



Mariano Castro Elementary School

505 Escuela Avenue • Mountain View, CA 94040 • (650) 526-3590

Mountain View Whisman School District

Theresa Lambert, Principal

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<http://castro.mvwsd.org/>

Serving Grades
Kindergarten through Five
CDS: 43-69591-6048003

2016-17 School Accountability Report Card

Published in 2017-18 School Year

District Address

750-A San Pierre Way
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District Administration

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Superintendent

Dr. Robert Clark
Associate Superintendent/
Chief Business Officer

Cathy Baur
Assistant Superintendent,
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Carmen Ghysels
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Mountain View
Whisman
School District

www.mvwsd.org

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Principal's Message

The Mariano Castro School community empowers our diverse student population with the skills and knowledge to become lifelong learners prepared for the world ahead. Our Core Values are "Academic excellence through a culture of high expectations, strong community through a culture of collaboration, and broad worldview through a culture of respect." We provide a vital learning community so that every child succeeds every day.

Community & School Profile (School Year 2017-18)

Castro Elementary is located in Mountain View, a suburban community of over 77,000, approximately 35 miles south of San Francisco. It is part of the Mountain View Whisman School District, which served more than 5,000 students in eight elementary schools and two middle schools.

School Attendance & Enrollment (School Year 2016-17)

Regular daily attendance is a priority at the school and is an important component of academic achievement. Attendance, tardy, and truancy policies are clearly stated and consistently enforced.

Parents are advised of their responsibilities, including proper notification of when and why students are absent. Attendance is monitored very closely with follow up phone calls made daily by the school secretary. Parents are advised of excessive absences through letters and, if necessary, parent conferences. Those students who continue to exhibit excessive absences are directed to the appropriate authorities, including the local Student Attendance Review Board (SARB).

The charts display school enrollment broken down by grade.

Enrollment Trend by Grade Level

| | 2014-15 | 2015-16 | 2016-17 |
|-----|---------|---------|---------|
| K | 178 | 73 | 45 |
| 1st | 121 | 46 | 42 |
| 2nd | 103 | 45 | 42 |
| 3rd | 119 | 49 | 45 |
| 4th | 107 | 51 | 49 |
| 5th | 98 | 41 | 51 |

The chart displays school enrollment broken down by student group.

| Enrollment by Student Group | |
|-------------------------------------|------------|
| 2016-17 | |
| | Percentage |
| Black or African American | 0.4% |
| Asian | 6.2% |
| Filipino | 1.5% |
| Hispanic or Latino | 82.8% |
| Native Hawaiian or Pacific Islander | 0.7% |
| White | 6.2% |
| Two or More Races | 2.2% |
| EL Students | 69.7% |
| Socioeconomically Disadvantaged | 83.2% |
| Students with Disabilities | 11.7% |

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 Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

| | Teacher Credential Status | | | |
|--|---------------------------|-------|-------|----------|
| | School | | | District |
| | 15-16 | 16-17 | 17-18 | 17-18 |
| Fully Credentialed | 17 | 17 | 15 | 268 |
| Without Full Credentials | 0 | 0 | 1 | 4 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 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. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

| | Misassignments/Vacancies | | |
|--|--------------------------|----------|----------|
| | 15-16 | 16-17 | 17-18 |
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Misassignments of Teachers (other) | 0 | 0 | 1 |
| Total Misassignments of Teachers | 0 | 0 | 1 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Instructional Materials (School Year 2017-18)

The school district held a public hearing on September 21, 2017, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in October 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

| District-Adopted Textbooks | | | | | |
|----------------------------|------------------------|-----------------------------|---------------|------------|-----------|
| Grade Levels | Subject | Publisher | Adoption Year | Sufficient | % Lacking |
| TK-5 | English/Language Arts | Benchmark Education Company | 2016 | Yes | 0.0% |
| TK-5 | History/Social Studies | Scott Foresman | 2006 | Yes | 0.0% |
| TK-5 | Mathematics | Eureka Math | 2015 | Yes | 0.0% |
| TK-5 | Science | FOSS | 2007 | Yes | 0.0% |

School Facilities (School Year 2017-18)

