

# SARC 2016-17

## SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2017-18



### Castroville Elementary

Address: 11161 Merritt St. Castroville, CA 95012-3498

Principal: Kyle Griffith

Phone: (831) 633-2570

Email: [kyle\\_griffith@nmcusd.org](mailto:kyle_griffith@nmcusd.org)

Web Site: [www.nmcusd.org/castroville](http://www.nmcusd.org/castroville)

CDS Code: 27738256026397



### North Monterey County Unified

Superintendent: Kari Yeater

Phone: (831) 633-3343

Email: [kyeater@nmcusd.org](mailto:kyeater@nmcusd.org)

Web Site: [www.nmcusd.org](http://www.nmcusd.org)



## I DATA AND ACCESS

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.

## II ABOUT THIS SCHOOL

### District Contact Information Most Recent Year

District Name: North Monterey County Unified  
 Phone Number: (831) 633-3343  
 Superintendent: Kari Yeater  
 E-mail Address: [kyeater@nmcusd.org](mailto:kyeater@nmcusd.org)  
 Web Site: [www.nmcusd.org](http://www.nmcusd.org)

### School Contact Information Most Recent Year

School Name: Castroville Elementary  
 Street: 11161 Merritt St.  
 City, State, Zip: Castroville, CA 95012-3498  
 Phone Number: (831) 633-2570  
 Principal: Kyle Griffith  
 E-mail Address: [kyle\\_griffith@nmcusd.org](mailto:kyle_griffith@nmcusd.org)  
 Web Site: [www.nmcusd.org/castroville](http://www.nmcusd.org/castroville)  
 County-District-School  
 (CDS) Code: 27738256026397

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

Castroville School serves students in a rural community at the heart of Castroville. Students who attend Castroville Elementary School are receiving strong academics, incorporating new methodologies and frameworks to support students in achieving academic success in the new Common Core State Standards. The frameworks and methodologies are being used in both English-Only and the K-2 Bilingual classes.

Castroville School staff have established a culture of learning for students and adults. We believe that all students can learn and we hold this belief in front of all of our decision.

### Vision

At Castroville Elementary School we are committed to ensuring that students, staff, and community collaborate to create citizens who are highly literate and have both a personal and global understanding of their world.

### Mission

Castroville School will:

- \*Promote literacy & lifelong learning
- \*Facilitate & develop personal integrity & self empowerment for every learner
- \*Provide a learning environment that promotes mutual respect and responsibility
- \*Improve every student's academic and social achievement

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

Grade Level	Number of Students
Transitional Kindergarten	24
Kindergarten	71
Grade 1	78
Grade 2	87
Grade 3	97
Grade 4	95
Grade 5	93
Grade 6	99
Total Enrollment	644

### Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.2%
American Indian or Alaska Native	0%
Asian	0.2%
Filipino	0%
Hispanic or Latino	92.1%
Native Hawaiian/Pacific Islander	0.2%
White	7.1%
Two or More Races	0.3%
Socioeconomically Disadvantaged	90.4%
English Learners	70.2%
Students with Disabilities	7.8%
Foster Youth	0%

## 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 2015-16	School 2016-17	School 2017-18	District 2017-18
With Full Credential	26	23	23	185
Without Full Credential	0	2	3	22
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

### 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)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: August 2017

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Reading Street (Eng. K-6), Spanish K-2	No	0%
Mathematics	CA CCSS Math Expressions K-6 2014	Yes-2014	0%
Science	McGraw-Hill Science K-6 2007	Yes-2006	0%
History-Social Science	Harcourt-Reflections K-6 2007	Yes-2005	0%
Foreign Language	No foreign language offered at grade 6	No	0%
Health	No district-adopted curriculum	No	0%
Visual and Performing Arts	No district-adopted curriculum	No	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

## School Facility Conditions and Planned Improvements

There is adequate adult supervision at all times when students are present on the site. All public access points are controlled, and visitors are directed to the office. Each classroom meets or exceeds the states square footage requirement of 960 square feet, and there are adequate classrooms for the schools enrollment. All wiring and plumbing is up to current code, and HVAC systems are being replaced. All restrooms are clean and function properly. The school has a regular cleaning schedule and the principal coordinates any additional cleaning that may be needed with the custodian.

In addition we have gained space for students to play in the backfield. We have four basketball courts, a wall ball. Our drainage system was fixed along with the pot holes. We have brand new black top in our back portion of the school. We have taken more precautions measures for safety and keeping gates secured. We have added a safety measure of a two gates in order to restrict access to the school site.

