

SARC 2018-19

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2019-20



Castroville Elementary

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

Principal: Erica Lee, Principal

Phone: (831) 633-2570

Email: erica_lee@nmcusd.org

Web Site:

CDS Code: 27738256026397



North Monterey County Unified

Superintendent: Kari Yeater

Phone: (831) 633-3343

Email: kyeater@nmcusd.org

Web Site: 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
 Web Site: 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: Erica Lee, Principal
 E-mail Address: erica_lee@nmcusd.org
 Web Site:
 County-District-School
 (CDS) Code: 27738256026397

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

Castroville Elementary School serves students in a multicultural, multilingual community in the heart of Castroville. The TK-6th grade school reflects the strong sense of community associated with being located in a small, rural city. Teachers and parents work closely together to meet the academic and social needs of students. A bilingual Spanish program is available to students in grades K-2, to assist with the transition to English instruction by grade 3.

The Castroville staff is committed to preparing students to be successful, lifelong learners who are caring, productive citizens. The focus is on providing a rigorous academic program that prepares students to become college and career ready. Teachers and staff do this by focusing on both the academic and social-emotional development of students.

Classroom teachers at Castroville Elementary infuse technology into daily instruction. Each classroom has daily access to technology via Chromebook and MacBook carts, and two computer labs. This year, additional Chrome carts were purchased so that each classroom now has a dedicated cart. In addition to the online components embedded into our core curricular programs - such as Benchmark Advance for ELA for K-6, and GoMath and Amplify Science for 6th graders - Teachers use programs such as Google Classroom, Lexia, Accelerated Reader, Freckle Education, and Mystery Science to enhance the curriculum.

In addition to incorporating technology into the curriculum, Castroville teachers are aware of the unique needs of their students, and differentiate instruction to meet the varying levels of need. When students require additional academic support, or more social-emotional support, teachers work with the school's Multi Tiered Systems of Supports (MTSS) team to identify how best to help them succeed. This team consists of school administration, general and special education teachers, school psychologist and psychologist intern, licensed social worker, and behavior specialists.

School Mission

Our mission is to prepare our students to be successful, lifelong learners who are caring, productive citizens in our community and world.

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

Grade Level	Number of Students
Kindergarten	99
Grade 1	96
Grade 2	68
Grade 3	91
Grade 4	88
Grade 5	92
Grade 6	90
Total Enrollment	624

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

Student Group	Percent of Total Enrollment
Black or African American	0.2%
American Indian or Alaska Native	
Asian	0.2%
Filipino	0.5%
Hispanic or Latino	92.9%
Native Hawaiian/Pacific Islander	
White	5.9%
Two or More Races	0.2%
Socioeconomically Disadvantaged	93.6%
English Learners	66.8%
Students with Disabilities	5.1%
Foster Youth	
Homeless	47.8%

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	23	26	28	187
Without Full Credential	3	0	1	19
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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 Other Instructional Materials (School Year 2019-20)

Year and month in which the data were collected: August 2019

Subject	Textbooks and other instructional materials/year of adoption	From Most Recent Adoption?	% Students lacking own assigned copy
Reading/Language Arts	Benchmark Advanced K-6/Adelante K-2 Spanish	Yes-2018	0%
Mathematics	CA CCSS Math Expressions K-5 2014 Grade 6 Go Math!	Yes-Grade 6	0%
Science	McGraw-Hill Science K-5 2007 Grade 6 Amplify Science	Yes-Grade 6	0%
History-Social Science	Harcourt-Reflections K-5 2007 Gr. 6, History Alive! The Ancient World	Yes-Grade 6	0%
Foreign Language	No foreign language offered in grades 3-6	No	0%
Health	Teacher developed units	No	0%
Visual and Performing Arts	Arts Integration units	No	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

Castroville Elementary School was constructed in 1948. The site has undergone ongoing improvements, facility upgrades, and new construction to meet the changing needs of the community. Students are provided with the proper classroom, playground, and other facilities for a safe and effective learning environment. There is a full-time custodian on site daily, as well as two additional afternoon/evening custodians to ensure that facilities are clean and functioning properly.