School Facilities (School Year 2016-17) Castro Elementary School was originally built in 1948 and covers over nine acres. All permanent facilities at Castro Elementary School were renovated in 1998. In 2015-16, the two programs that existed within Mariano Castro School split into two distinct schools, Mariano Castro Elementary and Gabriela Mistral Elementary. Both schools currently share the same facilities. The campus is comprised of 16 permanent classrooms, two portable classrooms, two pre-school classrooms, a preschool office, a library, a staff room, a multi-purpose room, a playground and field. In January 2017, 20 portables were placed to house the classrooms displaced due to construction. During the 2017-18 school year, a new school was under construction on one side of the same land, and Mariano Castro Elementary will be relocated to that new facility in August 2018. The school is located on a park site, which draws community members during evenings and on weekends.

Cleaning Process

The principal works daily with the custodial team to ensure classrooms, restrooms, and campus grounds are kept clean, safe, and well-maintained. There is one day custodian and 1.5 evening custodians to handle the daily cleaning needs.

Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service with emergency repairs given the highest priority.

The chart shows the results of the most recent school facilities inspection (as of October 2017). While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

| School Facility Conditions | | | | |
|--|----------------------------------|------|------|--|
| Date of Last Inspection: 08/26/2017 | | | | |
| Overall Summary of School Facility Conditions: Good | | | | |
| Items Inspected | Facility Component System Status | | | Deficiency & Remedial Actions Taken or Planned |
| | Good | Fair | Poor | |
| Systems (Gas Leaks, Mech/HVAC, Sewer) | X | | | |
| Interior | X | | | CR #37 Pre-School (Portable): Carpeting/lineolium is wearing; needs replacement. Nurses Office: Restroom walls need patching/paint. Library: Carpet is wearing. Doors are faded and need painting. MUR: VCT tiling on floor needs replacement. |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X | | | Storage Closet by CR #9/10: Room is full to the top, remove items in front of electrical panels. Exterior Mechanical Rooms: Housekeeping, move equipment away from electrical panels. |
| Electrical | X | | | CR #32/33 S/L Psych: Lighting fixture lights are out; ballast/bulb replacement. |
| Restrooms/Fountains | X | | | CR #37 Pre-School (Portable): Countertops/formica needs replacement. |
| Safety (Fire Safety, Hazardous Materials) | X | | | |
| Structural (Structural Damage, Roofs) | X | | | |
| External (Grounds, Windows, Doors, Gates, Fences) | 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. 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)

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

In the 2014-15 and 2015-16 school years, the Science assessments were paper-pencil tests for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. During the 2016-17 school year, the new California Science Test was pilot tested. This pilot test replaced the California Standards Tests and California Modified Assessment for Science. **Because this was a pilot year, no Science scores will be disclosed.**

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

For 2015-16 and 2016-17, this section includes the school, district, and state information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades three through eight and grade eleven. It also displays Science scores (grades 5, 8, and 10) for 2014-15 and 2015-16.

| California Assessment of Student Performance and Progress | | | | | | | | | |
|--|--------|------|------|----------|------|------|-------|------|------|
| Percent of Students Meeting or Exceeding the State Standards | | | | | | | | | |
| Subject | School | | | District | | | State | | |
| | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 |
| English Language Arts/Literacy (Grades 3-8 and 11) | -- | 38 | 45 | -- | 66 | 66 | -- | 48 | 48 |
| Mathematics (Grades 3-8 and 11) | -- | 33 | 41 | -- | 60 | 62 | -- | 36 | 37 |
| Science (Grades 5, 8, and 10) | 54 | 57 | -- | 73 | 73 | -- | 56 | 54 | -- |

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

| California Assessment of Student Performance and Progress | | | | | | | |
|---|-----------------------|---------------|----------------|-------------------------------|---------------|----------------|-------------------------------|
| Student Groups | English-Language Arts | | | | Mathematics | | |
| | Total Enrollment | Number Tested | Percent Tested | % Met or Exceeded CA Standard | Number Tested | Percent Tested | % Met or Exceeded CA Standard |
| All Students | 149 | 139 | 93.29 | 45.32 | 149 | 100.00 | 40.94 |
| Male | 75 | 67 | 89.33 | 49.25 | 75 | 100.00 | 44 |
| Female | 74 | 72 | 97.30 | 41.67 | 74 | 100.00 | 37.84 |
| Hispanic or Latino | 129 | 121 | 93.80 | 40.5 | 129 | 100.00 | 35.66 |
| White | 11 | 10 | 90.91 | 70 | 11 | 100.00 | 72.73 |
| Socioeconomically Disadvantaged | 128 | 119 | 92.97 | 40.34 | 128 | 100.00 | 35.16 |
| English Learners | 128 | 118 | 92.19 | 39.83 | 128 | 100.00 | 38.28 |
| Students with Disabilities | 22 | 22 | 100.00 | 36.36 | 22 | 100.00 | 22.73 |