Our front area was updated in the summer/fall of 2017 with the following: new grass field, old trees removed, two shade structures and concrete installed, benches installed, roof areas painted.

### School Facility Good Repair Status

Using the most recent 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

Month and year in which data were collected: June 2017

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

### Overall Facility Rate

Month and year in which data were collected: June 2017

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

## 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

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/ Literacy (grades 3-8 and 11)	22%	21%	31%	28%	48%	48%
Mathematics (grades 3-8 and 11)	14%	18%	17%	17%	36%	37%

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.

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

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	376	363	96.54%	20.50%
Male	210	200	95.24%	18.00%
Female	166	163	98.19%	23.60%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hispanic or Latino	350	338	96.57%	20.24%
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	22	95.65%	27.27%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	343	332	96.79%	19.70%
English Learners	283	273	96.47%	18.08%
Students with Disabilities	33	27	81.82%	3.70%
Students Receiving Migrant Education Services	19	19	100.00%	21.05%
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 Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	376	365	97.07%	18.08%
Male	210	203	96.67%	19.21%
Female	166	162	97.59%	16.67%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino				
Hispanic or Latino	350	340	97.14%	16.76%
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	22	95.65%	36.36%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	343	335	97.67%	16.72%
English Learners	283	273	96.47%	15.75%
Students with Disabilities	33	30	90.91%	0.00%
Students Receiving Migrant Education Services	19	18	94.74%	27.78%
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	Percentage 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)	12%	23%	37%	37%	56%	54%

### 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.

### California Physical Fitness Test Results (School Year 2016-17)

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	17.00%	30.70%	37.50%

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 school site.

## Opportunities for Parental Involvement - (School Year 2017-18)

Parents have opportunities to become involved with the following Castroville Elementary School activities:

### Classroom Support

Parent support in the classroom is critical to student success. We encourage parental involvement. Many parents have job skills and hobbies that offer a significant contribution to the classroom.

### Parent Teacher Group

Castroville Elementary School has a very active parent organization that has raised significant funds for field trips, instructional resources, enrichment activities, school assemblies, playground equipment, and technology for the students and staff. There are many ways parents can participate with this outstanding group of dedicated parents. Parents are encouraged to join this remarkable group so they can make a difference in the education of students at Castroville Elementary School.

### School Site Council

The Castroville Elementary School Site Council (SSC) annually develops, reviews, and updates the Single Plan for Student Achievement (SPSA), including proposed expenditures. The SPSA contains: an analysis of academic performance data to determine student needs; school goals to meet the identified academic needs of students; activities to reach school goals that improve academic performance of students; expenditures of funds allocated to the school; the means of evaluating the progress of programs toward accomplishing the goals, including determining whether the needs of all children have been met by the strategies used, particularly the needs of low-achieving students and those at risk of not meeting state academic content standards..

### English Language Learner Advisory Committee

Our English Language Learner Advisory Committee (ELAC) advises the principal and staff on the school's program for English learners and also advises the school site council (SSC) on the development of the Single Plan for Student Achievement (SPSA). Parents of English Learners learn about ways to support their children, academically. Parents from the committee also attend the District English Language Advisory Committee.

Parent members are elected by parents or guardians if interested in ELAC, SSC, or PTC. Interested candidates must first be nominated and then his/her name will be placed on a ballot that will be distributed to parents/guardians of English learners at Castroville Elementary School. Nominations take place during the first two -three weeks of school and elections are held in early September.

## 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	3.17	0.45	2.08	4.34	4.27	4.05	3.79	3.65	3.65
Expulsions	0.00	0.00	0.00	0.04	0.04	0.00	0.09	0.09	0.09

## School Safety Plan – Most Recent Year

Castroville Elementary School provides a safe and positive learning environment for all students. The school discipline plan is reviewed annually with students and parents for clarity and fairness. A school safety plan has been developed by staff for use in the event of an emergency.

The School Safety Plan includes four components: the personal characteristics of students and staff; the school's physical environment; the school's social environment; and the school's culture. By incorporating school safety into ongoing school improvement efforts, regular, systemic review of these components occurs.

The school collects and reports data on school crime in accord with the California Safe Schools Assessment Program. School crime and incident reporting forms are sent monthly to the district office. These reports are generated from the Notice of Suspension forms that the site administrator utilizes. The suspension notice form lists offenses that need to be reported.

Castroville Elementary School has an updated comprehensive school safety plan.

Our Whole Child Committee was started in September 2017. Guided by our Assistant Principal, the team focuses on fostering social/emotional health with our students so that they can fully engage in the learning process and feel safe and welcome at Castroville Elementary School.

