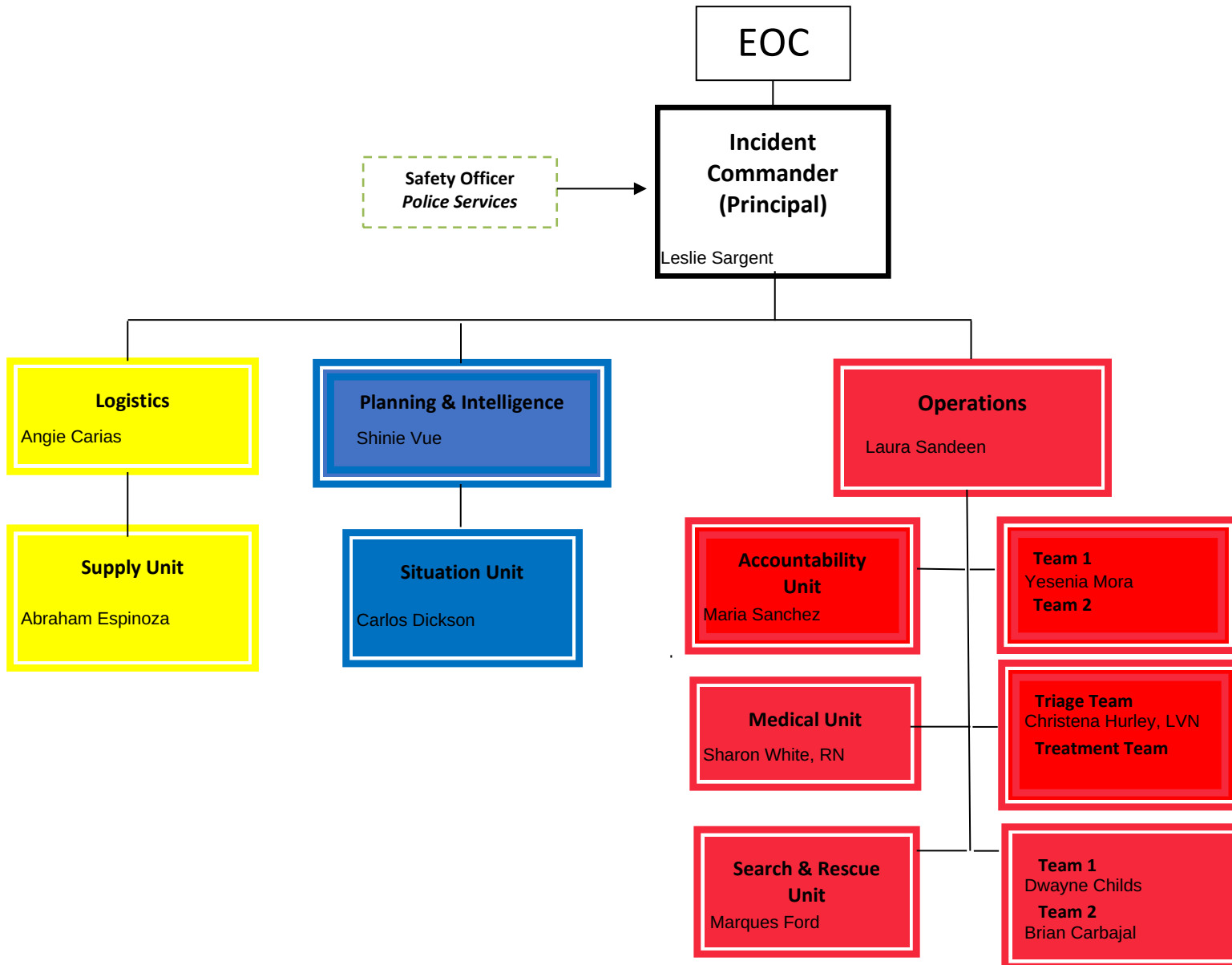
Alternate:		
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<b>Supply Unit</b>		
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Unit Leader: Abraham Espinoza	916-566-3420	510-861-4311
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Alternate:		
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**Incident Command System**  
**Year: 2025-2026**



## RESPONSE DECISION FLOW AND RESPONSE STEPS

DECISION STEPS	EXAMPLE
ALLOW PRE-PLANNED / AUTOMATIC RESPONSE PROTOCOLS TO TAKE PLACE.	EVACUATION, LOCKDOWN, CALL FOR HELP
ESTABLISH AN INCIDENT COMMAND POST	GATHER TEAMS / DETERMINE CAPABILITIES AND CONDUCT A HASTY SITUATION ASSESSMENT.
DEVELOP AN INCIDENT ACTION PLAN	DETERMINE PRIORITIES AND OBJECTIVES AND OUTLINE RESPONSE STRATEGIES AND TACTICS.
INITIATE PLAN	DEPLOY RESPONSE TEAMS, DOCUMENT INCOMING INFORMATION. ADJUST PLAN AS NECESSARY. RE-EVALUATE AT THE BEGINNING OF EACH OPERATIONAL CYCLE.
ENTER INTO UNIFIED COMMAND	BRIEF EACH FIRST RESPONDER ELEMENT (FIRE, PARAMEDICS, POLICE) AS THEY ARRIVE AT THE INCIDENT COMMAND POST. ADJUST RESPONSE PLANS BASED ON FIRST RESPONDER CAPABILITIES AND RE-EVALUATION OF ELEMENT SPECIFIC (FIRE, POLICE, SCHOOLS) PRIORITIES AND OBJECTIVES.

## PRIORITIES – OBJECTIVES – STRATEGIES – TACTICS MATRIX

Guidance Element	Description	Example
<b>Priorities</b>	Defines the intent of the Incident Commander, in general terms, with regard to the most important things that must be accomplished. They are generally expressed in terms of core capacities and capabilities.	<p style="color: red;">What are the most important things to focus on immediately?</p> <p>Gain accountability of all students and staff within 10 minutes of the onset of the incident.</p>
<b>Objectives</b>	<p>Define what must be accomplished to achieve the priorities based on the knowledge of the current situation and the resources available.</p> <p>Objectives can be thought of as the “big picture” response mechanisms that allow the Incident Commander to address the defined priorities.</p>	<p style="color: red;">How do I address the identified priorities?</p> <ol style="list-style-type: none"> <li>1) Conduct classroom-by-classroom accountability surveys at the Evacuation Assembly Area.</li> <li>2) Conduct Search and Rescue Operations</li> </ol>
<b>Strategies</b>	Plan of action to achieve one or more objectives. Strategies describe what actions and resources are required to achieve specific objectives. These should be re-evaluated at the beginning of each operational period.	<p style="color: red;">What are the specific resources I need to deploy in order to accomplish the stated objectives?</p> <ol style="list-style-type: none"> <li>1) Deploy Accountability Team to the Evacuation Assembly Area.</li> <li>2) Deploy Search and Rescue Teams to selected areas.</li> </ol>
<b>Tactics and Tasks</b>	Defines how specific actions will be performed to achieve the planning objective. Tactics specify who, what, when, and where when describing the deployment and direction of resources for implementing strategies to achieve incident objectives. These may be adjusted as necessary.	<p style="color: red;">What are the specific task directives?</p> <ol style="list-style-type: none"> <li>1) Accountability Teams 1 will survey each classroom assembly, acquire a class roster from the teacher and determine the number of missing students by name.</li> <li>2) Team 2 will account for and identify by name all students and staff reporting to the casualty collection point.</li> <li>3) Search and rescue Team 1 will clear and mark buildings 1 through 3, and Team 2 will clear and mark buildings 4 through 6. No entry into buildings 7 and 8 – fire location.</li> </ol>

# INCIDENT COMMAND SYSTEM

## POSITION DESCRIPTIONS

### COMMAND STAFF

---

The Command Staff are incident management personnel that the Incident Commander or Unified Command assigns to directly support the command function. Command Staff positions are established by the Incident Commander or Unified Command as needed to support the management of an incident. Command staff report directly to the Incident Commander or Unified Command and are assigned assistants as necessary to perform their duties.

The ICS Command Staff includes:

**Incident Commander (IC)** (at the site Incident Command Post): The Incident Commander (at the site) has overall incident management responsibility and is responsible for all incident management decisions. When an incident occurs within a single jurisdiction, and there is no overlapping responsibility, the appropriate authority designates a single Incident Commander. When incident management crosses jurisdictional and/or functional agency boundaries, the various jurisdictions and organizations may still agree to designate a single Incident Commander, or they may enter into a Unified Command (See below).

When there is a single Incident Commander, that individual is solely responsible for the following:

- Establishing the incident objectives and priorities that guide incident action planning and operations
- Approving all response plans and strategies based on expert advice
- Approving all external messages
- Determining the operational cycle
- Assessing the situation
- Establishing an Incident Command Post (ICP)
- Establishing or modifying an appropriate organization
- Ensuring planning meetings are scheduled as required
- Coordinating activity for all Command and General Staff
- Coordinating with key people and District officials
- Approving requests for additional resources or for the release of resources
- Keeping District administration informed of incident status
- Approving the use of trainees, volunteers, and auxiliary personnel
- Order the demobilization of the incident when appropriate.

## **UNIFIED COMMAND**

When multiple disciplines are involved in response efforts, they may enter into a Unified Command (UC). Unified Command is used to improve the unity of effort in multijurisdictional or multiagency incident management.

