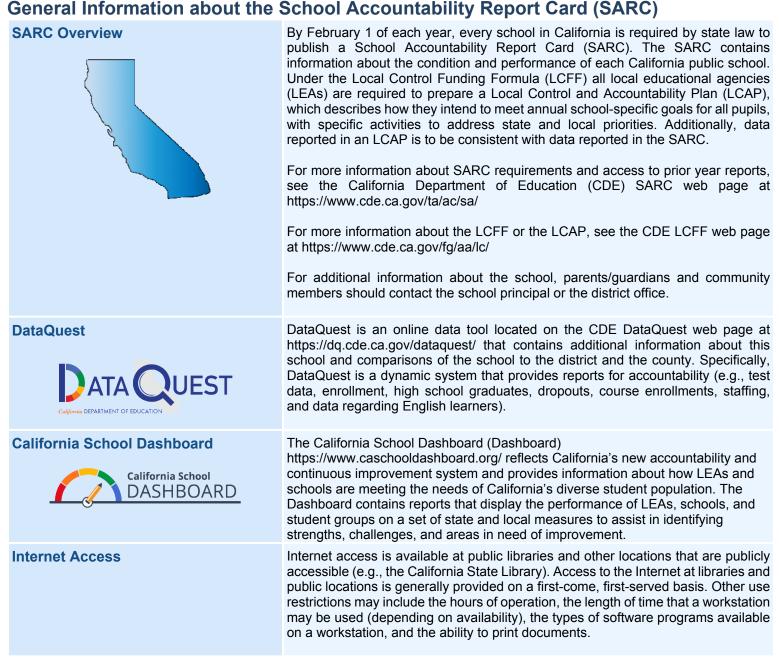# Castroville Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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 https://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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2022-23 School Contact Information

School Name	Castroville Elementary School
Street	11161 Merritt St.
City, State, Zip	Castroville, CA 95012-3498
Phone Number	831.633.2570
Principal	Erica Lee
Email Address	erica_lee@nmcusd.org
School Website	https://www.nmcusd.org/castroville
County-District-School (CDS) Code	27 73825 6026397

2022-23 District Contact Information

District Name	North Monterey County Unified School District
Phone Number	(831) 633-3343
Superintendent	Kari Yeater
Email Address	kyeater@nmcusd.org
District Website Address	www.nmcusd.org

2022-23 School Overview

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 both the academic and social-emotional needs of students. 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.

Castroville School offers a Dual Language program for Spanish speakers in grades TK-3. The program will continue to expand through 6th grade to support students both with instruction in English and graduating from North Monterey County High School with the Seal of Biliteracy.

The school offers an expanded learning program called the NEST, which stands for Nurture, Educate, Socialize and Thrive. Students attending the NEST are supported from 6:00 a.m. to 6:00 p.m. They are provided with academic intervention as well as enrichment opportunities in areas such as art and physical activities. Students in grades 4-6 have the opportunity to participate in Student Council; and there is a band program open to all students in grades five and six.

Classroom teachers at Castroville Elementary incorporate technology into daily instruction with every student issued an electronic device in order to fully participate in school activities (such as virtual assemblies and family nights) from home. Additionally, families without reliable wifi access have been provided with hotspots to ensure learning is uninterrupted. In addition to the online components embedded into our core curricular programs - such as Benchmark Advance for ELA for K-6, Ampliify Science for K-6, Math Expressions in K-5 and GoMath in 6th grade. Teachers use programs/assessments such as Google Classroom, Lexia, Let's Go Learn, Freckle Education, and Seesaw to enhance the curriculum.

Castroville Elementary 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.