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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.

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 area of physical education

Physical Fitness (School Year 2016-17)

In the spring of each year, the school is required by the state to administer a physical fitness test to students. The Physical Fitness Test measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

Percentage of Students in Healthy Fitness Zone

2016-17

| Grade Level | Four of Six Standards | Five of Six Standards | Six of Six Standards |
|-------------|-----------------------|-----------------------|----------------------|
| 5 | 19.2% | 17.3% | 5.8% |

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 school site.

Parent Involvement (School Year 2017-18)

Castro Elementary School has a very strong and active parent community. There are several avenues for parents to become involved:

- Curricular Support
- School Site Council (SSC)
- PTA
- English Learner Advisory Committee (ELAC)

The School Site Council involves parents and staff in program evaluation and improvement. The PTA is very active in providing classroom and school materials and equipment, training volunteers, providing parent education classes, and in fundraising for the school.

The school enjoys partnerships with the following community members and organizations:

- City of Mountain View Bookmobile
- Community Services of Mountain View
- Mountain View Police PAL Program
- Area High Schools
- Mentor Tutor Connection
- YMCA
- Reading Partners
- Playworks
- Community Health Awareness Council (CHAC)
- CSMA (Community School of Music and Art)

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school office at (650) 526-3590 or visit the school's website: <http://castro.mvwsd.org/> for more information.

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.

Discipline & Climate for Learning

Students at Castro Elementary School are guided by specific rules and classroom expectations that promote respect, responsibility, perseverance, and safety. Students are explicitly taught the schoolwide and classroom expectations at the beginning of the year and periodically throughout the year. Parents and students are informed of schoolwide expectations and discipline policies at Back-To-School Night at the start of the school year. Throughout the year, behavior and discipline policies are reviewed in school newsletters, parent emails, Open Houses, and classroom discussions. All the schools in our district have initiated positive school climate procedures that include specific anti-bullying activities.

The table displays the suspension and expulsion rates for the past three years.

Suspensions & Expulsions

| | Suspensions | | | Expulsions | | |
|----------|-------------|-------|-------|------------|-------|-------|
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| School | 0.00 | 0.90 | 1.27 | 0.00 | 0.00 | 0.00 |
| District | 2.01 | 2.63 | 1.66 | 0.00 | 0.00 | 0.00 |
| State | 3.79 | 3.65 | 3.65 | 0.09 | 0.09 | 0.09 |

Safe School Plan (School Year 2017-18)

The safety of students and staff is a primary concern of Castro Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually in the spring by the School Site Council, parents, and staff. The plan was most recently updated in March 2017.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Students are supervised before school by yard duty personnel and the principal. After-school supervision is provided by yard duty personnel with noon supervisors covering during lunch, and teachers supervising during recess. Visitors must sign in at the office, wear a visitor's badge at all times while on campus, and sign out upon leaving the school.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals.

Due to the flexibility allowed by the Every Student Succeeds Act (ESSA) that became law in December 2015 and reauthorized the ESEA, no district or school will be newly identified for PI in the 2017–18 school year. Districts and schools that received Title I, Part A funds for the 2016–17 school year and were "In PI" in the 2016–17 school year will retain their same PI status and placement year for 2017–18. California elected not to require districts or schools to provide Supplemental Educational Services and Choice for the 2017–18 school year, as defined in Section 1116 of the ESEA.

