Question/Comment

Goal 1 is metrics and I love metrics. Decrease by 10% not meeting standards for both ELA and Math. That's great, but here's the problem. It doesn't make sense for this to be everyone. When the majority of students are White and Asian when Hispanics are so few so far behind them. If you say everybody should be at 10% on average, the problem is you can advance Whites you can advance Asians and you could say, well, we made most of our things even though the other set category, Hispanics don't quite make it. When 3/4ths of the Hispanics are not making it in math, not making the standard. Why do you make subgroups making the standards that's already making 3/4th of them already meet the standards? Why do they also need a 10% boost? Why are you giving the same metrics for those 3 major subclasses that we have? Why are you making them the same for the average of all of them? And yet, the subclass that is doing extremely badly is the same one. Why do you think goal 5 got forced on you by the State? It's just because of this gap and it's particularly because of Castro School. ProPublica brought this up in 2017. There was a 3.9 year White minus Hispanic gap and ProPublica by the way is the group that brought up the issue of the Supreme Court Justice who was taking vacations from one of his billionaire friends. They dig fairly deep, not as deep as the Stanford group.

Goal 2 addressing chronic absenteeism, that's also really centered on Castro. This is a site with the largest problem numbers, not percentages. Well, it's percentages also but the number represents kids who are chronically absent and that's part of the reason they're not making the standards. Strategic plan goal #2 At-Risk Supervisors unfortunately it only puts 2 at Castro. It needs a lot more than double what for instance Stevenson and Imai need. There are 4 or 5 times more chronically absent students at Castro than the other elementaries. The resource allocation is not primarily proportional to the need. Not equitable resources. Equal is not equitable.

The District uses a 10 percentage point decrease in the number of students not meeting standards in order to have consistency across school sites.   A 10 percentage point decrease is different for every school and subgroup. Schools, and various subgroups, with lower performance will be expected to increase their numbers of students making proficiency in greater amounts than schools with good performance, thus benefiting more students who need it the most. This approach focuses attention on both closing the achievement gap as well as improving overall performance.

Please see example:

School A

Overall i-Ready ELA: 31% of students did not meet standard so the goal is an increase of 3.1 percentage points in the number of students proficient overall.

Hispanic Latino ELA 65%: of students did not meet standard so the goal is an increase of 6.5 percentage points in the number of Hispanic Latino students proficient overall.

Castro does get additional resources to support its students.   They have 2 At Risk Supervisors where other sites only have 1. They have 1.5 School and Community Engagement Facilitators when other sites have 0.5.   The early literacy team will focus 40% of their time at Castro next year and they have a Wellness Center to support students' mental health needs.   Additionally, we have added a TK class to Castro to encourage families to enroll their children early.