Castle View Elementary
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 View Elementary
Street	6201 Shaker Dr.
City, State, Zip	Riverside, CA 92506
Phone Number	951-788-7460
Principal	Tiffany Farris
Email Address	tfarris@rusd.k12.ca.us
Website	castleview.riversideunified.org
County-District-School (CDS) Code	33-67215-6032569

Entity	Contact Information
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
Email Address	dchansen@rusd.k12.ca.us
Website	www.riversideunified.org

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

Our mission is to promote global citizenship for all students by providing a high-quality teaching and learning environment that prepares them to be college, career, and world ready. We commit to providing an engaging school experience that includes student, parent, and community involvement. We aim to educate the whole child by providing arts, dual language immersion, character building, positive behavior interventions, and a rigorous standards-based academic program that will prepare our Castle View students for a successful life.

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

Grade Level	Number of Students
Kindergarten	108
Grade 1	95
Grade 2	88
Grade 3	93
Grade 4	85
Grade 5	89
Grade 6	89
Total Enrollment	647

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	5.7
Asian	2.3
Filipino	1.1
Hispanic or Latino	64.3
White	25
Two or More Races	0.8
Socioeconomically Disadvantaged	49
English Learners	21.8
Students with Disabilities	8.3
Foster Youth	0.8
Homeless	3.4

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	32	34	31	1768
Without Full Credential	0	0	0	13
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	38

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: September 2019

The table displays information collected in in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan McGraw-Hill: Wonders, 3-6 / Maravillas (adopted 2016) Amplify Education, Inc.: CA Core Knowledge, (Adams, Bryant , Franklin, K-6) (adopted 2016) Houghton Mifflin Harcourt: Read 180 Universal/Next Generation System 44 (adopted 2017) McGraw Hill: California Wonders TK-2 (adopted 2019)	Yes	0%
Mathematics	Great Minds: Eureka, TK-6 / Eureka (adopted 2018) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%
Science	McGraw Hill: California Science, K-5 / Ciencias (adopted 2007) Pearson: Opening the World of Learning (OWL), TK (adopted 2015) Amplify Science 6 only (adopted 2019)	No	0%
History-Social Science	Harcourt: Reflections, K-6 / Reflexiones (adopted 2006) CKHG Core Knowledge Foundation History Geography (adopted 2017) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%
Health	Healthy Me 3-6 Family Life (adopted 2009)	No	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1967
Last modernized: 2006
Lot Size: 11.7 acres
18 Permanent Classrooms
14 Portable Classrooms
(Includes a child care mobile facility)
Completely air conditioned
Library
Cafeteria/Multi-Purpose Room

Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

Castle View has a full time custodial staff who along with other district personnel maintain the grounds and facilities.

# of Work Orders = 478
Labor Hours = 1351.5
Assessed Value of Work = $58436.72

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: 12/18/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	CVD-1 (Classroom): 4: (D) Ceilings have damage from cracks & stains CVF-9 (Utility): 4: (D) Interior surfaces have mildew or visible mold (D) Walls have damage from cracks, tears, holes or water damage CVG-4 (Administration): 4: (D) Walls have damage from cracks, tears, holes or water damage MECHANICAL ROOM INSIDE CUST.ROOM 6: (D) Evidence of pest infestation MECHANICAL ROOM INSIDE CUSTODIAN ROOM
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	CVG-4 (Administration): 4: (D) Walls have damage from cracks, tears, holes or water damage MECHANICAL ROOM INSIDE CUST.ROOM 6: (D) Evidence of pest infestation MECHANICAL ROOM INSIDE CUSTODIAN ROOM