Unified Command enables different jurisdictions and organizations to jointly manage and direct incident activities through a common set of incident objectives, strategies, and a single incident action plan.

Each partner in the Unified Command maintains authority, responsibility, and accountability for its own personnel and other resources.

## **GENERAL STAFF SECTION**

### **OPERATIONS**

---

The Operations Section plans, performs, and supports tactical activities to achieve the incident objectives established by the Incident Commander (IC).

#### **OPERATIONS SECTION CHIEF:**

- Manage tactical operations at the site / Incident Command Post level.
- Interact with the next lower level of Section (Branch, Division/Group) to develop the operations portion of the Incident Action Plan
- Request resources needed to implement the Operation's tactics as a part of the Incident Action Plan development
- Assist in the development of the operations portion of the Incident Action Plan
- Supervise the execution of the Incident Action Plan for Operations
- Ensure safe tactical operations
- Request additional resources to support tactical operations
- Approve release of resources from assigned status (not release from the incident)
- Maintain close communication with the Incident Commander
- Direct and oversee the activation, operations, and demobilization of the Operations Section and maintain a Unit Log.

The Operations Section Chief determines the need to activate or deactivate units within the section. If a unit is not activated, responsibility for that unit's duties will remain with the Section Chief.

#### **ACCOUNTABILITY UNIT LEADER**

- Gain accountability of all students, staff, visitors, and contractors at the Incident site
- Report accountability status to the Incident Command Post
- Organize and supervise the movement of personnel to transportation for movement during off-site evacuations
- Track movement of personnel to off-site reunification and conduct on-site parent release operations.

### **MEDICAL UNIT LEADER**

- At the scene of the incident, establish and manage the triage site and Casualty Collection Point
- Oversee the triage and medical treatment of all casualties
- Report casualty status and fatalities to the Incident Command Post
- Track movement of casualties and recommend mitigation strategies to the Incident Commander
- Liaise with medical first responder upon arrival and provide casualty status
- Request additional personnel and supplies as needed
- Liaise with the Coroner's Office on scene

### **SEARCH AND RESCUE UNIT LEADER**

- Oversee all incident site search and rescue teams and operations at the direction of the Incident Commander.
- Develop and implement search and rescue plans
- Track search and rescue team activities
- Document team actions
- Ensure teams have appropriate equipment
- Make equipment and personnel requests to the Incident Commander, as necessary
- Report all information to the Incident Commander
- Assist fire department operations at their request
- Brief arriving fire department personnel as directed
- Assist medical teams with immediate intervention treatment as needed

## **PLANNING & INTELLIGENCE**

---

The Planning Section collects, evaluates, processes, and disseminates information for use at the incident.

### **PLANNING & INTELLIGENCE SECTION CHIEF:**

- Collect and process situation information
- Supervise the preparation of the Incident Action Plan
- Establish information requirements and reporting schedules for the Situation Unit
- Establish special information collection activities as necessary, e.g., weather, environmental, toxics, etc.
- Report any significant changes in incident status
- Compile and display incident status information
- Provide input to the Incident Commander and Operations Section Chief in preparing the Incident Action Plan
- Oversee preparation of Incident demobilization plan
- Maintain close communication with the Incident Commander
- Direct and oversee the activation, operations, and demobilization of the Planning & Intelligence Section,

- Maintain a Unit Log

The Planning & Intelligence Section Chief determines the need to activate or deactivate units within the section. If a unit is not activated, responsibility for that unit's duties will remain with the Section Chief.

#### **SITUATION UNIT LEADER**

- Maintain the Incident Command Post status board
- Responsible for documenting, managing, and displaying all incoming and outgoing incident information
- Document assignments and supply needs
- Notify the Incident Commander of pertinent information and status changes
- Establish information requirement
- Fill EOC information requests
- Maintains a master record of the incident

### **LOGISTICS**

---

All incident material support and staffing needs are provided by the Logistics Section.

#### **LOGISTICS SECTION CHIEF:**

- Manage all incident logistics
- Provide logistical input to the Incident Commander in preparing the Incident Action Plan
- Brief other Section and Unit Leaders as needed
- Conduct logistical forecasting
- Identify anticipated and known incident service and support requirements
- Request additional resources as needed
- Review and provide input to all plans and planning subsections, as required
- Supervise requests for additional resources
- Direct and oversee the activation, operations, and demobilization of the Logistics Section
- Maintain a Unit Log.

The Logistics Section Chief determines the need to activate or deactivate units within the section. If a unit is not activated, responsibility for that unit's duties will remain with the Section Chief.

#### **SUPPLY UNIT LEADER**

- Responsible for the immediate identification and local acquisition of equipment or supplies for the Incident Command Post and teams.

## Part V: Firearm Safety Notification Procedures (California Education Code 49392)

In compliance with California Education Code Section 48986, the District provides annual written notification to parents and guardians of pupils in kindergarten through grade 12 regarding California laws relating to the safe storage of firearms. This notification is included in the District's Student and Family Handbook and serves to increase awareness and promote school and community safety.

## Part VI: Threat Reporting Procedures (California Education Code 49393)

### 1. Purpose

These procedures are established to ensure the safety of all students, staff, and visitors by providing a clear, coordinated process for reporting, assessing, and responding to threats or incidents of violence, unlawful activity, or potential harm occurring:

- On school grounds
- During school-sponsored events
- On school transportation

These procedures fulfill the requirements of **Education Code sections 49390–49395**, as established by **Senate Bill 906**, effective January 1, 2023, and incorporate the use of **Catapult EMS** to support timely communication and incident management.

---

### 2. Definitions

- **Threat or perceived threat:** Any writing or action by a pupil that creates a reasonable suspicion the pupil is preparing to commit a homicidal act related to the school or a school activity. This includes depictions of firearms, ammunition, shootings, or related violent imagery in association with physical harm or death (e.g., on social media, journals, or class notes).
- **Dangerous or unlawful activity:** Any act or threat that could cause injury or violate local, state, or federal laws (e.g., possession of weapons, physical assault, drug activity, threats of harm).
- **LEA employee:** All certificated and classified staff, contractors, and governing board members who interact with students.

---

### 3. Immediate Response and Reporting Protocol

#### A. Staff Observations and Mandatory Reporting

- Any staff member who observes or becomes aware of a threat or perceived threat of a **homicidal act related to school or a school activity** must immediately:
  - **Report to site administration and**
  - **Notify local law enforcement, Twin Rivers Police** (or school resource officer)

- **Submit an Action Alert (Code Red) through Catapult EMS**, which will simultaneously notify key response personnel, including administration and district-level safety officials
- Include all **available evidence** related to the threat (e.g., screenshots, notes, eyewitness statements).
- If multiple employees are aware of the same incident, a report by one satisfies the obligation for all; however, employees are encouraged to document/report individually when in doubt.

#### B. Reporting Other Dangerous or Unlawful Activities

- Staff should report all observed or suspected incidents involving violence, weapons, or unlawful acts to site administration **and through Catapult EMS**.
  - Site administrators will use Catapult EMS to:
    - Track incident response in real-time
    - Coordinate with district and law enforcement partners
    - Document steps taken throughout the incident
- 

#### 4. Administrative Investigation and Threat Assessment

- Upon receiving a report, school administration will:
    1. **Secure the immediate safety** of all individuals involved (e.g., initiate lockdown, call security, isolate the student).
    2. **Initiate a threat assessment** using District-adopted tools (e.g., Behavioral Threat Assessment model).
    3. **Collaborate with law enforcement**, per Ed. Code § 49394, to:
      - Conduct a timely investigation
      - Review the California DOJ firearm registry
      - Conduct a search of the school site if warranted by reasonable suspicion
  - **All communication with internal response teams and documentation of investigative steps will be managed via Catapult EMS**, supporting transparency and centralized recordkeeping.
- 

#### 5. Parent and Student Involvement

- Parents/guardians of involved students will be notified in a manner consistent with district policy and legal requirements.
  - In cases involving threats of violence, mental health supports may be offered, including:
    - Counseling referrals
    - SST or IEP team review, if applicable
    - Safety re-entry planning
- 

#### 6. Documentation and Follow-Up

- All incidents and responses will be documented in both Aeries and Catapult EMS for tracking and legal compliance.
- School administrators will convene a follow-up meeting to:
  - Review the adequacy of the response
  - Ensure all supports and consequences were implemented appropriately
  - Adjust safety protocols if needed

## Part VII: Emergency Response Protocols

These Emergency Response Protocols are an excerpt from the larger Master Emergency Operating Plan (EOP) that is developed under the U.S. Department of Education's Emergency Response and Crisis Management Discretionary Program.

These Emergency Response Protocols are consistent with both the Standardized Emergency Management System (SEMS) developed by the State of California and the National Incident Management System (NIMS) developed by the U.S. Department of Homeland Security. The EOP presents specific standardized procedures to be used in preparing for and responding to school emergencies.

It is important to treat this plan as an evolving and living document that will be reviewed in detail annually and updated as required, especially after every incident that requires its use.

The main objectives of these Emergency Response Protocols are to establish policies, procedures, and an organizational structure for response to emergencies for:

- Protecting the life and safety of students and staff
- Protecting Twin Rivers Unified School District property and the environment
- Providing rapid resumption of normal school activities in a timely manner

These emergency protocols are organized into two sections:

1. **Part V.1: Common Response Actions:** Addresses immediate common response actions that may be applied to multiple incident types.
2. **Part V.2: Incident-Specific Response Actions:** Provides pre-incident prevention/mitigation, emergency response, and recovery guidelines for specific incident types.