2022-23 School Overview

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

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	94
Grade 1	86
Grade 2	91
Grade 3	84
Grade 4	94
Grade 5	81
Grade 6	82
Total Enrollment	612

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.6
Male	47.4
American Indian or Alaska Native	0.0
Asian	0.3
Black or African American	0.0
Filipino	0.2
Hispanic or Latino	96.9
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.2
White	2.3
English Learners	63.2
Foster Youth	0.2
Homeless	35.5
Migrant	7.7
Socioeconomically Disadvantaged	91.3
Students with Disabilities	5.6

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.00	96.30	149.80	71.45	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.50	2.62	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	3.70	24.30	11.62	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	7.30	3.49	12115.80	4.41
Unknown	0.00	0.00	22.60	10.82	18854.30	6.86
Total Teaching Positions	27.00	100.00	209.60	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30		171			
Intern Credential Holders Properly Assigned	0		12			
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1		8			
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0		0			
Unknown	0		0			
Total Teaching Positions	31		191			

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0
Misassignments	1.00	1
Vacant Positions	0.00	1
Total Teachers Without Credentials and Misassignments	1.00	1

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0
Local Assignment Options	0.00	0
Total Out-of-Field Teachers	0.00	0

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.80	1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Benchmark Advanced K-6/Adelante K-3 Spanish	Yes	0%
Mathematics	CA CCSS Math Expressions K-5 2014/ Grade 6 Go Math!	Yes	0%
Science	K-6 Amplify Science	Yes	0%
History-Social Science	Harcourt-Reflections K-5 2007/Gr. 6, History Alive! The Ancient World	Yes	0%
Foreign Language	No foreign language offered in grades 3-6		0%
Health	Teacher developed units		0%
Visual and Performing Arts	Arts Integration units		0%
Science Laboratory Equipment (grades 9-12)	N/A		0%

School Facility Conditions and Planned Improvements

Castroville Elementary School has had the following work completed during the summer of 2022: 1) playground updates; 2) drainage system repairs and maintenance; 3) paint and repairs to fixtures; and 4) repair and replacement of safety equipment.

Year and month of the most recent FIT report	5/26/2022

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

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
    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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	25	N/A	27	N/A	47
Mathematics (grades 3-8 and 11)	N/A	11	N/A	10	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	338	336	99.41	0.59	25.30
Female	174	172	98.85	1.15	31.98
Male	164	164	100.00	0.00	18.29
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	326	324	99.39	0.61	24.07
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	197	195	98.98	1.02	10.77
Foster Youth	0	0	0.00	0.00	0.00
Homeless	109	108	99.08	0.92	20.37
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	316	315	99.68	0.32	24.44
Students Receiving Migrant Education Services	23	23	100.00	0.00	13.04
Students with Disabilities	27	27	100.00	0.00	3.70

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	338	336	99.41	0.59	11.01
Female	174	172	98.85	1.15	9.30
Male	164	164	100.00	0.00	12.80
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	326	324	99.39	0.61	10.19
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	197	195	98.98	1.02	3.08
Foster Youth	0	0	0.00	0.00	0.00
Homeless	109	109	100.00	0.00	7.34
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	316	315	99.68	0.32	10.79
Students Receiving Migrant Education Services	23	23	100.00	0.00	8.70
Students with Disabilities	27	27	100.00	0.00	3.70

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	7.5	NT	12.44	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	80	80	100	0	7.5
Female	39	39	100	0	5.13
Male	41	41	100	0	9.76
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	78	78	100	0	7.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	53	53	100	0	0
Foster Youth	0	0	0	0	0
Homeless	30	30	100	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	74	74	100	0	6.76
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A	N/A

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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 team (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.

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. Parent representatives from this committee also attend the District English Learner Advisory Committee (DELAC).

Volunteer Opportunities

2022-23 Opportunities for Parental Involvement

Currently, we are working on welcoming parents back on campus while maintaining Covid-19 safety and protocol guidelines. Historically, parents at Castroville Elementary School have been encouraged to share their time and talents. We look forward to welcoming them back on campus 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. With the recent transition from distance back to in-person learning, we are relying more on electronic means to communicate with families. Methods of parent communication include: school website and social media accounts; electronic marquee in front of school; targeted automated phone calls, emails, district app mesages 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. Parents who wish to be involved in supporting school activities are encouraged to reach out to their child's teacher, or contact the school office directly. The Principal and Assistant Principal are also available to assist parents.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	652	628	294	46.8
Female	340	329	155	47.1
Male	312	299	139	46.5
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	2	100.0
Black or African American	0	0	0	0.0
Filipino	1	1	1	100.0
Hispanic or Latino	630	608	285	46.9
Native Hawaiian or Pacific Islander	1	0	0	0.0
Two or More Races	1	1	1	100.0
White	16	15	5	33.3
English Learners	411	404	169	41.8
Foster Youth	2	2	2	100.0
Homeless	223	219	87	39.7
Socioeconomically Disadvantaged	598	582	270	46.4
Students Receiving Migrant Education Services	55	55	33	60.0
Students with Disabilities	41	40	24	60.0