Electrical: Electrical	Fair	CVA-2 (Classroom): 7: (D) lighting fixture or bulbs are not working or missing 15: Door closer needs adjusting CVA-3 (Classroom): 7: (D) lighting fixture or bulbs are not working or missing 15: Door closer needs adjusting CVC-3 (Classroom): 7: (D) lighting fixture or bulbs are not working or missing CVC-5 (Classroom): 7: (D) lighting fixture or bulbs are not working or missing CVD-2 (Classroom): 7: (D) Electrical outlet is loose and needs to be secured CVD-4 (Classroom): 7: (D) lighting fixture or bulbs are not working or missing 12: (D) Metal rain gutters need repair CVF-8 (Multi Purpose Room): 7: WIREMOLD FOR SECURITY FALLING DOWN NEAR EXIT DOOR CVG-5 (Kitchen): 7: (D) Lighting covers are missing, damaged, or loose 9: (D) Sink/fountain fixture is loose LEAKS INTO SINK PER SITE
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	CVA-5 (Classroom): 6: Need to spray for spiders Need to spray for spiders 9: (D) Sink/fountain is not working CVG-5 (Kitchen): 7: (D) Lighting covers are missing, damaged, or loose 9: (D) Sink/fountain fixture is loose LEAKS INTO SINK PER SITE
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	CVD-4 (Classroom): 7: (D) lighting fixture or bulbs are not working or missing 12: (D) Metal rain gutters need repair CVD-5 (Classroom): 12: (D) Metal rain gutter needs repair CVD-7 (Classroom): 12: (D) Metal rain gutters need repair

		CVD-8 (Classroom): 12: (D) Metal rain gutter need repair CVD-9 (Classroom): 12: (D) Metal rain gutter needs repair
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	CVA-2 (Classroom): 7: (D) lighting fixture or bulbs are not working or missing 15: Door closer needs adjusting CVA-3 (Classroom): 7: (D) lighting fixture or bulbs are not working or missing 15: Door closer needs adjusting CVA-4 (Classroom): 15: (D) Windows are broken, damaged, or missing
Overall Rating	Good	

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)	49	53	49	51	50	50
Mathematics (grades 3-8 and 11)	38	45	35	36	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	352	350	99.43	0.57	53.14
Male	172	172	100.00	0.00	44.77
Female	180	178	98.89	1.11	61.24
Black or African American	22	22	100.00	0.00	54.55
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	232	231	99.57	0.43	45.45
Native Hawaiian or Pacific Islander					
White	83	82	98.80	1.20	70.73
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	178	178	100.00	0.00	36.52
English Learners	88	87	98.86	1.14	22.99
Students with Disabilities	31	30	96.77	3.23	20.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	45.45

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
All Students	352	351	99.72	0.28	45.01
Male	172	172	100.00	0.00	44.77
Female	180	179	99.44	0.56	45.25
Black or African American	22	22	100.00	0.00	22.73
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	232	232	100.00	0.00	37.07
Native Hawaiian or Pacific Islander					
White	83	82	98.80	1.20	65.85
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	178	178	100.00	0.00	30.34
English Learners	88	88	100.00	0.00	23.86
Students with Disabilities	31	30	96.77	3.23	13.33
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	11	11	100.00	0.00	27.27

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	19.1	14.6	11.2

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)

Parents are encouraged to attend all parent meetings including the English Learners Advisory Committee (ELAC), LCAP Advisory Committee and the Parent-Teacher Organization (PTO). We also welcome parents to volunteer in their child's classrooms after attending a volunteer orientation with the principal. All parents are encouraged to take an active role in their child's education. Planners are provided for students in 3rd through 6th grade. Parents are asked to review and sign their student's planner each day. Planners support on-going communication between the teacher and parent. Castle View has an active Drama Club, facilitated by a community volunteer. Parents whose children participate are encouraged to support the program through volunteering to create sets, costumes, and participate the day of performance by assisting students with costumes and make-up. Parents may obtain information on any of these organizations on campus and parental involvement by calling Tiffany Farris, principal, at (951) 788-7460. Parent communication is supported through the Castle View website, phone calls, newsletters, conferences, email, Remind app, Google classroom, and the use of the Power Learning Management System which teachers use to post homework, information, and a calendar of important deadlines and events.