Some recent improvements to the school include:

- Installation of solar panels on the front playground/parking area and in the inner quad provide additional shade for students
- New rain gutters enhance safety
- New industrial refrigerator and freezer installed in the kitchen, which serves breakfast, lunch and supper daily
- New thermostats installed in classrooms as part of ongoing Energy Management System upgrades to regulate heating/air conditioning systems for optimal performance

Upcoming enhancements include:

- Upgrading the wheelchair lift
- Installation of new front school gates that are easily locked, as well as easier for students and families to open/close when unlocked

School Facility Good Repair Status

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 rate for each system inspected
- The Overall Rating

Year and month of the most recent FIT report: June 2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-	
Interior: Interior Surfaces	-	✓	-	Ceiling tiles replaced, floor and wall repairs planned for when school not in session
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

Year and month of the most recent FIT report: June 2019

	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 Standard					
	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
English Language Arts/ Literacy (grades 3-8 and 11)	24%	33%	31%	34%	50%	50%
Mathematics (grades 3-8 and 11)	20%	27%	19%	20%	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	364	361	99.18%	0.82%	32.96%
Male	204	203	99.51%	0.49%	30.54%
Female	160	158	98.75%	1.25%	36.08%
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	348	345	99.14%	0.86%	33.33%
Native Hawaiian or Pacific Islander					
White	15	15	100.00%	0.00%	20.00%
Two or More Races					
Socioeconomically Disadvantaged	336	334	99.40%	0.60%	30.84%
English Learners	277	274	98.92%	1.08%	29.93%
Students with Disabilities	28	28	100.00%	0.00%	0.00%
Students Receiving Migrant Education Services	20	20	100.00%	0.00%	35.00%
Foster Youth					
Homeless	166	165	99.40%	0.60%	33.33%

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	365	362	99.18%	0.82%	26.80%
Male	205	203	99.02%	0.98%	25.12%
Female	160	159	99.38%	0.62%	28.93%
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	349	346	99.14%	0.86%	27.46%
Native Hawaiian or Pacific Islander					
White	15	15	100.00%	0.00%	6.67%
Two or More Races					
Socioeconomically Disadvantaged	336	334	99.40%	0.60%	24.85%
English Learners	278	276	99.28%	0.72%	24.64%
Students with Disabilities	29	29	100.00%	0.00%	0.00%
Students Receiving Migrant Education Services	20	20	100.00%	0.00%	30.00%
Foster Youth					
Homeless	166	165	99.40%	0.60%	24.85%

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 High School

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	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 area 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	21.60%	15.50%	8.20%
7			
9			

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)

The Administration, teachers, and staff at Castroville Elementary School believe that parents have an integral role in their children's education. Parents are welcome and encouraged to participate in school committees and activities. Some of the ways parents can become involved include:

School Site Council (SSC)

School Site Council membership is open to all members of the Castroville School community. Representatives and Officers are elected by the school community, and serve a two-year term (except for the Principal, who is a permanent member of the council). This group - made up of parents, teachers, support staff, and school administration - is responsible for annually updating and approving the Single Plan for School Achievement, as well as approving budgets, the safety plan, and supplemental educational programs to improve student achievement.

Parent Teacher Club (PTC)

This active parent organization focuses on student-centered fundraising and community-building activities. Participation is open to the entire school community, and officers are elected annually. Funds generated by the PTC are allocated for things such as field trips, school wide activities, classroom and enrichment supplies for teachers, playground equipment, and the Reading is Fundamental program, which provides free book to students multiple times each year. Some of the events sponsored by our PTC include: Spring Carnival, Movie Nights, Family Nights, as well as other fundraisers throughout the school year. Through their efforts, this year the PTC purchased a Sea Otter Mascot costume for the school!

English Learner Advisory Committee (ELAC)

This committee is open to all members of the school community, and meets monthly to discuss topics of interest to parents of English Learners. Some topics of discussion include bilingual education and literacy, state English proficiency testing, the importance of attendance, and ways that parents can support their children's education. Parents from this committee also attend the District English Learner Advisory Committee (DELAC).

Volunteer Opportunities

Parents at Castroville Elementary School are encouraged to share their time and talents. They have many opportunities to volunteer in the classroom, as field trip chaperones, and at various school wide events such as the Halloween Carnival, movie nights, and Spring Carnival.