Each Section of the Incident-Specific Response Actions is divided into 3 subsections:

- A. Pre –Incident Prevention / Mitigation: Those actions, such as plans, training, equipment acquisitions etc., that will prepare schools to deal with emergencies.
- B. Emergency Response Guidelines: Those actions to be taken at the onset, during and at the immediate conclusion of an incident.
- C. Recovery: Those actions that promote continuity of operations and a return to normal operations and post-incident analysis.

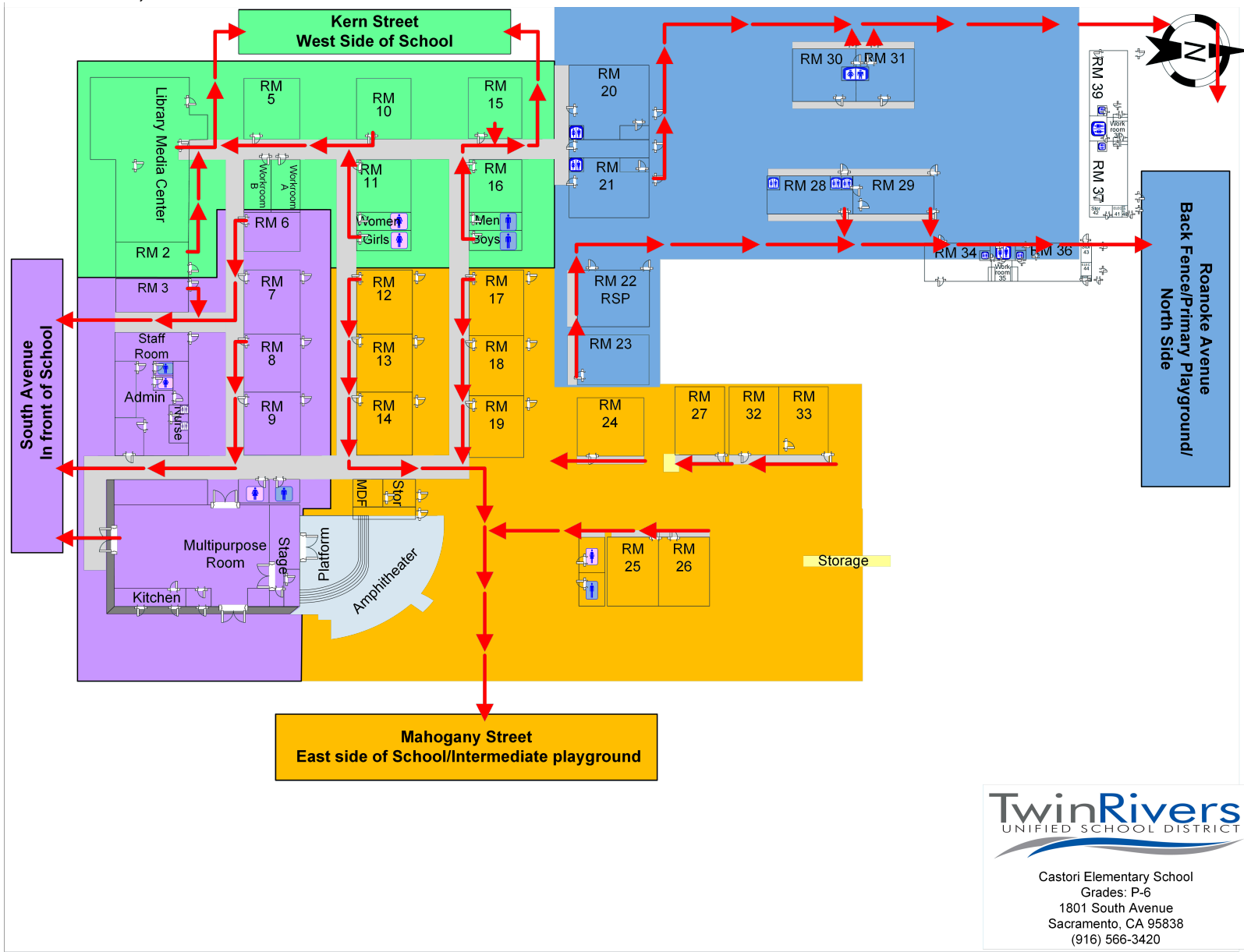
**The District's Emergency Response Protocols from the Master Emergency Operation Plan (EOP) are accessible online at this [link](#).**

**Off-Site Evacuation Locations**

<b>1<sup>st</sup> OFF-SITE EVACUATION LOCATION</b>			
<b>Name of Evacuation Facility:</b>	William J. Kinney North Command Police Facility		
<b>Contact Person:</b>		<b>Phone:</b>	972-547-2700
<b>Address:</b>	3550 Marysville Blvd. Sacramento, CA 95838		
<b>Special Conditions of Facility Owner:</b>			
<b>2<sup>ND</sup> OFF-SITE EVACUATION LOCATION</b>			
<b>Name of Evacuation Facility:</b>			
<b>Contact Person:</b>		<b>Phone:</b>	
<b>Address:</b>			
<b>Special Conditions of Facility Owner:</b>			

**Part VIII: Strategies and Procedures for School Safety**

# Castori, Michael J. 1801 South Avenue, Sacramento CA 95838



**TwinRivers**  
UNIFIED SCHOOL DISTRICT

Castori Elementary School  
Grades: P-6  
1801 South Avenue  
Sacramento, CA 95838  
(916) 566-3420





# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Michael J. Castori Elementary School	34765056033427	May 20, 2026	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Michael J. Castori Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Michael J. Castori Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

Castori Elementary's funding for the 2026-2027 school year:

Title 1 Basic funding is \$159,292 Title 1 Parent Engagement is \$4,357 and LCAP/site funding is \$40,825. The SPSA details how Title 1 funding is allocated.

This year Castori's plan focuses on the following:

Goal 1: Increase academic achievement and decrease disproportionalities. Our goal is to increase our Math and ELA CAASPP scores by 5%.

Goal 3: Improve culture and climate through increased student engagement. Our focus is to maintain a suspension rate below 8% and to decrease the chronic absentee rate.

Goal 4: Increase parent engagement at our main events: Back to School Night, Parent Teacher Conferenecs, Open House, and Parent Nights.

## Educational Partner Involvement

How, when, and with whom did Michael J. Castori Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

How, when and with whom did the school consult as part of planning process for this SPSA Evaluation and Analysis?

SSC Meetings: October 2025, November 2025, January 2026, March 2026, and approved on May 20, 2026. ELAC Meetings: September 2025, December 2025, February 2026, April 2026.

School Leadership Team Meetings: September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, and May 2026. Staff Meetings: August 2025, September 2025, January 2026.

Needs Assessment was conducted in January 2026. A student survey was also completed by students in January 2026.

How did these consultations impact the SPSA for the upcoming year?

As a result of this input, the stakeholders agreed that our instructional focus in ELA would continue to be on reading and writing as a way to improve ELA scores, specifically comprehension. We will also focus on math. The use of i-Ready software, WIN (Whatever I Need) Intervention time, and math curriculum will continue to be implemented. PBIS and our social emotional learning focus will continue to be implemented toward improving school climate and lowering the suspension rate. Our focus on social emotional learning will also continue.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Math and ELA Red or Orange: African American, English Learner, Hispanic, Students with Disabilities, and Homeless students

Suspension Orange: African American, Asian, and Hispanic students

Chronic Absenteeism: White, African American, Asian, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

N/A

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

N/A

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Michael J. Castori Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.18%	0.18%	0.18%	1	1	1
African American	12.87%	15.23%	14.50%	73	85	79
Asian	17.46%	16.85%	16.33%	99	94	89
Filipino	0.53%	0.72%	0.55%	3	4	3
Hispanic/Latino	53.97%	53.94%	53.21%	306	301	290
Pacific Islander	1.76%	1.25%	1.83%	10	7	10
White	8.82%	7.35%	6.97%	50	41	38
Two or More Races	4.06%	3.23%	5.32%	23	18	29
Not Reported	0.35%	1.25%	1.10%	2	7	6
<b>Total Enrollment</b>				567	558	545

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			46
Kindergarten	87	75	75
Grade 1	96	64	70
Grade 2	75	95	63
Grade 3	70	69	83
Grade 4	74	78	63
Grade 5	76	76	74
Grade 6	89	71	71
<b>Total Enrollment</b>	567	558	545

#### Conclusions based on this data:

1. Enrollment has been declining over the past three years.
2. There is a need to increase and maintain parent involvement to prevent disenrollment in the school as students progress through the grades.