C. Engagement	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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.14	2.66	2.45
Expulsions	0.00	0.02	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.69	0.02	3.42	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.69	0.00
Female	0.59	0.00
Male	2.88	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.75	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	2.43	0.00
Foster Youth	0.00	0.00
Homeless	2.69	0.00
Socioeconomically Disadvantaged	1.67	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.88	0.00

2022-23 School Safety Plan

The goal at Castroville Elementary School is to provide a safe and secure learning environment for students. The site's Comprehensive School Safety Plan is reviewed annually by the School Site Council and Safety Committee along with Law Enforcement and First Responders. The school's current Safety Plan was approved in February of 2023. The goals of the Safety Plan are developed using data from student and family surveys. Additional data related to students' social emotional well being, attendance and behavior/suspension rates is also included.

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. A Multi-Tiered System of Supports (MTSS) model is used for identifying students who may need additional support with academics or behavior/social-emotional support. The MTSS team (which includes school administration, general and special education teachers, school psychologist and psychologist intern, licensed social worker, and behavior specialists) regularly review student academic, behavior and attendance data, as well as respond to requests for support from teachers, and work with them to design a support plan. The goal is to decrease the number of office referrals by encouraging positive behavior and providing academic and/or social-emotional support to students demonstrating a need. The full time Behavior Technician works with school administration, teachers, students and their families, to help establish positive relationships and modify negative behaviors. The current full time School Based Mental Health Counselor supports and helps students' social-emotional development. This enables students (and teachers) to feel successful.

Regular school wide safety drills are conducted under the guidance of the school safety committee and in consult with the 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 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 leaders. Our district has also adopted a Threat Assessment and Response protocol which helps maintain a safe environment.

2022-23 School Safety Plan

Castroville Elementary School follows COVID-19 safety and protocol guidelines provided by the California Department of Education (CDE) and the California Department of Public Health (CDPH).

Elements of the Safety Action Plan:
1. Continue to enhance social-emotional learning, behavior supports and related interventions in order to address and develop social awareness skills and continue implementation of evidence-based social-emotional learning (SEL) curriculum/lessons.
2. Adopt and implement restorative justice practices that support and integrate with school-wide expectations and a positive discipline model, to include training, support and monitoring for all classroom teachers and classified school staff who interact with students.
3. Further develop the school level Multi-Tiered System of Support communities of practice to promote coordination, alignment, and continuity including the focus and further develop of Tier 1 teams (which include teachers, counselors and classified support) to increase student attendance and engagement.
4 Develop culturally responsive classrooms and school environments that incorporate investigative learning that promote civic engagement, diversity, and understanding of local and global perspectives.
5. Develop, expand, promote, monitor and evaluate student engagement and plan events/activities that reflects and integrates the identities of the students and their community and that promote the over climate and culture on campuses (Activities, Clubs, Sports, Celebrations, School-wide assemblies, Student store, Alternatives to Recess)
6. Provide a physically welcoming and enriched campus environment that promotes artistic and structured outdoor learning spaces, to include integration of the arts, gardens, and structure outdoor play and provide facilitated learning and interactions that are positive and engaging during non classroom time.

12/5/22: School Site Joint Safety Committee Meeting reviewed data and provided recommendations for School Safety Plan
1/23/23: SSC reviewed data and provided recommendations for School Safety Plan
1/30/23: SSC Safety Plan Review and Approval
2/23/23: Board Approval

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		4	
1	27		3	1
2	24		4	
3	25		3	
4	30		3	
5	30		3	
6	32		3	
Other	24		1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	4	
1	22	1	3	
2	22		4	
3	24		4	
4	25		3	
5	30		3	
6	29		3	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	3	
1	21	1	2	
2	18	2	3	
3	21	1	3	
4	24	1	3	
5	21	2	2	
6	27		3	
Other	25		1	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,396	$878	$6,517	$72,470
District	N/A	N/A	$9,164	$77,638
Percent Difference - School Site and District	N/A	N/A	-33.8	-6.9
State	N/A	N/A	$6,594	$79,175
Percent Difference - School Site and State	N/A	N/A	-1.2	-8.8