Districts and schools that received Title I, Part A funds for the 2016–17 school year and either had a status of "Not in PI" for the 2016–17 school year or did not receive Title I, Part A funds for the 2015–16 school year will have a status of "Not in PI" for the 2017–18 school year.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs

| | School | District |
|--------------------------------------|-----------|-----------|
| Program Improvement (PI) Status | Not in PI | Not in PI |
| First Year in PI | | |
| Year in PI | | |
| # of Title I Schools Currently In PI | - | 0 |
| % of Title I Schools Currently In PI | - | 0.0% |

School Leadership

Leadership at Castro Elementary School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. Principal Theresa Lambert leads Castro Elementary School. Principal Lambert is bilingual and possesses many years of experience in education with positions as a teacher (K-12), district coordinator, and principal.

Leadership opportunities at Castro Elementary School include the School Leadership Team and various school and district committee positions. Parent leadership opportunities are abundant at Castro. PTA, School Site Council (SSC), and English Language Advisory Council (ELAC) meet regularly and sponsor numerous student and family events.

Computer Resources

Mariano Castro Elementary School has one-to-one devices available. Every classroom at Castro has a Chromebook cart and there is also a laptop and tablet cart available for checkout.

Library Information

Castro Elementary School's library, staffed by a part-time library technician, is stocked with more than 14,000 books in English and Spanish that are available for students and parents to check out. Students visit the library once a week with their class. The library is also open to students and parents during recess and after school, at scheduled times. The library also contains computers for student use. Mountain View Public Library provides a Book Mobile to Castro on Tuesdays from 4:30-6pm. These services have no cost for Castro students.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Mountain View Public Library, which contains numerous computer workstations.

Class Size

The table indicates the average class size by grade level, as well as the number of classrooms that fall into each size category.

Class Size Distribution

| Average Class Size | Classrooms Containing: | | | | | | | | | | | |
|--------------------|------------------------|----------|----------|----------------|----------|----------|--------------|---|---|---|---|---|
| | 1-20 Students | | | 21-32 Students | | | 33+ Students | | | | | |
| 15 16 17 | 15 16 17 | 15 16 17 | 15 16 17 | 15 16 17 | 15 16 17 | 15 16 17 | | | | | | |
| By Grade Level | | | | | | | | | | | | |
| K | 25 | 24 | 23 | - | - | - | 7 | 3 | 2 | - | - | - |
| 1 | 24 | 23 | 21 | - | - | 1 | 5 | 2 | 1 | - | - | - |
| 2 | 21 | 23 | 21 | 3 | - | 1 | 2 | 2 | 1 | - | - | - |
| 3 | 24 | 25 | 23 | - | - | - | 5 | 2 | 2 | - | - | - |
| 4 | 31 | 26 | 25 | - | - | - | 3 | 2 | 2 | - | - | - |
| 5 | 28 | 21 | 21 | - | 1 | 1 | 4 | 1 | 2 | - | - | - |
| Other | - | 17 | - | - | 1 | - | - | - | - | - | - | - |

Counseling & Support Staff (School Year 2016-17)

It is the goal of Castro Elementary School to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The table lists the support service personnel available to students at Castro Elementary School.

Note: 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.

| Counseling & Support Services Staff | | |
|---|-----------------|----------------------|
| | Number of Staff | Full Time Equivalent |
| Community Engagement Facilitator | 1 | 1.0 |
| Counselor Intern | 5 | 2.5 |
| Instructional Coach – Certificated | 1 | 1.0 |
| Library Technician | 1 | 0.5 |
| Nurse | 1 | As Needed |
| Occupational Therapist | 1 | As Needed |
| Psychologist | 1 | As Needed |
| Resource Specialist Program (RSP) Teacher | 1 | 0.7 |
| RSP Aide | 1 | 0.7 |
| RTI Teacher | 2 | 2.0 |
| Speech and Language Specialist | 2 | 1.3 |

GATE

With the implementation of the Local Control Funding Formula, the state of California no longer provides specific funding for Gifted and Talented Education (GATE). Consequently, the District no longer formally assesses its students for GATE qualification. Nevertheless, MVWSD is committed to providing challenging and inspiring opportunities for gifted and talented students. Each school site receives District parcel tax funding to support enrichment and extra-curricular activities designed to challenge any student who is motivated to participate.

Castro Elementary School offers enrichment programs to identified students. Parents take the leadership of developing enrichment activities.

