

# Castle Rock Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## About This School

#### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	Castle Rock Elementary School
Street	360 N. Castle Rock Road
City, State, Zip	Woodlake, CA 93286
Phone Number	(559) 564-8001
Principal	Jason Trevino
Email Address	<a href="mailto:jtrevino@w-usd.org">jtrevino@w-usd.org</a>
Website	<a href="http://www.castlerockwildcats.org">www.castlerockwildcats.org</a>
County-District-School (CDS) Code	54-76794-6108286

Entity	Contact Information
<b>District Name</b>	Woodlake Unified School District
<b>Phone Number</b>	(559) 564-8081
<b>Superintendent</b>	Laura Gonzalez
<b>Email Address</b>	lagonzalez@w-usd.org
<b>Website</b>	www.w-usd.org

### School Description and Mission Statement (School Year 2019-20)

Castle Rock Elementary plans to incorporate communication, collaboration, creativity, and critical thinking with daily instruction. We, the staff at Castle Rock Elementary, commit ourselves to this mission: All children are special, important, and deserve a quality education to reach their full potential. Our mission statement embodies the following beliefs: All children can learn. Each child will acquire academic rigor from caring teachers. Each child will make a personal connection to school. Each child will receive encouragement and support from their guardians.

Our school plans to provide a safe environment and a quality education which results in productive, responsible, global citizens and lifetime learners. The faculty and staff at Castle Rock Elementary School (CRES) work together to help students reach proficiency in grade-level academic standards as well as reach their potential in developmentally appropriate social and emotional growth. Castle Rock staff and students practice reflection in their teaching and learning and look for meaningful ways to reach instructional and academic goals. This process of reflection uses data as a means of informing staff of the effectiveness of instructional practice. In addition, the instructional staff uses methods that have been proven effective through educational research. The school collaborates with various community services to provide a comprehensive system that enables students and families to become successful members of the community-at-large.

Castle Rock Elementary School is located in the city of Woodlake, California. The students who enroll at Castle Rock Elementary live in Woodlake and the surrounding communities. The student population reflects the ethnic background of the community which consists of: 92% Hispanic, 6% White and 2% Asian American, East Indian and African American. English Learners comprise 29% of the student population. The student enrollment at Castle Rock Elementary School is 473. School staffing includes: 1 Principal, 1 Learning Director, seven 3rd Grade teachers, five 4th Grade teachers, five 5th grade teachers to offer the base program. In addition, Castle Rock Elementary has two intervention teachers, one RSP teacher, two half time Physical Education teachers, one half time Music teacher, one half time Art teacher and one half time academic coach. Our school also currently has twelve classified employees supporting students.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
<b>Grade 3</b>	155
<b>Grade 4</b>	163
<b>Grade 5</b>	170
<b>Total Enrollment</b>	488

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.4
Asian	0.8
Hispanic or Latino	91.8
White	6.4
Socioeconomically Disadvantaged	91
English Learners	30.9
Students with Disabilities	5.1
Foster Youth	0.4
Homeless	

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	21	22	22	92
Without Full Credential	4	5	4	11
Teaching Outside Subject Area of Competence (with full credential)	0	1	1	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 11/01/2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	District adopted Units of Study 2017	No	0
Mathematics	Houghton Mifflin Go Math 2014	Yes	0
Science	Harcourt-Brace/2007	Yes	0
History-Social Science	Pearson 2018	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

Castle Rock facilities were built in 1999. The school is in excellent working condition.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

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

Year and month of the most recent FIT report: 09/20/2019

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	28	30	32	34	50	50
Mathematics (grades 3-8 and 11)	28	27	25	24	38	39

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	479	474	98.96	1.04	29.75
Male	245	242	98.78	1.22	26.03
Female	234	232	99.15	0.85	33.62
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	442	438	99.10	0.90	30.59
Native Hawaiian or Pacific Islander					
White	28	28	100.00	0.00	17.86

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Two or More Races</b>					
<b>Socioeconomically Disadvantaged</b>	440	436	99.09	0.91	29.13
<b>English Learners</b>	251	248	98.80	1.20	28.63
<b>Students with Disabilities</b>	28	28	100.00	0.00	10.71
<b>Students Receiving Migrant Education Services</b>	13	13	100.00	0.00	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--

