



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

District Address

1400 Montecito Avenue
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District Administration

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Mountain View
Whisman
School District

www.mvwsd.org



Mariano Castro Elementary School

500 Toft St • Mountain View, CA 94041 • (650) 526-3590

Mountain View Whisman School District

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2017-18 School Accountability Report Card

Published in 2018-19 School Year

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/>.
- 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.

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).

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 2018-19)

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 2017-18)

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

	2015-16	2016-17	2017-18
K	73	45	34
1st	46	42	43
2nd	45	42	42
3rd	49	45	45
4th	51	49	45
5th	41	51	44
Total	305	274	253

The chart displays school enrollment broken down by student group.

Enrollment by Student Group	
2017-18	
	Percentage
Black or African American	0.4
Asian	3.6
Filipino	2.0
Hispanic or Latino	85.0
White	7.1
Two or More Races	2.0
EL Students	66.8
Socioeconomically Disadvantaged	89.3
Students with Disabilities	11.9
Foster Youth	0.4

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
	16-17	17-18	18-19	18-19
Fully Credentialed	17	15	16	279
Without Full Credentials	0	1	0	0
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		
	16-17	17-18	18-19
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Instructional Materials (School Year 2018-19)

The school district held a public hearing on September 20, 2018, 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 September 2018 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	From Most Recent Adoption	% Lacking
TK-5	English Language Arts/ELD	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 2018-19)

In August 2018, Mariano Castro Elementary moved into a new campus located on Toft Street. The campus is comprised of 16 permanent classrooms, two pre-school classrooms, a preschool office, a library, a staff room, a multi-purpose room, a playground and field. 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 September 2018). 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: 09/15/2018				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

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) include computer-based and paper-pencil 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 an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA).

A new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) has been developed. The California Standards Test and California Modified Assessment for Science are no longer administered. The new California Science Test (CAST) was piloted in spring 2017 and field tested during the 2017–18 school year. No student scores or aggregated results will be released until development of the test has been completed and reviewed. **The CAST will be administered operationally during the 2018–19 school year.**

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.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
English Language Arts/Literacy (Grades 3-8 and 11)	38	45	47	66	66	68	48	48	50
Mathematics (Grades 3-8 and 11)	33	41	39	60	62	64	36	37	38
Science (Grades 5, 8, and 10)	57	--	--	73	--	--	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	139	132	94.96	46.97	139	100.00	38.85
Male	64	59	92.19	44.07	64	100.00	34.38
Female	75	73	97.33	49.32	75	100.00	42.67
Hispanic or Latino	124	118	95.16	43.22	124	100.00	36.29
Socioeconomically Disadvantaged	129	122	94.57	44.26	129	100.00	37.98
English Learners	126	119	94.44	42.86	126	100.00	37.3
Students with Disabilities	23	23	100.00	13.04	23	100.00	17.39

Note: ELA and Mathematics 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 2017-18)

In the spring of each year, the school is required by the state to administer a physical fitness test to students in fifth grade. 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

2017-18

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.0%	13.6%	2.3%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

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 2018-19)

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)

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		
	15-16	16-17	17-18	15-16	16-17	17-18
School	0.90	1.27	0.68	0.00	0.00	0.00
District	2.63	1.66	1.05	0.00	0.00	0.00
State	3.65	3.65	3.51	0.09	0.09	0.08

Safe School Plan (School Year 2018-19)

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 and reviewed in March 2018.

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. The school enforces a closed-campus policy during school hours to ensure student safety. 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.

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.

School Leadership

Leadership at Castro Elementary School is a responsibility shared between district administration, the principal, instructional staff, students, and parents.

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					
	16	17	18	16	17	18	16	17	18	16	17	18
By Grade Level												
K	24	23	17	-	-	2	3	2	-	-	-	-
1	23	21	22	-	1	1	2	1	1	-	-	-
2	23	21	21	-	1	1	2	1	1	-	-	-
3	25	23	23	-	-	-	2	2	2	-	-	-
4	26	25	23	-	-	-	2	2	2	-	-	-
5	21	21	22	1	1	-	1	2	2	-	-	-
Other	17	-	-	1	-	-	-	-	-	-	-	-

Counseling & Support Staff (School Year 2017-18)

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
At-Risk Intervention Supervisor	1	1.0
Community Engagement Facilitator	1	1.0
Counselor Intern	5	2.5
Instructional Coach – CERT	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
Response to Instruction Teacher (CERT)	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 designated 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. Each day, Mariano Castro Elementary School provides dedicated time for intervention and enrichment through the school's Response to Instruction program. The District provides two additional teachers to support this initiative. 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.

District Revenue Sources (Fiscal Year 2017-18)

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)

Expenditures & Services Funded (Fiscal Year 2016-17)

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.

The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures that will be reported in the 2018-19 fiscal year.

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	\$7,987
From Supplemental/Restricted Sources	\$1,888
From Basic/Unrestricted Sources	\$6,099
District	
From Basic/Unrestricted Sources	\$2,536
Percentage of Variation between School & District	140.5%
State	
From Basic/Unrestricted Sources	\$7,125
Percentage of Variation between School & State	-14.4%

Average Teacher & Administrative Salaries (Fiscal Year 2016-17)

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 2016-17		
	District	State
Beginning Teachers	\$56,384	\$48,064
Mid-Range Teachers	\$83,192	\$75,417
Highest Teachers	\$104,041	\$94,006
Elementary School Principals	\$124,641	\$119,037
Middle School Principals	\$132,102	\$123,140
High School Principals	-	\$135,974
Superintendent	\$220,000	\$183,692
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	36.0%
Administrative Salaries	7.0%	6.0%

School Site Teacher Salaries (Fiscal Year 2016-17)

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	\$77,642
District	\$78,760
Percentage of Variation	-1.4%
School & State	
All Elementary School Districts	\$76,046
Percentage of Variation	2.1%