2021-22 Types of Services Funded

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

Students who fail to meet grade-level academic benchmarks and/or demonstrate social, emotional or behavioral needs are provided interventions and supports within the classroom by the teacher. If progress is not realized, students are referred for TIER 2 (MTSS, Multi-Tiered System of Supports) meetings in which an action plan is developed to provide needed support. The TIER 2 meetings are comprised by Assistant Principal, School Psychologist, classroom teacher and other support staff depending on the needs of the student. If a student continues to struggle, they are then referred to the Student Success Team (SST) for further review. The SST is comprised of the principal, classroom teacher, resource team personnel, and parents.

Intervention services, funded by Title I and other state and federal funds, are made available to struggling students in the form of small group instruction provided by credentialed teachers or Instructional Specialists. Supplemental curriculum which supports students with meeting grade level benchmarks is also purchased with these funds.

Teachers continue to enhance their professional skills by participating in various trainings such as English Language Development instructional strategies, arts integration trainings, and online opportunities to enhance knowledge and understanding of needs of each students.

Substitutes are hired for on and off site professional development such as Arts Integration, Acting Right training, Benchmark Advance training, Achievement Teams and English Learner strategies that support the site mission and goals. Substitutes are also hired to release grade levels for meetings which focus on academic planning and next steps for supporting students.

The Instructional Leadership Team (ILT) spends the majority of their time working on the progress of Achievement Teams. The ILT spends time guiding teams of teachers in the Achievement Teams system for which they are trained. They also look at data for the school in areas of academics, attendance, and behavior.

After-school Supplemental Support (ASES/NEST): Students receive targeted instruction in math and English via the following programs- Lexia, Lets Go Learn and I-READY.

Bilingual Instructional Aide and Student Intervention Program Assistant support staff work with small groups of students with lower English proficiency and literacy levels each week. Modeling of lessons, help with grouping, and support with materials is also provided.

Additional Staff and Supports include:
- Increased funding for the Expanded Learning Program to increase enrollment and open it to students at all grade levels and provide academic intervention and enrichment outside of school hours
- An English Learner Specialist support students directly, as well as provide instructional support and training to teachers
- An Intervention Specialist provides instructional support and training to teachers and supports students directly.
- Extra hours pay for teachers to attend professional development outside of their contracted work hours
- Stipends for site Educational Technology and Instructional Lead Teachers to guide pertinent work related to effective classroom instruction
- Addition of STEM and VAPA teachers

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$49,370	$48,503
Mid-Range Teacher Salary	$75,136	$74,912
Highest Teacher Salary	$103,541	$100,321
Average Principal Salary (Elementary)	$130,826	$122,160
Average Principal Salary (Middle)	$132,191	$127,632
Average Principal Salary (High)	$149,060	$137,578
Superintendent Salary	$204,023	$198,665
Percent of Budget for Teacher Salaries	28%	31%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Professional Development for staff is a priority at Castroville Elementary School. Professional Development and training provided is selected by an analysis of student data and teacher needs with curriculum, program implementation, or with technology use for effective implementation of strategies or school-wide initiatives. This year's professional development has District professional development days and school-site training or grade level meetings. Staff has the opportunity to participate in professional development and training which has included topics such as using Google Classroom effectively, Lexia-Core 5, Let's Go Learn, Freckle Math, Arts Integration, effective student engagement strategies for all students, MTSS system, social emotional learning, Achievement Teams, and the use of technology to implement district adopted curriculum, ELD and EL support.

Professional Development and trainings are being delivered by District Support Staff or Specialists, site administrators and program consultants or other providers that are working with the site and district on implementation of programs or systems. There are different opportunities given to staff on how they can receive support during the implementation of the different trainings, such as 1:1 coaching with a specialist or site administrator, modeling of strategies by specialists or site administrator, attend follow-up sessions offered on specific topics, and grade level team meeting follow-ups. Staff is encouraged to participate in professional development offered and also support systems for implementation. As part of our professional development focus for the 22-23 school year, all staff have participated in professional development led by Dr. Victor Rios focused on supporting At-Promise students.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	37	37	37