Our administration and office manager were trained in Active Killer Scenarios and our School Site Council serves as our Safety Committee, annually reviewing our School Safety Plan.

## 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	In PI
First Year of Program Improvement	2004-2005	2009-2010
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	100.0%

NOTE: Cells with NA values do not require data.

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

Grade Level	Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*			Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23		5		23	1	3		24		4	
1	27		2		27		3		26		3	
2	27		4		27		4	1	22	1	3	
3	24		4		23		4		24		4	
4	32		3		32		1	2	32		3	
5	29		3		31		3		31		3	
6	31		3		29		3		33			3
Other	27		1									

\* 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	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	.75	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non - teaching)	1.5	N/A
Other	1	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	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (UnRestricted )	Average Teacher Salary
School Site	\$6575	\$1459	\$5116	\$69270
District	N/A	N/A	\$5922	\$68271
Percent Difference – School Site and District	N/A	N/A	-13.61%	1.46%
State	N/A	N/A	\$6574	\$69649
Percent Difference – School Site and State	N/A	N/A	-22.18%	-0.54%

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

### Types of Services Funded (Fiscal Year 2016-17)

Castroville Elementary School has implemented the following measures in order to ensure that students receive effective instruction:

Castroville Elementary has taken now the direction of providing intervention services during the school day and not relying on the after school program to provide intervention services. Teachers are being trained and given time to look at data to drive their instruction. Students are leveled based on needs for intervention services. Students are also being pulled out for services in grades K-3 by an intervention teacher.

Every other Wednesday, teachers undergo 25 min. of professional development time before heading off into grade level Data Teams. Data Teams share their data focus notes template with administration for support.

Our Instructional Leadership Team meets two Tuesday afternoons each month. The focus is on curriculum and instructional best practices. ILT members guide their Data Teams' focus and report back to the ILT. The ILT is composed of: 7 grade level representatives, Instructional Coach, English Language Teacher, Assistant Principal, and Principal.

Our District Coach supports teachers in the development in their instructional practices, especially working with our newer teachers.

Our English Learner Teacher teaches small groups of Newcomers and struggling E.L. readers in grades 3 and 4.

### Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44450	\$44144
Mid-Range Teacher Salary	\$67648	\$69119
Highest Teacher Salary	\$93222	\$86005
Average Principal Salary (Elementary)	\$111651	\$106785
Average Principal Salary (Middle)	\$107504	\$111569
Average Principal Salary (High)	\$127360	\$121395
Superintendent Salary	\$178272	\$178104
Percent of Budget for Teacher Salaries	32%	34%
Percent of Budget for Administrative Salaries	6%	6%

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

## Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The focus for staff development in North County is on Student Engagement in ELA, mathematics, science, and social studies. Teachers are provided additional opportunities to attend workshops that enhance student engagement in order to maximize student achievement. Each Wednesday is a minimum day for students at Castroville Elementary School. This time is set aside for teacher planning and grade level articulation. The grade level articulation/planning meetings focus on language arts, math and English Language Development (ELD). During these collaborative meetings, grade level teams review student data, set instructional goals, receive professional development on instructional strategies, develop lessons, and reflect on teaching practices.

Some teachers also receive academic support by a coach. Coaches go into the classrooms and model lessons, help with reflection of the lesson, assistance with breaking down the data to identify key strategies to increase student performance.

In early December of 2017, 18 staff members attending the annual California Math Council Conference at Asilomar Conference Grounds in Pacific Grove for the weekend. Those teachers then brought back the strategies, lessons, and math games and shared those with staff at our first staff meeting back. Several teachers are implementing new, effective and engaging math strategies in their classrooms, that they learned from the conference.

Our NMCUSD Math Project team is made up of teachers and administrators throughout the district, and lead by our Ed. Services Department. Their focus is to unpack the standards and identify the specific skills and knowledge that our students need to master at each grade level, K-12.

Our Instructional Leadership Team started a book study in December 2017, Embedding Formative Assessment. Our goal is to maximize our Data Teams' Cycles, in order to increase student achievement for all students.

District Consultant, Will Jarrell, will be conducting walk-throughs with our administrators and ILT in January and in March. We'll be visiting every classroom on campus and looking for Students Engagement and rigor. Our goal is to obtain data; specifically identifying common strengths and looking at areas of improvement, which will help us to plan our future professional development.

Lastly, Castroville School is revisiting our Response to Intervention (RTI) protocol here at school. Grade level teams are employing re-teaching intervention groups to struggling students. The RTI process aligns with our Data Teams focus for student achievement.