



Castle Rock Elementary School

2975 Castle Rock Road • Diamond Bar CA, 91765 • (909) 598-5006 • Grades K-5

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<http://www.castlerockknights.org/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Walnut Valley Unified School District

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Dr. Matt Torres
**Assistant Superintendent, Business
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**Assistant Superintendent, Human
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Principal's Message

I'd like to welcome you to Castle Rock Elementary School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and conditions of facilities.

We are an International Baccalaureate Primary Years Programme School, one of twenty in the state of California. Our vision is to develop all students into lifelong inquirers and learners and to be responsible, compassionate, and ethical citizens of the world. Our school motto is "nurturing students to become critical thinkers of today and global leaders of tomorrow." All teachers provide a balanced program based on the state standards and the IB PYP Programme of Inquiry. Castle Rock is very proud of its rigorous academic programs, innovative Research Hub and one to one technology learning environment, school-wide Spanish instruction, and data based intervention program. Our students continue to be successful as strong readers, writers, mathematicians and creative thinkers. In 2016-2017, we developed our Castle Rock Leadership Academy (CRLA) where students apply to become leaders and ambassadors in the areas of technology, school pride, and International Baccalaureate models of inquiry. We currently have 120 3rd-5th grade CRLA members. Staff and parents successfully partner together to create a learning environment that is rigorous and inclusive of all students. We are excited about our school, curriculum and programs, and welcome all to join our community.

Mission Statement

Walnut Valley Unified, a premier school district committed to "KIDS FIRST - Every Student, Every Day," will prepare all students to thrive in a rapidly changing, competitive, global economy by teaching them 21st Century skills through quality programs that include Academics, Arts, Athletics, and Activities. Our school mission statement is to empower all Knights to reach their personal and academic goals through compassion, collaboration, and motivation.

School Profile

Castle Rock Elementary School is located in the southwestern region of Diamond Bar and serves students in grades transitional kindergarten through five following a traditional calendar. We currently enroll 667 students, including 19% Hispanic/Latino, 5.5% White, 63.6% Asian, 5.1% Filipino, 0.9% African American, 5.4% Multi-Ethnic. This total number also includes 6.7% of our students in special education classes, 19% of our students qualifying for English Language Learner support, and 22.3% qualifying for free or reduced-price lunch.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	120
Grade 1	115
Grade 2	103
Grade 3	110
Grade 4	110
Grade 5	109
Total Enrollment	667

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.1
Asian	63.6
Filipino	5.1
Hispanic or Latino	19
Native Hawaiian or Pacific Islander	0.3
White	5.5
Two or More Races	5.4
Socioeconomically Disadvantaged	22.3
English Learners	19
Students with Disabilities	6.7
Foster Youth	0.7

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 for Castle Rock Elementary	17-18	18-19	19-20
With Full Credential	29	25	26
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Walnut Valley Unified	17-18	18-19	19-20
With Full Credential	♦	♦	504
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Castle Rock Elementary School

Indicator	17-18	18-19	19-20
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)

All textbooks used in the core curriculum at Castle Rock Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, September 18, 2019, the Walnut Valley Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #20-01 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance 2017 Benchmark Education Company The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin Harcourt Math Expressions 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Pearson Scott Foresman, Scott Foresman California Science - 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt Brace, Social Science - 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The district's maintenance department inspects Castle Rock Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Castle Rock Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Thursday, June 6, 2019. No emergency repairs were needed and no unsafe conditions were found. At the beginning of fiscal year 2019-2020, all restrooms were fully functional and available for student use.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: June 6, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	70	71	76	77	50	50
Math	71	74	74	75	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	18.3	22.1	45.2