Individualized Instruction

Special Education students receive support from a Resource Specialist Teacher and/or Aide as determined by their Individualized Education Plan (IEP). Teachers and assistants work with the special education students on a pull-out basis as well as within their classrooms.

English Language Learners

English Learners receive daily instruction in the core academic subjects (reading/language arts, math, history/social studies, science, and physical education). English Language Learners are grouped at their proficiency level for intensive English language classes, daily. Throughout the remainder of the day, Integrated English Language Development (ELD) strategies are used within the core subject areas to ensure access to the core and continued English language practice.

Staff Development

The staff development plan is coordinated by the District Educational Services department in accordance with district and site priorities. Six professional days are planned annually to update and extend adult learning.

Curriculum Development

All curriculum development at Castro Elementary School is based on the California Common Core Standards. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Faculty, subcommittees, the School Site Council, Parent Focus Groups, English Learner Advisory Committee (ELAC), and the principal evaluate Castro Elementary School's curriculum continuously using assessment data, district benchmarks, and maps. All students have access to the core curriculum. Castro Elementary School provides everything from interventions to enrichment opportunities. Student progress is monitored through ongoing assessment and is conveyed to parents on report cards.

Group assessment data is shared with the staff to both support students and help determine school needs and focus. The principal and individual staff members also discuss student's assessment data as needed and appropriate.

Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. Castro Elementary School's PTA sponsors a range of activities on a fee basis, but all students who sign up are included if paid enrollments are sufficient to cover the instructors' fees.

The PTA works to assure that every class that is advertised is offered, and raises funds to cover unmet costs. A sample of what Castro Elementary offers its students:

- Chess Club
- Folklorico Dance
- Garden Club
- Chorus
- Coding
- Writing
- Art
- Lego Engineering
- Yoga
- Theaterworks

In addition to what is offered by PTA, Castro also offers afterschool classes in coding and STEM activities.

Recognition Programs

It is Castro Elementary School's goal to recognize students for their good work and to reinforce those behaviors which contribute to a positive learning community. Castro Elementary recognizes students within their classrooms as well as at school and district events. Student Recognition Assemblies are held monthly.

Expenditures & Services Funded (Fiscal Year 2015-16)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

| Expenditures per Pupil | |
|---|---------|
| School | |
| Total Expenditures Per Pupil | \$7,728 |
| From Supplemental/Restricted Sources | \$537 |
| From Basic/Unrestricted Sources | \$7,191 |
| District | |
| From Basic/Unrestricted Sources | \$2,197 |
| Percentage of Variation between School & District | 227.3% |
| State | |
| From Basic/Unrestricted Sources | \$6,574 |
| Percentage of Variation between School & State | 9.4% |

District Revenue Sources (Fiscal Year 2016-17)

In addition to general state funding, Mountain View Whisman School District receives state and federal funding for the following categorical, special education, and support programs:

- Title I
- Title II, Part A (Teacher & Principal Training & Recruiting)
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)

Average Teacher & Administrative Salaries (Fiscal Year 2015-16)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the California Department of Education's website www.cde.ca.gov.

| Average Salary Information | | |
|--|-----------|-----------|
| Teachers - Principal - Superintendent | | |
| 2015-16 | | |
| | District | State |
| Beginning Teachers | \$52,207 | \$47,034 |
| Mid-Range Teachers | \$77,030 | \$73,126 |
| Highest Teachers | \$96,334 | \$91,838 |
| Elementary School Principals | \$124,641 | \$116,119 |
| Middle School Principals | \$132,102 | \$119,610 |
| High School Principals | - | \$115,194 |
| Superintendent | \$200,000 | \$178,388 |
| Salaries as a Percentage of Total Budget | | |
| Teacher Salaries | 31.0% | 37.0% |
| Administrative Salaries | 6.0% | 6.0% |

School Site Teacher Salaries (Fiscal Year 2015-16)

State law requires comparative salary and budget information to be reported to the general public. The table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

| Average Teacher Salaries | |
|---------------------------------|----------|
| School & District | |
| School | \$68,079 |
| District | \$73,652 |
| Percentage of Variation | -7.6% |
| School & State | |
| All Elementary School Districts | \$74,194 |
| Percentage of Variation | -8.3% |

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, the county, and the state. 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).