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3. There is an increased need to ensure high levels of student engagement, rigorous teaching, and support for all students to continue to keep students at Castori.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	176	168	163	31.0%	30.0%	29.9%
Fluent English Proficient (FEP)	38	46	37	6.7%	8.2%	6.8%
Reclassified Fluent English Proficient (RFEP)	32			5.3%		

### Conclusions based on this data:

1. A refinement of practices supporting English language development is needed.
2. Professional development on effective designated and integrated ELD is needed.
3. Specific data dive into which students are not moving towards reclassification is required to ensure quality instruction takes place to support movement towards being reclassified.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	78	70	83	76	66	80	76	66	80	97.4	94.3	96.4
Grade 4	75	75	62	72	73	61	71	73	61	96.0	97.3	98.4
Grade 5	77	73	66	73	71	66	73	71	66	94.8	97.3	100
Grade 6	84	75	73	84	74	72	84	73	72	100.0	98.7	98.6
All Grades	314	293	284	305	284	279	304	283	279	97.1	96.9	98.2

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2346.	2354.	2374.	6.58	4.55	10.00	9.21	16.67	15.00	23.68	22.73	31.25	60.53	56.06	43.75
Grade 4	2393.	2382.	2402.	11.27	8.22	11.48	8.45	8.22	19.67	11.27	13.70	19.67	69.01	69.86	49.18
Grade 5	2419.	2427.	2406.	2.74	7.04	6.06	15.07	14.08	6.06	17.81	23.94	21.21	64.38	54.93	66.67
Grade 6	2471.	2445.	2472.	8.33	4.11	9.72	19.05	16.44	16.67	29.76	27.40	27.78	42.86	52.05	45.83
All Grades	N/A	N/A	N/A	7.24	6.01	9.32	13.16	13.78	14.34	21.05	21.91	25.45	58.55	58.30	50.90

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.95	9.09	10.00	47.37	46.97	56.25	48.68	43.94	33.75
Grade 4	11.27	8.22	8.20	42.25	56.16	59.02	46.48	35.62	32.79
Grade 5	4.11	9.86	4.55	63.01	50.70	46.97	32.88	39.44	48.48
Grade 6	9.52	8.22	8.33	58.33	36.99	43.06	32.14	54.79	48.61
All Grades	7.24	8.83	7.89	52.96	47.70	51.25	39.80	43.46	40.86

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	1.32	3.03	3.75	38.16	51.52	50.00	60.53	45.45	46.25
Grade 4	4.23	2.74	3.28	39.44	31.51	49.18	56.34	65.75	47.54
Grade 5	2.74	4.23	3.03	39.73	40.85	34.85	57.53	54.93	62.12
Grade 6	7.23	2.74	6.94	32.53	36.99	41.67	60.24	60.27	51.39
All Grades	3.96	3.18	4.30	37.29	39.93	44.09	58.75	56.89	51.61

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2.63	7.58	3.75	69.74	65.15	71.25	27.63	27.27	25.00
Grade 4	2.82	8.22	3.28	71.83	67.12	65.57	25.35	24.66	31.15
Grade 5	10.96	5.63	7.58	64.38	64.79	71.21	24.66	29.58	21.21
Grade 6	5.95	9.59	5.56	77.38	56.16	66.67	16.67	34.25	27.78
All Grades	5.59	7.77	5.02	71.05	63.25	68.82	23.36	28.98	26.16

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	3.95	3.03	5.00	55.26	63.64	60.00	40.79	33.33	35.00
Grade 4	11.27	4.11	13.11	52.11	64.38	55.74	36.62	31.51	31.15
Grade 5	6.85	9.86	10.61	53.42	60.56	45.45	39.73	29.58	43.94
Grade 6	5.95	9.59	12.50	64.29	53.42	62.50	29.76	36.99	25.00
All Grades	6.91	6.71	10.04	56.58	60.42	56.27	36.51	32.86	33.69

**Conclusions based on this data:**

1. The percentage of students meeting or exceeding grade level standards in overall achievement increased in all grades except 5th grade.
2. The percentage of students not meeting standards overall decreased by 8%.

3. Castori's Reading focus is having an impact. Overall the percentage of students of students performing below standard in reading decreased by 2.6%.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	78	70	83	75	68	80	75	68	80	96.2	97.1	96.4
Grade 4	75	75	62	71	73	61	71	73	61	94.7	97.3	98.4
Grade 5	77	73	66	73	71	64	73	71	64	94.8	97.3	97
Grade 6	84	75	73	81	74	73	81	74	72	96.4	98.7	100
All Grades	314	293	284	300	286	278	300	286	277	95.5	97.6	97.9

\* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2366.	2381.	2393.	4.00	10.29	12.50	14.67	19.12	20.00	26.67	20.59	26.25	54.67	50.00	41.25
Grade 4	2400.	2403.	2408.	8.45	1.37	4.92	5.63	15.07	16.39	26.76	31.51	21.31	59.15	52.05	57.38
Grade 5	2401.	2414.	2399.	0.00	9.86	1.56	2.74	4.23	6.25	19.18	15.49	20.31	78.08	70.42	71.88
Grade 6	2427.	2410.	2430.	6.17	2.70	6.94	6.17	4.05	6.94	20.99	18.92	23.61	66.67	74.32	62.50
Grade 11															
All Grades	N/A	N/A	N/A	4.67	5.94	6.86	7.33	10.49	12.64	23.33	21.68	23.10	64.67	61.89	57.40

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	6.67	14.71	17.50	41.33	41.18	33.75	52.00	44.12	48.75
<b>Grade 4</b>	9.86	4.11	9.84	30.99	43.84	37.70	59.15	52.05	52.46
<b>Grade 5</b>	0.00	7.04	3.13	28.77	26.76	34.38	71.23	66.20	62.50
<b>Grade 6</b>	6.17	1.35	6.94	22.22	20.27	27.78	71.60	78.38	65.28
<b>Grade 11</b>									
<b>All Grades</b>	5.67	6.64	9.75	30.67	32.87	33.21	63.67	60.49	57.04

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	2.67	10.29	12.50	37.33	42.65	48.75	60.00	47.06	38.75
<b>Grade 4</b>	7.04	5.48	4.92	23.94	34.25	37.70	69.01	60.27	57.38
<b>Grade 5</b>	0.00	9.86	0.00	36.99	30.99	32.81	63.01	59.15	67.19
<b>Grade 6</b>	4.94	4.05	4.17	37.04	29.73	34.72	58.02	66.22	61.11
<b>All Grades</b>	3.67	7.34	5.78	34.00	34.27	38.99	62.33	58.39	55.23

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	5.33	13.24	16.25	64.00	54.41	52.50	30.67	32.35	31.25
<b>Grade 4</b>	7.04	2.74	9.84	46.48	63.01	45.90	46.48	34.25	44.26
<b>Grade 5</b>	0.00	4.23	0.00	49.32	43.66	35.94	50.68	52.11	64.06
<b>Grade 6</b>	2.47	2.70	5.56	58.02	41.89	52.78	39.51	55.41	41.67
<b>All Grades</b>	3.67	5.59	8.30	54.67	50.70	47.29	41.67	43.71	44.40

**Conclusions based on this data:**

1. The percentage of students meeting standards increased in all grades 3-6thth. The percentage exceeding grade level standards in math increased in 3rd, 4th and 6th.
2. Data shows that there has been an overall increase in the percentage of students at Castori that have performed above, at, or near standard in understanding concepts and procedures.
3. Data shows a decrease in the percentage of students performing below standard of 3.45%.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	1435.6	1414.1	1435.7	1432.9	1423.3	1431.0	1441.6	1392.5	1446.5	36	37	24
<b>1</b>	1419.2	1407.6	1428.9	1423.1	1415.9	1431.8	1414.7	1398.8	1425.5	20	21	17
<b>2</b>	1437.1	1420.5	1433.8	1448.3	1433.7	1453.4	1425.4	1406.9	1413.7	24	28	17
<b>3</b>	1473.7	1451.5	1460.6	1487.4	1448.9	1449.8	1459.6	1453.5	1470.9	21	26	25
<b>4</b>	1487.4	1499.2	1470.2	1501.4	1514.5	1469.2	1472.9	1483.4	1470.6	23	22	23
<b>5</b>	1494.2	1509.0	1466.9	1496.2	1522.8	1462.6	1491.8	1494.6	1470.8	19	23	18
<b>6</b>	1518.3	1481.6	1501.1	1525.9	1476.4	1489.2	1510.2	1486.4	1512.6	20	19	21
<b>All Grades</b>										163	176	145

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	25.00	21.62	16.67	13.89	37.84	33.33	50.00	16.22	50.00	11.11	24.32	0.00	36	37	24
<b>1</b>	0.00	4.76	0.00	30.00	14.29	29.41	45.00	47.62	41.18	25.00	33.33	29.41	20	21	17
<b>2</b>	8.33	0.00	5.88	16.67	21.43	11.76	37.50	46.43	41.18	37.50	32.14	41.18	24	28	17
<b>3</b>	0.00	0.00	0.00	42.86	23.08	28.00	23.81	38.46	36.00	33.33	38.46	36.00	21	26	25
<b>4</b>	4.35	22.73	4.35	34.78	27.27	26.09	39.13	22.73	34.78	21.74	27.27	34.78	23	22	23
<b>5</b>	10.53	13.04	5.56	31.58	30.43	27.78	26.32	43.48	11.11	31.58	13.04	55.56	19	23	18
<b>6</b>	15.00	5.26	14.29	40.00	26.32	23.81	30.00	21.05	28.57	15.00	47.37	33.33	20	19	21
<b>All Grades</b>	10.43	10.23	6.90	28.22	26.70	26.21	37.42	32.95	35.17	23.93	30.11	31.72	163	176	145

