

Castle Rock Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

School Contact Information	
School Name	Castle Rock Elementary School
Street	360 N. Castle Rock Street
City, State, Zip	Woodlake, CA 93286
Phone Number	(559) 564-8001
Principal	Robert Gonzales
E-mail Address	rgonzales@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 2016-17)

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 school draws its population from Woodlake and the surrounding community. The student population reflects the ethnic background of the community which consists of: 90% Hispanic and 7.6% Anglo and 1% Asian American, East Indian and Black with 45% of students being English Learners. The student enrollment of Castle Rock Elementary School is 496. School staffing includes: one administrator, learning director, and 25 teachers to offer the base program.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 3	153
Grade 4	171
Grade 5	170
Total Enrollment	494

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	1
Asian	0.8
Filipino	0
Hispanic or Latino	89.7
Native Hawaiian or Pacific Islander	0
White	7.9
Two or More Races	0.2
Socioeconomically Disadvantaged	90.7
English Learners	44.5
Students with Disabilities	3
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	24	24	21	93
Without Full Credential	0	1	4	20
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	83.1	16.9
High-Poverty Schools in District	83.1	16.9
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 08/17/2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Medallions/2009	Yes	0
Mathematics	Houghton Mifflin Go Math 2014	Yes	0
Science	Harcourt-Brace/2007	Yes	0
History-Social Science	Houghton Mifflin/2006	Yes	0

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)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 8/17/2016				
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		Area1-Nurse, RR, Rooms 34, 36, 42: Plugged urinal and non-working sink in Boys RR. Fountain not working. Work order placed on 8/17/16.
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: 8/17/2016				
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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	20	28	29	35	44	48
Mathematics	16	24	15	23	34	36

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	147	145	98.6	29.7
	4	173	171	98.8	20.5
	5	171	170	99.4	32.9
Male	3	60	59	98.3	30.5
	4	92	90	97.8	18.9
	5	79	79	100.0	19.0
Female	3	87	86	98.8	29.1
	4	81	81	100.0	22.2
	5	92	91	98.9	45.0
Hispanic or Latino	3	133	131	98.5	29.8
	4	157	155	98.7	20.0
	5	154	153	99.3	31.4
White	4	13	13	100.0	30.8
	5	13	13	100.0	46.1
Socioeconomically Disadvantaged	3	137	135	98.5	29.6
	4	159	157	98.7	18.5
	5	149	148	99.3	29.7
English Learners	3	82	81	98.8	24.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	82	81	98.8	6.2
	5	57	56	98.3	12.5

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	147	145	98.6	39.3
	4	173	171	98.8	16.4
	5	171	170	99.4	20.0
Male	3	60	59	98.3	37.3
	4	92	90	97.8	14.4
	5	79	79	100.0	17.7
Female	3	87	86	98.8	40.7
	4	81	81	100.0	18.5
	5	92	91	98.9	22.0
Hispanic or Latino	3	133	131	98.5	38.9
	4	157	155	98.7	15.5
	5	154	153	99.3	17.6
White	4	13	13	100.0	30.8
	5	13	13	100.0	38.5
Socioeconomically Disadvantaged	3	137	135	98.5	38.5
	4	159	157	98.7	15.3
	5	149	148	99.3	15.5
English Learners	3	82	81	98.8	38.3
	4	82	81	98.8	7.4
	5	57	56	98.3	5.4

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	33	27	27	46	36	32	60	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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	171	170	99.4	27.1
Male	79	79	100.0	21.5
Female	92	91	98.9	31.9
Hispanic or Latino	154	153	99.4	24.8
White	13	13	100.0	46.2
Socioeconomically Disadvantaged	149	148	99.3	25.0
English Learners	57	56	98.3	7.1

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	27.1	20	32.4

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 Parental Involvement State Priority (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 2016-17)

Parent involvement opportunities include a variety of activities. They include traditional Open House and Back to School Nights, Parent Teacher Conferences, and various student performances. In addition, parents are involved through Saturday Enrichment Activities. Throughout the year, students and parents are engaged in a variety of activities to increase student achievement. For example, Castle Rock recently had a Science Engineering Math and Technology (STEM) Saturday event. The highlight of the Saturday Enrichment was the MyPlate Color Run. We had over 500 parents and students participate in the initial event. 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 every first Tuesday every other month. In addition, our school also has an English Learner Advisory Committee (ELAC) parent group that meets once a quarter. Our school is also working with the Woodlake Unified School District Path to Literacy Grant. We have set up several days for parents to come and read with their students in class.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.5	5.6	5.6	7.2	5.6	4.8	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.4	0.1	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Woodlake Schools have contracted with the County Probation Department to provide GREAT on the Castle Rock campus and with the Woodlake Police Department to provide a Community Policing Partnership officer in the district. Combined with the site administrative teams, these additional personnel have reduced the numbers of reportable crimes in the Woodlake schools to a minimum. 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. A detailed comprehensive school safety plan is located at the district office and updated on an annual basis.

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 2016-17)

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	2013-14			2014-15			2015-16					
	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		8		22	3	4	
4	30		6		30		6		30		6	
5	29	1		5	35			5	35		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 2015-16)

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	0.20	N/A
Resource Specialist	1	N/A
Other		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 2014-15)

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	\$60,702
Percent Difference: School Site and District	N/A	N/A	-15.8	2.8
State	N/A	N/A	\$5,677	\$67,348
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 2015-16)

We have afterschool reading and tutoring provided by Title I. At Castle Rock Elementary, our school also had Supplemental Education Services tutoring, After School Program (ASES), Learning Specialist, and Response to Intervention (RTI).

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,308	\$42,063
Mid-Range Teacher Salary	\$63,222	\$64,823
Highest Teacher Salary	\$83,989	\$84,821
Average Principal Salary (Elementary)	\$105,368	\$101,849
Average Principal Salary (Middle)	\$100,291	\$107,678
Average Principal Salary (High)	\$112,688	\$115,589
Superintendent Salary	\$154,578	\$169,152
Percent of Budget for Teacher Salaries	30%	35%
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 (Most Recent Three Years)

Castle Rock currently has 16 percent of the teachers with less than three years of experience. Our teachers, have on average 15 years of teaching experience. All of our teachers hold only a bachelor's degree from a four-year college or university. Castle Rock Elementary currently has 36 percent of the teachers have completed a master's degree or higher.

We currently have 21 of 25 teachers with full teaching credentials. This number is close to the average for all elementary schools in the state. About sixteen percent of the faculty at Castle Rock hold a trainee credential, which is reserved for those teachers who are in the process of completing their teacher training. In comparison, two percent of elementary school teachers throughout the state hold trainee credentials. About four percent of our faculty hold an emergency permit. Very few elementary school teachers hold this authorization statewide (just one percent). About 84 percent of the faculty at Castle Rock hold the elementary (multiple-subject) credential. This number is below the average for elementary schools in California, which is 90 percent. You can find three years of data about teachers' credentials in the Data Almanac that accompanies this report.

The professional learning for the 2016-17 school year included Kagan Cooperative Learning, Professional Learning Communities, Close Reading, Rigorous Curriculum Design, Literacy Training, Writing Units of Study, Brandman University math grant and exploration of Common Core State Standards.