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

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

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

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	478	474	99.16	0.84	26.58
<b>Male</b>	245	243	99.18	0.82	28.40
<b>Female</b>	233	231	99.14	0.86	24.68
<b>Black or African American</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Filipino</b>					
<b>Hispanic or Latino</b>	442	439	99.32	0.68	26.20
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	27	27	100.00	0.00	33.33
<b>Two or More Races</b>					
<b>Socioeconomically Disadvantaged</b>	439	436	99.32	0.68	24.54
<b>English Learners</b>	251	249	99.20	0.80	26.51
<b>Students with Disabilities</b>	28	28	100.00	0.00	7.14
<b>Students Receiving Migrant Education Services</b>	13	13	100.00	0.00	23.08

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	18.8	33.9	28.5

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

Parent involvement opportunities include a variety of activities. They include traditional Open House and Back to School Nights, Parent Teacher Conferences, spelling bee, student of the month celebrations, family literacy mornings and various student performances. In addition, parents are involved through Saturday Enrichment Activities that take place throughout the year. For example, Castle Rock plans a Science, Technology, Engineering, Art and Math event annually. Additionally, we average over 500 parents and students participating in our annual My Plate Color Run. Parents are welcome at any time to visit their child's classroom. We welcome parent input and are advised on various school issues through our School Site Council which holds meetings at least 4 times a year on Tuesday or Thursday evenings. In addition, our school also has an English Learner Advisory Committee (ELAC) parent group that meets once a quarter. Lastly, in partnership with our feeder school we host informational parent seminars to cover topics such as Bullying, Digital citizenship and other topics on an as needed basis.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	6.6	3.5	2.5	7.0	2.9	2.4	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.3	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Each classroom has an emergency plan posted near the doorway. In these plans are detailed instructions for staff and student procedures for various emergency events. Safety drills are scheduled monthly at Castle Rock. Regularly scheduled school safety meetings take place district wide. A detailed comprehensive school safety plan is located at the district office and updated on an annual basis with input from the Woodlake Police department.



## D. Other SARC Information

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

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

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
3	23		7		21	2	6		22		7	
4	28		5		33		2	3	33		2	3
5	28		6		28		5		34			5
Other**												

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

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

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

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

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,150.06	\$1,042.06	\$7,108.00	\$71,898.87
District	N/A	N/A	\$10,278.06	\$68,000.00
Percent Difference - School Site and District	N/A	N/A	-36.5	3.1
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	5.7	-5.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

We have after school reading and tutoring provided by Title I. At Castle Rock Elementary, our school also had after school math tutoring, After School Program (ASES), Learning Specialist, and 2 full time Response to Intervention (RTI) teachers.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,956	\$46,208
Mid-Range Teacher Salary	\$70,004	\$72,218
Highest Teacher Salary	\$92,461	\$92,742

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$118,934	\$134,864
Average Principal Salary (Middle)	\$115,790	\$118,220
Average Principal Salary (High)	\$124,386	\$127,356
Superintendent Salary	\$177,270	\$186,823
Percent of Budget for Teacher Salaries	27%	33%
Percent of Budget for Administrative Salaries	6%	6%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

We continue to focus on fundamental instructional practices such as guided reading and math instruction. In addition we are concentrating our efforts on reading instruction as well as both designated and integrated English Language Development strategies. Student achievement scores on the CAASPP led us to modify some ELA and Math instruction to better serve the needs of our students. Our ELPAC results also led us to spend time concentrating on ELD to initiate stronger support for our English learners. This year we have spent time breaking down our core subject instruction by reexamining certain teaching practices and planning units to align schoolwide. Our professional development has focused on each of the core subjects such as ELA, Math, Science and History planning and instruction. We have also spent time learning about more effective ELD instruction. Professional development is delivered in a variety of ways that include, summer training days, conference and seminar attendance, mentoring, in class coaching, and late start Wednesday morning meetings. The professional learning for the 2019-20 school year includes Professional Learning Communities, Guided Reading, Rigorous Curriculum Design, Literacy Training, Writing Units of Study, ELD standards, number talks, and implementation of Common Core State Standards. Teacher support is provided by Principal, Learning Director, Academic Coach and TCOE consultants as well as district administration.