Castlemont Elementary School

3040 E. Payne Avenue • Campbell CA, 95008 • (408) 364-4233 • Grades Pre-K-5
Ivy Sarratt, Principal
isarratt@campbellusd.org
www.campbellusd.org

2013-14 School Accountability Report Card
Published During the 2014-15 School Year

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (408) 364-4233.

School Description

COMMUNITY: Located in the West portion of Santa Clara County, Campbell Union School District serves more than 7,600 students from the communities of Campbell, San Jose, Saratoga, Santa Clara, Monte Sereno and Los Gatos.

A school of nearly 750 preschool through 5th grade students, Castlemont serves students from the communities of San Jose and Campbell. Our partnerships with those communities and their families are among our greatest strengths. We are a school community with high expectations as students, educators, parents, and the community work together towards a common goal to actively support all students in achieving his or her personal best. Parents are part of the decision-making process through involvement in a very active Castlemont Home and School Club, our bilingual Advisory Committee, the School Site Council and our program review process.

Mission Statement:

Castlemont School, in an educational partnership with the community, is dedicated to teaching children to become caring, competent, responsible citizens in a rapidly changing world. We will provide a nurturing environment, promote respect for uniqueness of self and others, and emphasize a solid academic foundation.

2013-14 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kinder.	135
Gr. 1	133
Gr. 2	131
Gr. 3	130
Gr. 4	134
Gr. 5	84

2013-14 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	5.1
American Indian or Alaska Native	0.3
Asian	8.6
Filipino	4.6
Hispanic or Latino	52.2
Native Hawaiian/Pacific Islander	0.9
White	21.8
Two or More Races	5.1
Socioeconomically Disadvantaged	55.4
English Learners	40.7
Students with Disabilities	8.8

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			
Castlemont Elementary School	**12-13**	**13-14**	**14-15**
Fully Credentialed	30	30	30
Without Full Credential	1	2	1
Teaching Outside Subject Area of Competence	0	0	0
Castlemont Elementary School	**12-13**	**13-14**	**14-15**
Fully Credentialed	♦	♦	336
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

♦ = data not required

Teacher Misassignments and Vacant Teacher Positions at this School			
Castlemont Elementary School	**12-13**	**13-14**	**14-15**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	100.00	0.00
Districtwide		
All Schools	99.56	0.44
High-Poverty Schools	99.30	0.70
Low-Poverty Schools	100.00	0.00

* 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.

Facility Conditions/Planned Improvements (Most Recent Year)
Castlemont School, originally constructed in 1964, is comprised of 36 classrooms (including portables), a library, computer lab, staff lounge, cafeteria/multipurpose room, 1 large Grades 1-5 playgrounds, 1 kindergarten playground, and a Campbell Care facility and preschool. Our school has had numerous improvements in the past three years, thanks to the Measure G school bond, including a new multi-use/cafeteria building, new library, new central courtyard, new roof, solar panels, and window replacement. All play structures were replaced and playgrounds renovated. All underground electrical, plumbing, sewer and other utilities were replaced, a new parking lot and landscaping installed.

Cleaning Process:
The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. Administrators work daily with the school's custodial staff to develop cleaning schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair:
A preventative maintenance program is administered by the Facility Maintenance Department staff, with heavy maintenance functions occurring during vacation periods. Additionally, Campbell Union School District administers a scheduled landscape and building maintenance program to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/28/2014				
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]		carpet replacement - summer 2015
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 Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	[ ]	[X]	[ ]	

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)
Quality and Currency of Textbooks and Other Instructional Materials

District Curriculum committees select the majority of textbooks and other instructional materials with representatives from every school and grade level. Purchase of textbooks follows the State adoption cycle. All textbooks series are recommended by the State and are purchased with State Instructional Materials money. Every student has a current textbook in the basic subject areas and every classroom has calculators, dictionaries, maps/globes, and math manipulatives.

Note: Assembly Bill X4 2 (Chapter 2, Statutes of 2009-10 Fourth Extraordinary Session) signed on July 28, 2009, suspended the process and procedures for adopting instructional materials, including framework revisions, until the 2013-14 school year. Senate Bill 70 (Chapter 7 of the Statutes of 2011) extended that suspension until the 2015-16 school year. For more information go to the California Department of Education website at http://www.cde.ca.gov/ci/

The textbooks listed are from most recent adoption:

Percent of students lacking their own assigned textbook:

Textbooks and Instructional Materials Year and month in which data were collected: 2010	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Grades K-5: Houghton Mifflin Reading: Medallion Edition (upgrade adopted 2010)
Mathematics	K-5: Houghton Mifflin California Mathematics (adopted 2010) K-8 (pilot): Eureka Math
Science	Grades K-3: Scott Foresman: California Science (adopted 2008) Grades 4-5: Houghton Mifflin California Science (adopted 2008)
History-Social Science	Grades K-3: Scott Foresman: History-Social Science for California (adopted 2006) Grades 4-5: Houghton Mifflin: History- Social Science for California (adopted 2006)
Health	Health education materials are available through HealthTeacher.com for use with students in every grade in school and at home.
Visual and Performing Arts	Art Connections; SRA - McGraw Hill Art residency through partnership with Montalvo Art Center - 2nd graders