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
Suspensions	2.8	3.2	2.3	3.6	3.8	4.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by January 31 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, lockdown, and active shooter/intruder drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; visitors on campus; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

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+
K	23	1	4		19	4	2		20	3	3	
1	25		3		23	1	3		25		3	
2	24	1	4		22	1	3		21	2	2	
3	23	2	2		26		4		25		3	
4	27		3		28		3		26	1	3	
5	29		4		24	1	2		26		3	
6	31		2		29		4		25	2	1	1
Other**									11	1		

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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	8028.12	1869.54	6158.58	88505.86
District	N/A	N/A	6650.57	$94,861.00
Percent Difference - School Site and District	N/A	N/A	-7.7	-7.4
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-45.0	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)

Castle View Elementary School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

$73,333 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$59,843	$48,612
Mid-Range Teacher Salary	$88,263	$74,676
Highest Teacher Salary	$115,432	$99,791
Average Principal Salary (Elementary)	$133,086	$125,830
Average Principal Salary (Middle)	$143,359	$131,167
Average Principal Salary (High)	$149,282	$144,822

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	$303,086	$275,796
Percent of Budget for Teacher Salaries	38%	34%
Percent of Budget for Administrative Salaries	6%	5%

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	7	7	9

During the 2017-18 school year, teachers on the leadership team participated in professional development that supports the cycle of inquiry as described in the RUSD Guide for Instructional Direction. All teachers in primary grades received professional development in core instruction in reading during after school meetings with a district instructional coach. Five teachers in upper grades received Advanced Phonics Training through PD being offered by RUSD. All teachers in grades 3rd - 6th grade participated in a PD in writing instruction during after school meetings with a district instructional coach. DLI teachers recieved PD in Spanish grammar through grade level meetings with a District instructional coach.

During the 2018-19 school year, teachers on the leadership team participated in PD on being leaders with an outward mindset. All teachers attended PD on the new math curriculum Eureka and also for the first modules for the Danielson framework for Instruction. Classified staff received professional development in the areas of behavior management, math and technology. Primary grade teachers continued to receive PD in K-2 institute and Framing Your Thoughts from instructional coaches. Upper grade teachers received PD in writing through learning to unpack the prompt from instructional coaches.

During the 2019-20 school year, teachers on the leadership team will participate in PD on leading with vulnerability. All teachers will attend PD on writing and also for the last modules for the Danielson framework for Instruction. Classified staff will continue to receive professional development in the areas of behavior management and technology. Primary grade teachers continue to receive PD in K-2 institute and Framing Your Thoughts from instructional coaches. Primary teachers will also receive ongoing PD in the Wonders curriculum. Upper grade teachers will receive PD in Advanced Phonics and a half day training in Wonders. Combination teachers will receive a half day training in Language Arts and a half day training in Mathematics.

Through our Professional Learning Communities, Castle View staff works as grade level teams to focus on student learning and grade level wide needs. The Leadership Team is committed to collaboration and goal setting. Weekly collaboration provides teachers support as they meet to plan instruction, analysis student results, and design interventions for students who are not meeting grade level standards. The energy and discussions set the tone for shared leadership at Castle View.

The staff discussed and adopted group norms to ensure all opinions are valued and that meetings provided a safe place for staff to express alternative plans or options. Staff encourage a cooperative attitude in planning for school wide success through setting goals and common commitments, vertical teaming, and holding everyone accountable for student learning.
District Instructional Specialists are utilized to support staff development, on-going coaching, and monitoring. Instructional Specialists are working with K-2 teachers to fully implement the K-2 Institute. An ISS and staff developer is also working with our Dual Language Immersion teachers to provide on-going support in the development and expansion of DLI at Castle View. New teachers receive support through PGS support providers. Instructional assistants are also provided support by instructional coaches in the areas they identify yearly with a focus on behavior management.

Depending on the grade level, subject or school focus, teachers participate in 3 – 10 days of professional development.