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	334	324	97.01	70.68
Male	188	184	97.87	72.28
Female	146	140	95.89	68.57
Black or African American	--	--	--	--
Asian	215	206	95.81	79.13
Filipino	14	14	100.00	85.71
Hispanic or Latino	64	63	98.44	46.03
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100.00	60.00
Two or More Races	21	21	100.00	66.67
Socioeconomically Disadvantaged	73	72	98.63	65.28
English Learners	98	89	90.82	64.04
Students with Disabilities	35	33	94.29	27.27
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	334	330	98.80	73.94
Male	188	187	99.47	73.26
Female	146	143	97.95	74.83
Black or African American	--	--	--	--
Asian	215	212	98.60	85.38
Filipino	14	14	100.00	85.71
Hispanic or Latino	64	63	98.44	38.10
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100.00	60.00
Two or More Races	21	21	100.00	71.43
Socioeconomically Disadvantaged	73	73	100.00	60.27
English Learners	98	95	96.94	75.79
Students with Disabilities	35	33	94.29	30.30
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.

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 become involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or attending school events.

Parents stay informed on upcoming events and school activities through ConnectEd (automated telephone message delivery system), weekly principal voicemails, parent conferences, the school marquee, the school website, Twitter, Facebook, Instagram and the Community Club website.

Contact Principal Jen Alcazar at (909) 598-5006 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer:

- Field Trip and Activity Chaperone
- Classroom Helper
- Library Assistant
- Room Parent
- Parent Workshop
- Special Activities & Field Trips

Committees:

- English Learner Advisory Council
- School Site Council
- Castle Rock Community Club

School Activities:

- Back to School Night
- Family Fun Nights
- Math Nights
- Open House
- Parent Education Nights
- Student Performances
- Language Arts Night
- Book Fairs
- IB Parent Nights

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.

School Safety Plan

The Comprehensive School Site Safety Plan was developed for Castle Rock Elementary School in collaboration with local law enforcement and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October, 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.0	0.8	0.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.2	1.2	1.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.7
Other	2.5

* 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.

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	22		5		23		6		20	5	1	
1	27		4		27		4		23		5	
2	24		4		27		4		26		4	
3	23	1	4		25		4		22	1	4	
4	34			3	29	1		3	35			3
5	33		1	3	28		4		29	1		3
Other**	12	1			12	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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	48	111	85

All training and professional development activities at Castle Rock Elementary School revolve around the California State Standards and the IB Primary Years Programme Framework. During the past four school years, the staff at Castle Rock Elementary School selected areas of focus using assessment data such as summative assessments, district benchmarks, and CAASPP data. Professional development is either held as after school workshops, during the day, and/or mentoring with small groups, depending on the needs of the staff. Our most recent professional development has been devoted to:

- Thinking Maps
- Units of Study/Writers Workshop
- Illuminate Data System
- Social Emotional Learning (SEL)
- Common Assessments/Benchmarks
- IB Inquiry Methods
- NGSS with K-12 Alliance
- ELA/ELD Framework
- GLAD Training
- New Teacher IB Introduction
- Annual IB Conference
- ELA Textbook Adoption
- Google Certification Level One and Two
- Curriculum Council
- PLC Training
- Anti-Defamation League
- Content Area PD: Math, Science, ELA, Technology, VAPA

Decisions concerning selection of professional development activities are performed by the principal using tools such as teacher input to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Castle Rock Elementary School supports ongoing professional growth throughout the year. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,680	\$51,374
Mid-Range Teacher Salary	\$75,410	\$80,151
Highest Teacher Salary	\$105,160	\$100,143
Average Principal Salary (ES)	\$121,431	\$126,896
Average Principal Salary (MS)	\$133,448	\$133,668
Average Principal Salary (HS)	\$143,102	\$143,746
Superintendent Salary	\$276,250	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

- Local Control Funding Formula (LCFF) Base
- Local Control Funding Formula (LCFF) Supplemental
- Special Education
- Title II
- Title III
- State Lottery

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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,089	\$464	\$4,625	\$78,023
District	N/A	N/A	\$5,823	\$81,644.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-20.6	3.1
School Site/ State	-16.5	13.3

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.