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	13.89	32.43	8.33	27.78	29.73	37.50	44.44	13.51	50.00	13.89	24.32	4.17	36	37	24
<b>1</b>	10.00	9.52	11.76	35.00	23.81	29.41	35.00	42.86	29.41	20.00	23.81	29.41	20	21	17
<b>2</b>	12.50	17.86	17.65	33.33	21.43	29.41	37.50	28.57	29.41	16.67	32.14	23.53	24	28	17
<b>3</b>	42.86	19.23	0.00	23.81	38.46	48.00	23.81	7.69	24.00	9.52	34.62	28.00	21	26	25
<b>4</b>	34.78	36.36	17.39	39.13	31.82	43.48	21.74	18.18	8.70	4.35	13.64	30.43	23	22	23
<b>5</b>	21.05	39.13	33.33	47.37	43.48	16.67	0.00	8.70	11.11	31.58	8.70	38.89	19	23	18
<b>6</b>	40.00	15.79	23.81	40.00	21.05	33.33	10.00	31.58	19.05	10.00	31.58	23.81	20	19	21
<b>All Grades</b>	23.93	25.00	15.17	34.36	30.11	35.17	26.99	20.45	24.83	14.72	24.43	24.83	163	176	145

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	0.00	16.22	33.33	14.29	29.73	29.17	50.00	35.14	37.50	35.71	18.92	0.00	14	37	24
<b>1</b>	0.00	4.76	0.00	8.33	14.29	29.41	25.00	28.57	35.29	66.67	52.38	35.29	12	21	17
<b>2</b>	4.35	0.00	0.00	21.74	10.71	23.53	39.13	46.43	11.76	34.78	42.86	64.71	23	28	17
<b>3</b>	0.00	0.00	0.00	10.53	3.85	20.00	63.16	34.62	32.00	26.32	61.54	48.00	19	26	25
<b>4</b>	4.35	4.55	0.00	13.04	18.18	21.74	52.17	31.82	8.70	30.43	45.45	69.57	23	22	23
<b>5</b>	0.00	0.00	0.00	11.11	8.70	11.11	50.00	47.83	27.78	38.89	43.48	61.11	18	23	18
<b>6</b>	5.00	0.00	9.52	15.00	15.79	9.52	45.00	26.32	38.10	35.00	57.89	42.86	20	19	21
<b>All Grades</b>	4.91	4.55	6.90	20.25	15.34	20.69	32.52	36.36	27.59	42.33	43.75	44.83	163	176	145

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	25.00	21.62	16.67	66.67	54.05	79.17	8.33	24.32	4.17	36	37	24
<b>1</b>	30.00	14.29	23.53	55.00	66.67	47.06	15.00	19.05	29.41	20	21	17
<b>2</b>	8.33	17.86	17.65	79.17	57.14	58.82	12.50	25.00	23.53	24	28	17
<b>3</b>	19.05	11.54	8.00	66.67	57.69	56.00	14.29	30.77	36.00	21	26	25
<b>4</b>	17.39	40.91	26.09	60.87	36.36	52.17	21.74	22.73	21.74	23	22	23
<b>5</b>	10.53	8.70	5.56	68.42	73.91	61.11	21.05	17.39	33.33	19	23	18
<b>6</b>	10.00	10.53	14.29	80.00	47.37	52.38	10.00	42.11	33.33	20	19	21
<b>All Grades</b>	17.79	18.18	15.86	68.10	56.25	58.62	14.11	25.57	25.52	163	176	145

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	11.11	29.73	0.00	63.89	48.65	79.17	25.00	21.62	20.83	36	37	24
<b>1</b>	5.00	0.00	0.00	70.00	57.14	70.59	25.00	42.86	29.41	20	21	17
<b>2</b>	16.67	10.71	11.76	62.50	64.29	58.82	20.83	25.00	29.41	24	28	17
<b>3</b>	42.86	38.46	28.00	47.62	26.92	40.00	9.52	34.62	32.00	21	26	25
<b>4</b>	52.17	36.36	21.74	43.48	50.00	47.83	4.35	13.64	30.43	23	22	23
<b>5</b>	47.37	69.57	33.33	21.05	26.09	27.78	31.58	4.35	38.89	19	23	18
<b>6</b>	65.00	31.58	42.86	25.00	36.84	38.10	10.00	31.58	19.05	20	19	21
<b>All Grades</b>	31.90	30.68	20.00	49.69	44.89	51.72	18.40	24.43	28.28	163	176	145

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	19.44	8.11	25.00	69.44	70.27	66.67	11.11	21.62	8.33	36	37	24
<b>1</b>	5.00	9.52	11.76	45.00	28.57	58.82	50.00	61.90	29.41	20	21	17
<b>2</b>	0.00	0.00	0.00	41.67	53.57	41.18	58.33	46.43	58.82	24	28	17
<b>3</b>	0.00	0.00	0.00	23.81	30.77	48.00	76.19	69.23	52.00	21	26	25
<b>4</b>	0.00	4.55	0.00	39.13	36.36	34.78	60.87	59.09	65.22	23	22	23
<b>5</b>	15.79	0.00	0.00	42.11	43.48	27.78	42.11	56.52	72.22	19	23	18
<b>6</b>	5.00	5.26	9.52	35.00	15.79	23.81	60.00	78.95	66.67	20	19	21
<b>All Grades</b>	7.36	3.98	6.90	44.79	43.18	43.45	47.85	52.84	49.66	163	176	145

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	55.56	35.14	50.00	22.22	40.54	50.00	22.22	24.32	0.00	36	37	24
<b>1</b>	0.00	0.00	0.00	75.00	57.14	58.82	25.00	42.86	41.18	20	21	17
<b>2</b>	4.17	0.00	0.00	50.00	64.29	47.06	45.83	35.71	52.94	24	28	17
<b>3</b>	9.52	0.00	4.00	52.38	50.00	72.00	38.10	50.00	24.00	21	26	25
<b>4</b>	4.35	4.55	0.00	43.48	59.09	47.83	52.17	36.36	52.17	23	22	23
<b>5</b>	0.00	0.00	0.00	61.11	73.91	38.89	38.89	26.09	61.11	18	23	18
<b>6</b>	20.00	5.26	14.29	55.00	52.63	71.43	25.00	42.11	14.29	20	19	21
<b>All Grades</b>	17.28	8.52	11.03	48.15	55.68	55.86	34.57	35.80	33.10	162	176	145

**Conclusions based on this data:**

1. Data indicates that the number of students who took the ELPAC over the past year has decreased by 31 to 145.

2. Data reveals that there was an overall increase in the mean score on the ELPAC in grades K, 1, 2, 3, and 6.
3. Data shows that Reading was an area of strength. The percentage of students who scored in the well developed level increased by 2.9%. The percentage of students who scored in the somewhat/moderately level increased by 0.27%. The percentage of students who scored in the beginning level decreased by 3.18%.

# School and Student Performance Data

## Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
545	93%	29.9%	0.2%
Total Number of Students enrolled in Michael J. Castori Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	163	29.9%
Foster Youth	1	0.2%
Homeless	94	17.2%
Socioeconomically Disadvantaged	507	93%
Students with Disabilities	98	18%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	79	14.5%
American Indian	1	0.2%
Asian	89	16.3%
Filipino	3	0.6%
Hispanic	290	53.2%
Two or More Races	29	5.3%
Pacific Islander	10	1.8%
White	38	7%

### Conclusions based on this data:

- The data reveals that our English Learner population stayed nearly the same at 29.9%. 23-24 was 30%.

2. The data shows that our socioeconomically disadvantaged population stayed nearly the same at 93%. 23-24 was 94.3%
3. The data indicates that the majority of our population (53.2%) is Hispanic, followed by Asian (16.3%) and then African American (15.5%).

# School and Student Performance Data

## Overall Performance






The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Red	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Yellow		
<b>English Learner Progress</b>  Red		

#### Conclusions based on this data:

1. The data reveals that the suspension rate remains stable in the medium zone
2. The data shows that the chronic absenteeism rate has increased into the lowest performance zone.
3. The academic performance in Math and ELA has grown into the yellow or medium zone.

# School and Student Performance Data

## Academic Performance English Language Arts

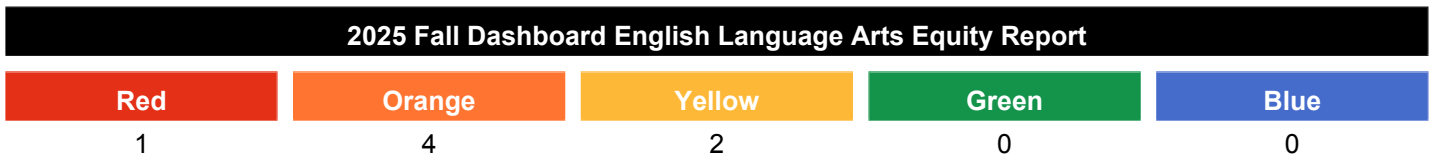
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>66.4 points below standard</p> <p>Increased 13.2 points</p> <p>263 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>85.7 points below standard</p> <p>Increased 5.7 points</p> <p>93 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>Orange</p> <p>97.3 points below standard</p> <p>Increased 11.1 points</p> <p>42 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>67 points below standard</p> <p>Increased 14.2 points</p> <p>253 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>129 points below standard</p> <p>Increased 5.2 points</p> <p>58 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>80.7 points below standard</p> <p>Increased 14.1 points</p> <p>37 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>Yellow</p> <p>45.8 points below standard</p> <p>Increased 32.1 points</p> <p>50 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Hispanic</b></p>  <p>Red</p> <p>78.6 points below standard</p> <p>Maintained 1.8 points</p> <p>144 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>42.3 points below standard</p> <p>11 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>31.9 points below standard</p> <p>Increased 57.8 points</p> <p>14 Students</p>

**Conclusions based on this data:**

1. The data reveals that the overall performance in English Language Arts for the Hispanic group was the only group in the very low level.
2. Data shows that our English Learners, Homeless, Socioeconomically Disadvantaged, and African American student populations grew and performed in the orange range in English Language Arts.
3. The data indicates that our Asian and Socioeconomically Disadvantaged students grew from the red level to the orange level.