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	78	75	72	75	76	70	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	58	58	53	63	64	62	54	56	55
Math	71	72	67	66	66	68	49	50	50
HSS				47	53	53	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	6	6	5
Similar Schools	4	3	3

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.5	20.2	23.8

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	70
All Student at the School	72
Male	73
Female	72
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	66
Native Hawaiian/Pacific Islander	
White	83
Two or More Races	
Socioeconomically Disadvantaged	65
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	14	3	-16
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	30	18	-20
Native Hawaiian/Pacific Islander			
White	-3	-13	-43
Two or More Races			
Socioeconomically Disadvantaged	39	8	-23
English Learners	7	11	-34
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

NOTE: Blanks boxes = N/D

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
Castlemont Elementary has a very proactive and involved parent community represented through the Home School Club (HSC). The organization works with the teacher and administration to support special events and day-to-day programs for the students. Each year the Home School Club (HSC) has several major fund raisers that help pay for field trips, assemblies, Playworks, and materials for the school/students to name a few.

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.

School Safety Plan
The School Safety plan for the 2013-14 school year was updated and approved Feb.. 13, 2013 and reviewed with staff May 28, 2013.

Suspensions and Expulsions			
School	**11-12**	**12-13**	**13-14**
Suspensions Rate	5	2.4	2.2
Expulsions Rate	0	0	0.0
District	**11-12**	**12-13**	**13-14**
Suspensions Rate	5.9	3.4	2.3
Expulsions Rate	0.09	0	0.0
State	**11-12**	**12-13**	**13-14**
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

*   The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts	*No Data for this year.*	
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program

Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		75.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution

	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	21.3	23	23	6			0	5	6	0		
Gr. 1	21.5	21	22	6	1		0	5	6	0		
Gr. 2	21.8	23	26	6			0	6	5	0		
Gr. 3	19.6	22	19	7	1	2	0	5	5	0		
Gr. 4	23.3	21	22	2	2	2	4	4	4	0		
Gr. 5	31	22	21	0	1	1	2	3	3	1		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0.2
Counselor (Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.55
Psychologist	0.4
Social Worker	0
Nurse	0.35
Speech/Language/Hearing Specialist	0.8
Resource Specialist	0.8
Other	0.04

Average Number of Students per Staff Member

Academic Counselor	747

* 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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,808	$41,507
Mid-Range Teacher Salary	$73,068	$67,890
Highest Teacher Salary	$87,960	$86,174
Average Principal Salary (ES)	$112,725	$109,131
Average Principal Salary (MS)	$118,374	$111,937
Average Principal Salary (HS)	$0	$109,837
Superintendent Salary	$206,936	$185,462
Percent of District Budget		
Teacher Salaries	41	42
Administrative Salaries	7	6

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4908.98	59.04	4849.94	71283.55
District	♦	♦	4860.87	$70,805
State	♦	♦	$4,690	$70,788
Percent Difference: School Site/District			-0.2	0.7
Percent Difference: School Site/ State			3.4	0.7

♦ = data not required

Types of Services Funded at Castlemont Elementary School
In addition to general state funding, Campbell Union School District received state and federal funding for the following special programs in 2013-14.

- Title I, Part A: Basic Grant
- Title II, Part A: Improving Teacher Quality
- Title III, Part A: Limited English Proficiency (LEP)
- State Preschool
- State Child Care
- Federal Free/Reduced meals

Professional Development provided for Teachers at Castlemont Elementary School
Campbell Union School District's work year calendar allocated three full-day Professional Development days in the 2012-2013 school year, three in 2013-2014, and four are planned for 2014-15. The District provides professional development for all credentialed and non-credentialed staff. Classified staff members who work directly with students are trained in the same focal areas as the teachers.

PRIMARY AREAS OF FOCUS FOR STAFF DEVELOPMENT:
The primary areas of focus for staff development in all CUSD schools is training to support the implementation of the Common Core State Standards. The focus is on understanding the instructional shifts associated with Common Core standards, the content standards themselves and the Eight Mathematical Practices. Carefully examining student data takes place at regularly scheduled collaboration meetings where teachers discuss specific learning needs and develop intervention plans for targeted students. The professional development offered supports teachers in learning best practices for meeting the needs of all learners through a variety of Common Core aligned assessments.   Professional Development is also offered in the area of STEAM and 21st Century Learning strategies.

METHODS OF PD:
We use many different models for delivery of professional development. Our teachers are given release days to attend sessions or conferences. Sometimes teachers are paid a stipend to do professional development on a weekend or during the summer. We offer after school sessions throughout the entire school year, and we take into consideration staff requests for both content and timing of the professional development.

HOW TEACHERS ARE SUPPORTED:
We have extensive coaching in our district, both through our site Common Core Coaches and through our district math, literacy and STEAM Coaches. All of our coaches follow coaching cycles to ensure that teachers are regularly examining student data to align instructional practices that maximize student learning. Grade Level Leader meetings and district job-alike meetings happen regularly to support teachers in planned collaboration time where best strategies can be shared across the district. Collaboration time is also planned at each school site so that teachers and administrators can do the work of a professional learning community. Administrators conduct regular classroom visitations to offer support and feedback for teachers so that they can continually improve their practice.