

Castle Rock Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2017-18)

School 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
E-mail Address	jtrevino@w-usd.org
Web Site	http://creswoodlake.sharpschool.com/
CDS Code	54-76794-6108286

District Contact Information	
District Name	Woodlake Unified School District
Phone Number	(559) 564-8081
Superintendent	Drew Sorensen
E-mail Address	dsorensen@w-usd.org
Web Site	www.w-usd.org

School Description and Mission Statement (School Year 2017-18)

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: 93% Hispanic, 5% White and 2% Asian American, East Indian and African American. English Learners comprise 31% of the student population. The student enrollment at Castle Rock Elementary School is 468. School staffing includes: 1 Principal, 1 Learning Director, and 24 FTE teachers to offer the base program. In addition, our school currently has 12 classified employees supporting students.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 3	164
Grade 4	138
Grade 5	165
Total Enrollment	467

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.6
Asian	0.9
Filipino	0
Hispanic or Latino	91.2
Native Hawaiian or Pacific Islander	0
White	6.6
Two or More Races	0.2
Socioeconomically Disadvantaged	92.3
English Learners	40.3
Students with Disabilities	3.4
Foster Youth	1.1

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	24	21	21	91
Without Full Credential	1	4	4	21
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: 09/01/2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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	Houghton Mifflin/2006	Yes	0
Foreign Language	N/A		

School Facility Conditions and Planned Improvements (Most Recent Year)

Castle Rock was completed just over eleven years ago, so it 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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/29/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/29/2017				
Overall Rating	Exemplary	Good	Fair	Poor
	X			

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	28	23	35	34	48	48
Mathematics (grades 3-8 and 11)	24	23	23	23	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	469	467	99.57	23.34
Male	226	224	99.12	20.54
Female	243	243	100	25.93
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	429	428	99.77	24.07
White	27	27	100	14.81
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	431	429	99.54	21.21
English Learners	265	264	99.62	20.45
Students with Disabilities	29	29	100	3.45
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	470	468	99.57	23.08
Male	226	224	99.12	22.32
Female	244	244	100	23.77
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	430	429	99.77	23.54
White	27	27	100	14.81
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	431	429	99.54	21.91
English Learners	265	264	99.62	20.83
Students with Disabilities	29	29	100	3.45
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	27	27	36	32	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	35.2	13.2	22.6

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 anticipate over 500 parents and students to participate in our My Plate color run this. 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 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	5.6	5.6	6.6	5.6	4.8	7.0	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2004-2005	
Year in Program Improvement*	Year 5	
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	33.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
3	22		8		22		7		23		7	
4	30		6		29		6		28		5	
5	35			5	29		6		28		6	

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.20	N/A
Social Worker	.5	N/A
Nurse	0.40	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	1	N/A
Other	.5	N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,521	\$1,922	\$4,599	\$62,430
District	N/A	N/A	\$5,461	\$63,717
Percent Difference: School Site and District	N/A	N/A	-15.8	2.8
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	-19.0	-7.3

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

Types of Services Funded (Fiscal Year 2016-17)

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 part time Response to Intervention (RTI) teachers.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,473	\$44,144
Mid-Range Teacher Salary	\$66,382	\$69,119
Highest Teacher Salary	\$87,937	\$86,005
Average Principal Salary (Elementary)	\$113,669	\$106,785
Average Principal Salary (Middle)	\$108,257	\$111,569
Average Principal Salary (High)	\$118,672	\$121,395
Superintendent Salary	\$166,087	\$178,104
Percent of Budget for Teacher Salaries	29%	34%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Our major areas of focus include strong implementation of fundamental instructional practices such as guided reading and math instruction. Student achievement scores on the CAASPP led us to modify some ELA and Math instruction to better serve the needs of our students. This year we have spent time breaking down our core subject instruction by reexamining certain teaching practices. Our professional development has focused mainly on ELA and Math planning and 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 2017-18 school year includes Professional Learning Communities, Guided Reading, Rigorous Curriculum Design, Literacy Training, Writing Units of Study, Brandman University math grant, 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.