# School and Student Performance Data

## Academic Performance Mathematics

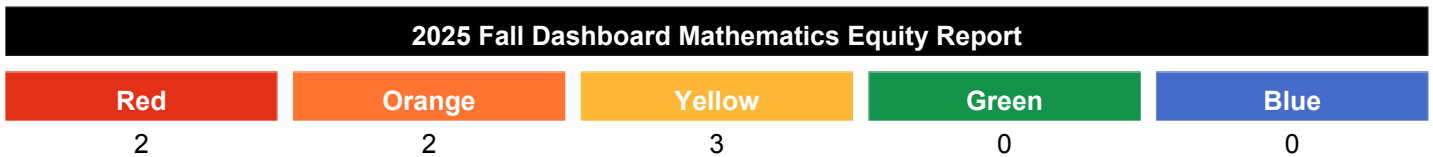
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Yellow</p> <p>89.8 points below standard</p> <p>Increased 4.4 points</p> <p>262 Students</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>101 points below standard</p> <p>Increased 7.2 points</p> <p>94 Students</p>	<p><b>Long-Term English Learners</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p>  <p>Orange</p> <p>123.6 points below standard</p> <p>Increased 7.1 points</p> <p>43 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>91.8 points below standard</p> <p>Increased 4.8 points</p> <p>252 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>156 points below standard</p> <p>Declined 16.1 points</p> <p>58 Students</p>	<p><b>African American</b></p>  <p>Red</p> <p>143.3 points below standard</p> <p>Declined 13.4 points</p> <p>36 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>Yellow</p> <p>72.8 points below standard</p> <p>Increased 21.3 points</p> <p>50 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>91.4 points below standard</p> <p>Increased 5.4 points</p> <p>144 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>27.5 points below standard</p> <p>11 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>62.5 points below standard</p> <p>Increased 6.6 points</p> <p>14 Students</p>

**Conclusions based on this data:**

1. The data reveals that Castori went from 4 groups in the red level last year, to two groups this year: Students with Disabilities and African American
2. The data reveals that Castori went from 1 group in the yellow level last year to 4 groups in the yellow this year: All, Socioeconomically Disadvantaged, Asian, and Hispanic.
3. The data indicates that our African American and Students with Disabilities groups decreased their performance in Mathematics from orange to red.

# School and Student Performance Data

## Academic Performance Science

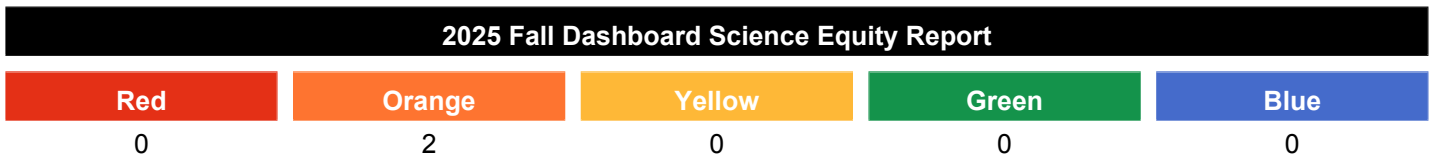
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>35.3 science points</p> <p>Declined 2.6 points</p> <p>63 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>31.3 science points</p> <p>Declined 6 points</p> <p>22 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>26 science points</p> <p>Declined 7 points</p> <p>11 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>35.5 science points</p> <p>Maintained -1.2 points</p> <p>61 Students</p>

<p><b>Students with Disabilities</b></p> <p> No Performance Color</p> <p>25.6 science points</p> <p>13 Students</p>	<p><b>African American</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p><b>American Indian</b></p> <p> No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p><b>Filipino</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p> <p> Orange</p> <p>35.5 science points</p> <p>Declined 2.8 points</p> <p>40 Students</p>
<p><b>Two or More Races</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Pacific Islander</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>White</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>

**Conclusions based on this data:**

1. The data reveals that Castori had two groups in the orange level, All Students and Socioeconomically Disadvantaged Students.
2. The data reveals that All Students performance decreased by 2.6% from the previous year.
3. The data reveals that Socioeconomically Disadvantaged Students performance maintained from the previous year.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Red 27.8 making progress. Number Students: 115 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 4 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
30.1%	42.5%	0%	27.4%

### Conclusions based on this data:

1. The data reveals that 27.8% of our English Language Learners showed progress towards English Language proficiency
2. The data reveals that 27.4% of our English Language Learners increased their ELPI level by at least 1 level
3. The data reveals that 30.1% of our English Language Learners decreased their ELPI level by 1 level



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

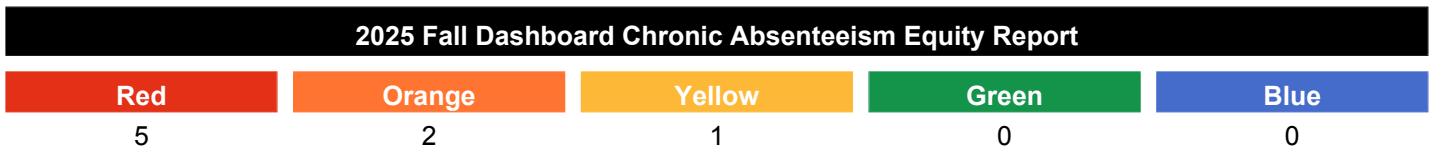
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group																
<table border="1" style="width: 100%; text-align: center;"> <tr style="background-color: #cccccc;"> <th>All Students</th> </tr> <tr> <td> Red</td> </tr> <tr style="background-color: #e6f2ff;"> <td>37.3% Chronically Absent</td> </tr> <tr> <td>Increased 0.5</td> </tr> <tr> <td>600 Students</td> </tr> </table>	All Students	 Red	37.3% Chronically Absent	Increased 0.5	600 Students	<table border="1" style="width: 100%; text-align: center;"> <tr style="background-color: #cccccc;"> <th>English Learners</th> </tr> <tr> <td> Yellow</td> </tr> <tr style="background-color: #e6f2ff;"> <td>24.3% Chronically Absent</td> </tr> <tr> <td>Declined 6.4</td> </tr> <tr> <td>173 Students</td> </tr> </table>	English Learners	 Yellow	24.3% Chronically Absent	Declined 6.4	173 Students	<table border="1" style="width: 100%; text-align: center;"> <tr style="background-color: #cccccc;"> <th>Long-Term English Learners</th> </tr> <tr> <td> No Performance Color</td> </tr> <tr> <td>Fewer than 11 students - No Data for Privacy</td> </tr> <tr> <td>5 Students</td> </tr> </table>	Long-Term English Learners	 No Performance Color	Fewer than 11 students - No Data for Privacy	5 Students
All Students																
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<table border="1" style="width: 100%; text-align: center;"> <tr style="background-color: #cccccc;"> <th>Foster Youth</th> </tr> <tr> <td> No Performance Color</td> </tr> <tr> <td>Fewer than 11 students - No Data for Privacy</td> </tr> <tr> <td>1 Student</td> </tr> </table>	Foster Youth	 No Performance Color	Fewer than 11 students - No Data for Privacy	1 Student	<table border="1" style="width: 100%; text-align: center;"> <tr style="background-color: #cccccc;"> <th>Homeless</th> </tr> <tr> <td> Red</td> </tr> <tr style="background-color: #e6f2ff;"> <td>43.9% Chronically Absent</td> </tr> <tr> <td>Increased 1</td> </tr> <tr> <td>114 Students</td> </tr> </table>	Homeless	 Red	43.9% Chronically Absent	Increased 1	114 Students	<table border="1" style="width: 100%; text-align: center;"> <tr style="background-color: #cccccc;"> <th>Socioeconomically Disadvantaged</th> </tr> <tr> <td> Red</td> </tr> <tr style="background-color: #e6f2ff;"> <td>38% Chronically Absent</td> </tr> <tr> <td>Maintained 0.4</td> </tr> <tr> <td>573 Students</td> </tr> </table>	Socioeconomically Disadvantaged	 Red	38% Chronically Absent	Maintained 0.4	573 Students
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573 Students																

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>44.2% Chronically Absent</p> <p>Increased 0.8</p> <p>138 Students</p>	<p><b>African American</b></p>  <p>Red</p> <p>51.6% Chronically Absent</p> <p>Increased 9.5</p> <p>93 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>Red</p> <p>24.2% Chronically Absent</p> <p>Increased 1</p> <p>91 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>32.8% Chronically Absent</p> <p>Declined 2.5</p> <p>323 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>48.6% Chronically Absent</p> <p>Increased 2.2</p> <p>37 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>72.7% Chronically Absent</p> <p>0</p> <p>11 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>51.2% Chronically Absent</p> <p>Declined 6.5</p> <p>41 Students</p>