Parent Communication

The school utilizes multiple methods of communication with parents to ensure that they are aware of opportunities for participation as well as upcoming school events. Some of these include: school website and social media accounts; electronic marquee in front of school; targeted automated phone calls, emails and texts; fliers and newsletters sent home. We also rely on our parent groups, such as PTC, SSC and ELAC, to help with communication to families.

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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Suspensions	2.1	2.5	0.3	4.0	4.3	4.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The administration and staff of Castroville Elementary recognize that school safety is of the utmost importance to our students and their families. It is our goal to provide a safe and secure learning environment for our students. In order to achieve this, Castroville Elementary maintains a comprehensive school safety plan. This plan is updated annually, with goals developed using data from the California Healthy Kids Survey completed each year by 5th grade students, families, and school staff members. Additional data related to student attendance and behavior/suspension rates is also reviewed. Upon revision, the safety plan is shared with parents and staff in order to clarify expectations and modify as necessary.

Castroville Elementary has adopted a set of school wide standards for behavior and discipline based on the PBIS system of encouraging and recognizing positive student behavior. We also follow a Multi-Tiered System of Supports (MTSS) model for identifying students who may need additional support with academics or behavior/social-emotional support. Our MTSS teams - which include school administration, general and special education teachers, school psychologist and psychologist intern, licensed social worker, and behavior specialists - respond to requests for support from teachers and work with them to design a support plan. Our goal is to decrease the number of office referrals by encouraging positive behavior and providing support to students demonstrating a need. This model proved successful last year, as our annual number of school suspensions was significantly decreased from the previous year.

Regular school wide safety drills are conducted under the guidance of the school safety committee and in consult with our School Resource Officer. Additionally, the administration and staff of Castroville Elementary have worked closely with the school district and county first responders to implement a district wide Emergency Operational Plan. School staff have received training in the ALICE safety response protocol, and an Emergency Response Team has been identified to coordinate the response in the event of an emergency. Ongoing training of the Emergency Response Team and entire staff is provided with the assistance of the School Resource Officer and District Director of MTSS.

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	Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+
K	24		4	
1	26		3	
2	22	1	3	
3	24		4	
4	32		3	
5	31		3	
6	33			3
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2017-18 Number of Classes*		
		1-20	21-32	33+
K	23	1	4	
1	24		3	
2	22		4	
3	21	1	3	
4	32		3	
5	30		3	
6	31		3	
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2018-19 Number of Classes*		
		1-20	21-32	33+
K	20	2	3	
1	24		4	
2	23		3	
3	23		4	
4	29		3	
5	31		3	
6	30		3	
Other**				

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

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

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

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018–19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.71
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.5
Social Worker	.14
Nurse	.14
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1.2
Other	1

* 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	\$7,977	\$2,443	\$5,534	\$64,054
District	N/A	N/A	\$6,472	\$73512
Percent Difference – School Site and District	N/A	N/A	15.63%	13.75%
State	N/A	N/A	\$7506.64	\$72949
Percent Difference – School Site and State	N/A	N/A	30.25%	12.99%

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

Types of Services Funded (Fiscal Year 2018-19)

Some of the programs and services that support students include:

- Funding for after school academic intervention
- Full-time English Learner Specialist to support students directly, as well as provide instructional support and training to teachers
- Extra hours pay for teachers to attend professional development outside of their contracted work hours
- Substitute teacher pay to release teachers during the school day for curriculum training and professional development
- BeGlad training for Assistant Principal, EL Specialist and one lead teacher
- Stipends for a site Tech Lead Teacher and Curriculum Council members to guide pertinent work related to effective classroom instruction
- Stipend for teachers to lead Student Council
- Stipend for a staff member to coordinate the Just Run youth fitness program sponsored by the Big Sur Marathon Foundation

Professional development days listed below are a combination of full and partial days available for the school year.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

This data is typically provided by the CDE and will be loaded once the CDE releases the information.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46245	\$46208
Mid-Range Teacher Salary	\$68183	\$72218
Highest Teacher Salary	\$96988	\$92742
Average Principal Salary (Elementary)	\$121761	\$134864
Average Principal Salary (Middle)	\$118391	\$118220
Average Principal Salary (High)	\$133499	\$127356
Superintendent Salary	\$187292	\$186823
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	7%	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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	37	48	38