**Conclusions based on this data:**

1. The data reveals that the following groups declined or maintained in chronic absenteeism: English Learners, Socioeconomically Disadvantaged, Hispanic, White.
2. The data reveals that the following groups increased in the percent of students who were chronically absent: All, Homeless, Students with Disabilities, African American, Asian.
3. Data shows that All Students increased their chronically absent rates slightly by .5% to 37.3%.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

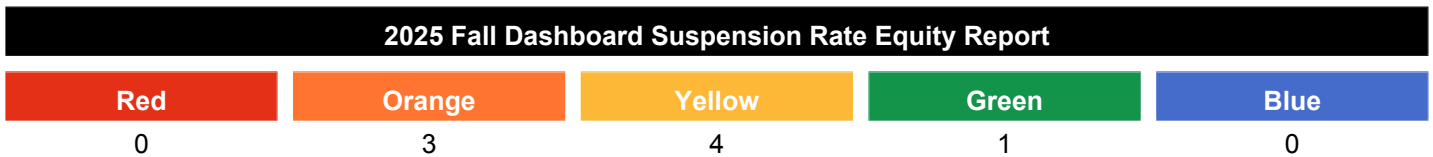
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>4.7% suspended at least one day</p> <p>Declined 0.5%</p> <p>632 Students</p>	<p><b>English Learners</b></p> <p>Green</p> <p>1.1% suspended at least one day</p> <p>Declined 0.4%</p> <p>186 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p>Yellow</p> <p>3.2% suspended at least one day</p> <p>Declined 1.9%</p> <p>125 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>5% suspended at least one day</p> <p>Declined 0.3%</p> <p>602 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>5.5% suspended at least one day</p> <p>Declined 2.9%</p> <p>145 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>11.8% suspended at least one day</p> <p>Declined 7.1%</p> <p>93 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>Orange</p> <p>1.1% suspended at least one day</p> <p>Increased 1.1%</p> <p>95 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>3.7% suspended at least one day</p> <p>Increased 0.8%</p> <p>349 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>7.9% suspended at least one day</p> <p>Increased 1%</p> <p>38 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>12 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>4.9% suspended at least one day</p> <p>Declined 0.4%</p> <p>41 Students</p>

**Conclusions based on this data:**

1. Data reveals that our overall suspension rate was in the Orange level for the African American, Asian, and Hispanic student groups.
2. Data shows that the following groups decreased their suspension rate: All, EL, Socioeconomically Disadvantaged, Students with Disabilities, African American, Homeless, and White.
3. Data indicates that All Students suspension rate was in the Yellow level at 4.7%. This percentage declined by 0.5% from the previous year.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **Increase Academic Achievement and Decrease Disproportionalities**

English Language Arts: By Spring 2027, Castori proficiency rates for CAASPP (3rd-6th grade) will increase over the 2025-2026 rates by a minimum of 5% school wide.

Mathematics: By Spring 2027, Castori proficiency rates for CAASPP (3rd-6th grade) will increase over the 2025-2026 rates by a minimum of 5% school wide.

English Learners: By Spring 2027, Castori proficiency rates for ELPAC will increase over the 2025-2026 rates by a minimum of 5% school wide.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Increase Academic Achievement & Decrease Disproportionalities

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our goal is to increase our academic performance and eliminate achievement gaps for all students. Based upon current data, our 2025 SBAC math score of 19.49% did not meet our goal of 5% improvement. We grew by 3.06%. Castori must increase significantly to eliminate achievement gaps. Our 2025 SBAC ELA score of 23.66% did not meet our goal of increasing by 5%. We grew by 3.87%. We still must increase significantly to eliminate achievement gaps. Our current 2025-2026 trimester 2 benchmark pass rates are 60.09% excluding grades 3-6th for math and 45.67% for ELA. In 2025-2026 we have made gains in Math & ELA as shown by our district benchmark pass rate increases: +16.25% in Math (excluding grades 3-6th) and +7.02% in ELA.

Our significant subgroup performances on the SBAC were as follows (% proficient):

Asian: 20.93% Math, 26% ELA  
Black: 2.63% Math, 17.5% ELA  
Filipino: 50% Math, 100% ELA  
Hispanic: 21.48% Math, 21.15% ELA  
Native Hawaiian: 37.5% Math, 50 ELA%  
Two or More Races: 46.15% Math, 45.45% ELA  
White: 20.93% Math, 26.67% ELA  
English Learner: 12.5% Math, 11.49% ELA  
Special Education: 6.9% Math, 8.62% ELA  
Homeless: 8.7% Math, 14.89% ELA  
Socioeconomically Disadvantaged: 19.42% Math, 27.6% ELA

29.9% of our student population is considered an English Learner. 1.5% of our EL population has been reclassified this school year which is a decrease of 0.5% from 24-25 data.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Exceeded/Met will increase by a minimum of 5%	24%	29% 2026, 34% 2027
SBAC Math Exceeded/Met will increase by a minimum of 5%	19.5%	24.5% 2026, 29.5% 2027
Trimester 1 District ELA Benchmark % Proficient	45.5%	50.5% Fall 2026
Trimester 2 District ELA Benchmark % Proficient	45.8%	50.8% Spring 2027
Trimester 1 District Math Benchmark % Proficient	73.9%	78.9% Fall 2026
Trimester 2 District Math Benchmark % Proficient	60.1%	65.1% Spring 2027
iReady ELA Diagnostic Data will show a 10% increase in the number of students who are proficient from diagnostic #1 to diagnostic #2.	14.9% D1 27.1% D2	10% increase from D1 to D2
RFEP % will show a minimum increase of 5% each year	2.6% 2022 1.8% 2023 2.6% 2024 1.5% 2025	6.5% Spring 2027

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1.0 Student Support Teacher (1.0 FTE) will assist with the management and implementation of student intervention programs that lead to accelerated student learning.	All Students	133,235 Title I Basic 1000-1999: Certificated Personnel Salaries 1.0 FTE Student Support Teacher 26,057 Title I Basic 3000-3999: Employee Benefits 1.0 FTE Benefits

## Annual Review

### SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Goal 1:  
Michael J. Castori students showed a 3.06% increase in math and an 3.87% increase in ELA on the 24-25 SBAC. Trimester benchmark data indicates that we are making positive progress in increasing the percentage of students who are meeting grade level standards in Math & ELA. More work needs to be done to improve overall proficiency.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

None

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Ensure All Students Graduate College and Career Ready - School Climate**  
No goal #2 at this time.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - Ensure all Students Graduate College & Career Ready

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Not applicable

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1			

## Annual Review

**SPSA Year Reviewed: 2025-26**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Goal 2: no goal

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Goal 2: no differences

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal 2: no goal

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Improve Culture and Climate Through Increased Student Engagement

Castori will ensure a school environment that is safe, clean, and conducive to learning and that contributes to a positive, student centered school culture. PBIS (Positive Behavior Interventions & Supports) will be used as our school wide behavior system to define and encourage appropriate student behaviors. Castori will continue to maintain a suspension rate under 8% annually and will decrease chronic absenteeism by 5%.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3 – Improve Culture and Climate through Increased Student Engagement

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

This goal was established to continue the positive influence of PBIS on our school site and to maintain a reduced suspension rate on our campus.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Maintain a suspension rate of less than 8%	3.34% as of March 2026	Maintain 8% or lower as of June 2026
Reduce chronic absentee rate by 5%	36% as of June 2025	31% as of June 2026

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>The following actions will be implemented and funded with site-based and district resources.</p> <p>Provide counseling support for students - 100% district funded</p> <p>Provide yard supervisors for student safety - district &amp; site funded for a total of 4</p> <p>Provide incentives for behavior and academic achievements to support PBIS program</p> <p>PBIS team to work with school community to implement positive supports school wide and clear processes</p>	Schoolwide - All Students	

# Annual Review

**SPSA Year Reviewed: 2025-26**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Goal 3: Our Chronic Absentee Rate has dramatically decreased over the years since the 21-22 school year. In 24-25 the chronic absentee rate remained stable. In 25-26 it has increased slightly. Staff will continue efforts to decrease this rate by 5% until we reach a rate lower than 20%.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

None

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Increase Parent Engagement

Provide support, services and trainings to strengthen families as an integral part of our students' education to support the instructional program. Feedback from parent and staff LPAC, SSC, and ELAC meetings, Castori survey and data gathered during parent meetings and events show an interest in parent training opportunities and family support services to support their students' academic success.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4 - Increase Parent Engagement

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Castori would like to increase parent engagement by increasing the number of parents who attend the following school events: Back to School Night, Parent-Teacher Conferences, and Open House.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Back to School Night attendance will increase by 5% and Open House attendance will increase by 5%	73% Back to School Night attendance in August 2025 ___% Open House attendance April 2026 (not held yet)	78% Back to School Night attendance in August 2026 85% Open House Attendance in April 2027
Parent Teacher Conference attendance will increase by 5%	75% attendance in November 2025	80% attendance in November 2026

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Supplies, materials, and resources to facilitate parent engagement	All Students	4,000 Title I Parent and Family Engagement 4000-4999: Materials and Supplies Guest Speakers/Trainers 357 Title I Parent and Family Engagement 4000-4999: Materials and Supplies Light refreshments

# Annual Review

## SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Goal 4: Parent engagement strategies have been implemented including the Panther Parent Group that is in year 2. Parents attend Back to School Night, Parent Teacher Conferences, Family Craft Night, Fall Family Field Day, Read Across America, Trimester Awards Assemblies, and Roaring Readers assemblies. Parent involvement increased in 2025-2026 based on sign in sheets at events.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Goal 4: No differences

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal 4: Our goal for 2026-2027 is to increase parent involvement by showing growth in percentages with sign in documents. This will make the data easily quantifiable.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Provide facilities that are Clean, Safe, and Conducive to Learning**  
No Goal 5

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 5 - Provide Facilities that are Clean, Safe, and Conducive to Learning

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Castori does not receive ESSER funds in 2025-2026 to meet these needs

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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## Annual Review

**SPSA Year Reviewed: 2025-26**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

No Goal 5

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No Goal 5

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No Goal 5

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$163,649
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$163,649.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Title I Basic	\$159,292.00
Title I Parent and Family Engagement	\$4,357.00

Subtotal of additional federal funds included for this school: \$163,649.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$163,649.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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### Expenditures by Funding Source

Funding Source	Amount
Title I Basic	159,292.00
Title I Parent and Family Engagement	4,357.00

### Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	133,235.00
3000-3999: Employee Benefits	26,057.00
4000-4999: Materials and Supplies	4,357.00

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Basic	133,235.00
3000-3999: Employee Benefits	Title I Basic	26,057.00
4000-4999: Materials and Supplies	Title I Parent and Family Engagement	4,357.00

### Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	159,292.00
Goal 4	4,357.00

# 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:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Leslie Sargent	Principal
Maria Sanchez	Other School Staff
Natasha Timonichev	Classroom Teacher
Tracy Graalfs	Classroom Teacher
Julie St. Amant	Classroom Teacher
Mendez Villasenor	Parent or Community Member
Francisca De Guevera	Parent or Community Member
Santana Moody	Parent or Community Member
Stasia Rinck	Parent or Community Member
Granush Asatryan	Parent or Community Member

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.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on 5/21/25.

Attested:



Principal, Leslie Sargent on 5/20/26



SSC Chairperson, Tracy Graalfs on 5/20/26

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
    - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

# **BOARD POLICY (BP 5131.8)**

## **Student Use of Cell Phones and Personal Electronic Devices (Grades TK–12)**

### **Policy Statement**

The Governing Board recognizes that personal electronic devices can support communication and safety, but may also disrupt learning, student engagement, mental health, and overall school climate when misused or excessively used during the school day.

In accordance with California law, the Board directs that student use of smartphones and personal electronic devices shall be limited during the school day in order to promote academic focus, student engagement, safety, and a distraction-free learning environment.

The Board establishes a “bell-to-bell” expectation that personal electronic devices remain off and away during the instructional day for students in grades TK–8, with more limited use permitted at the high school level as defined in administrative regulation.

For elementary students (TK–6), the Board strongly discourages bringing personal electronic devices to school. Personal electronic devices are brought to school at the student’s own risk.

The Superintendent or designee shall develop administrative regulations to ensure consistent implementation, including expectations for use, prohibited conduct, staff authority, consequences for misuse, and procedures for handling devices.

### **Applicability**

This policy applies while students are:

- On school grounds
- During school hours
- At school-sponsored activities
- Under the supervision and control of district staff

### **Authority of School Staff**

School staff may regulate student possession and use of personal electronic devices and may require a student to relinquish a device when used in violation of district policy or school rules.

### **Exceptions**

Students shall not be prohibited from using a device when:

- Required for an emergency
- Authorized by staff for instructional purposes
- Required for a documented medical condition
- Required by an Individualized Education Program (IEP) or Section 504 Plan

## **Liability**

Personal electronic devices are brought to school at the student's own risk. The district and school sites assume no responsibility for loss, theft, or damage except in cases of gross negligence.

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# **ADMINISTRATIVE REGULATION (AR 5131.8)**

## **Student Use of Cell Phones and Personal Electronic Devices (Grades TK–12)**

### **1. Definitions**

Personal electronic devices include, but are not limited to:

- Smartphones and cell phones
- Smartwatches with communication capability
- Earbuds and headphones
- Tablets or similar personal devices
- Recording devices (e.g., Meta glasses)

### **2. Standard: “Off and Away”**

“Off and away” means:

- Device is powered off, on silent, or in “Do Not Disturb” mode
- Device is not visible or accessible to the student
- Device is stored in a backpack or designated location as directed by staff

### **3. Applicability**

This regulation applies:

- On campus, including before school, passing periods, recess, and lunch
- During school-sponsored activities
- Under the supervision and control of district staff

## **4. Elementary and K–8 Expectations**

### **Grades TK–6 (Elementary)**

- Students may bring devices to school for safety purposes; however, the district strongly discourages bringing personal electronic devices to school.
- Devices must remain off and away for the entire school day (“bell-to-bell” or “gate-to-gate”), including:
  - Before school
  - Instructional time
  - Recess
  - Lunch
- No student use is permitted during the school day unless:
  - Explicitly authorized by staff for instructional purposes
  - Required by an IEP, Section 504 Plan, or documented medical need
- Earbuds, headphones, and smartwatches must also remain off and stored.

### **Grades 7–8 (Middle School)**

- Devices must remain off and away for the entire school day (“bell-to-bell” or “gate-to-gate”), including:
  - Passing periods
  - Lunch
- Use is permitted only:
  - With staff authorization for instructional purposes
  - With administrative approval when appropriate
- Earbuds, headphones, and smartwatches must remain off and stored unless authorized.

## **5. Secondary Expectations (Grades 9–12)**

- Devices must be off and away during instructional time.
- Use may be permitted:
  - Before school
  - Passing periods
  - During lunch
- Teachers may authorize use for instructional purposes when:
  - Clearly aligned to instructional objectives
  - Structured and time-bound
  - Actively monitored and supervised

## **6. Classroom Expectations**

- Students shall place devices in designated storage systems or keep them off and away as directed by staff.
- Devices may only be used when:
  - Authorized by the teacher
  - Used for instructional purposes

## **7. Permitted Use / Exceptions**

Students may use personal electronic devices only when:

- Explicitly authorized by school staff for instructional purposes
- Required for a documented IEP, Section 504 Plan, or medical need
- Approved by administration for an emergency or extenuating circumstance

The school office remains the primary point of contact for urgent communication between families and students.

## **8. Prohibited Conduct**

Students shall not:

- Use devices in violation of “off and away” expectations
- Record, photograph, or audio capture individuals without consent
- Use wearable recording devices without authorization
- Use devices for academic dishonesty
- Engage in bullying, harassment, or inappropriate communication
- Use devices in restrooms, locker rooms, or private areas
- Access inappropriate content
- Disrupt the learning environment

## **9. Staff Authority and Response to Misuse**

Staff may:

- Direct devices to be put away
- Redirect students to comply with expectations
- Require devices to be relinquished
- Confiscate devices for the remainder of the class period or school day
- Refer repeated misuse to administration

Schools may implement progressive responses to repeated misuse, including:

1. Device held by staff until end of class or end of day

2. Device transferred to the office until dismissal
3. Parent/guardian notification and required retrieval
4. Parent/student/device-use agreements
5. Documentation in Aeries or other district systems

All responses shall be:

- Consistent with district discipline policies
- Developmentally appropriate
- Focused on correcting behavior and maintaining a safe learning environment

## **10. Handling, Storage, and Care of Devices**

When a device is taken from a student:

- Staff shall exercise reasonable care in handling the device
- The device may be held by staff or transferred to a secure and locked location
- Access shall be limited to authorized personnel
- Site administrators may establish procedures for:
  - Storage
  - Documentation
  - Logging devices in and out
  - Return of devices

Placing a confiscated device on top of or inside an unlocked desk or cabinet is not considered a properly secured location.

The district is not responsible for loss, theft, or damage except in cases of gross negligence.

## **11. Search of Devices**

Personal electronic devices shall not be searched except in accordance with law and district policy.

## **12. Privacy and Safety**

Students shall not use devices to violate the privacy, safety, or rights of others.

Students shall not:

- Record or photograph others without permission
- Use devices in restrooms, locker rooms, or other private areas
- Use devices in a manner that disrupts school operations or compromises safety

## **13. Emergency Procedures**

- Students must follow all staff directions during emergencies.
- Personal devices may not be used unless directed by staff.
- Students may contact families through the office or with staff permission.
- Families should contact the school office for urgent communication.

## **14. Access and Equity**

Schools shall ensure:

- Students have access to necessary instructional technology
- Alternatives are provided when personal devices are not available

## **15. Site Implementation**

Schools may implement site-specific systems aligned with this regulation, including:

- Gate-to-gate restrictions
- Classroom phone storage systems
- Designated phone-free zones
- Office-based procedures
- Structured collection procedures
- Device-use agreements

## **16. Communication and Review**

- This policy and regulation shall be communicated annually to students and families.
- The policy shall be included in student and parent handbooks.
- Schools may reinforce expectations throughout the school year.
- The district shall review and update this policy and regulation at least every five years in accordance with state law.