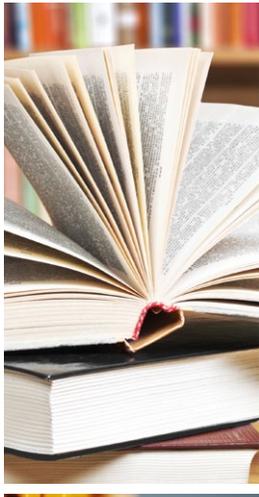


SARC



OUR  
MESSAGE

OUR  
TEACHERS

OUR  
SCHOOL



# Castle Rock Elementary School

2014-15  
School Accountability Report Card

Published in 2015-16

Autumn Funk, Superintendent/Principal  
afunk@shastalink.k12.ca.us

Grades: K-8  
Phone: (530) 235-0101

CDS Code: 45-69922-6050165

.....  
**SARC**



## Principal's Message

Welcome to Castle Rock Elementary School, our little gem in the heart of California's far northern region, serving students and the community since the 1887-88 school year. As a board-designated California Heritage School (established prior to 1900 and operated continuously to the year 2000 and beyond), our staff and community are committed to providing the highest quality educational programs and experiences for our students. All of our teachers are fully credentialed and several have master's degrees. The high quality of their professionalism is evident each day in their classrooms and in the culture and climate of our school.

Our program begins with a state-funded preschool, which is housed in the newly renovated historic "old school." The preschool program provides the critical first steps our students need. For more information, we encourage you to visit the preschool link on our website at [www.castlerockschool.net](http://www.castlerockschool.net). A full-day California State Standards-based K-1 classroom is the next step in our educational program. The students in grades K-8 attend school in our beautifully maintained main campus, originally built in 1955 and continually modernized to meet the growing needs of our students. Students study a rigorous, comprehensive, standards-based curriculum, which is supplemented with many special programs. These programs include art, interscholastic athletics, a school-community garden, bicycling and filmmaking, just to name a few.

It is Castle Rock School's belief that all students can learn, and that families and public education are the foundation for our nation's future. We maintain the highest expectations for both staff and students, who readily meet the challenges facing education today. We believe by listening to our community, building a team, maintaining a positive attitude and working diligently with a purpose, we can achieve our desired result of producing successful and well-rounded students who have been exceptionally well prepared for high school and beyond.

## Parental Involvement

The school coordinators with the nonprofit group Castella Community Education Organization (C.C.E.O.). The C.C.E.O. connects parents to volunteer opportunities in the classroom and for special events such as field trips, the Fall Festival and Santa's Secret Shoppe; they also help organize fundraisers for special programs such as the Grade 4-5 Science Camp.

Parents are encouraged to participate in the School Site Council, which meets regularly to address the goals and needs of the school. Parents who wish to participate in Castle Rock's School Site Council or school activities, join the C.C.E.O., or become volunteers may contact Shannon Kilpatrick at (530) 235-0101. Castle Rock's website provides a variety of resources and information for parents, staff, students and community members.

For more information on how to become involved in the C.C.E.O., contact the secretary of the C.C.E.O., Mariella Hines, at (530) 235-0101 or visit [www.castlerockschool.net/cceo.html](http://www.castlerockschool.net/cceo.html).

## School Safety

Teachers and aides supervise students before and after school and during breaks. All visitors to the campus are required to sign in at the office and display a visitor's badge at all times. The safety of students and staff is a primary concern of Castle Rock School, and the school is in compliance with all laws, rules and regulations pertaining to hazardous materials and state earthquake standards. Monthly fire drills and bus evacuation drills prepare staff and students in the event of such emergencies.

Castle Rock's school safety plan, implemented during the 1997-98 school year, was most recently reviewed in February 2016 by the superintendent/principal. The campus is fenced, and cameras are placed on the bus and on the outside of the school building. An alarm system and motion detectors are also inside the school.

Castle Rock School is fortunate to have both fire and first-responder first aid and medical services located directly across the street at the Castella Fire Department.

The superintendent/principal and the faculty at Castle Rock School are fully involved in and sit on the School Site Council, which oversees the annual updating of the school safety plan.

## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



*Castle Rock Union Elementary School District was established in 1887 and is a one-school district. Castle Rock Elementary School is located in the small mountain community of Castella, California, in Northern Shasta County.*

*Castle Rock School is safely nestled between Castle Crags State Park, Castle Creek and the mighty Sacramento River.*

*The school is beautifully maintained and is in the most ideal location for nature walks, field trips and hands-on science projects.*

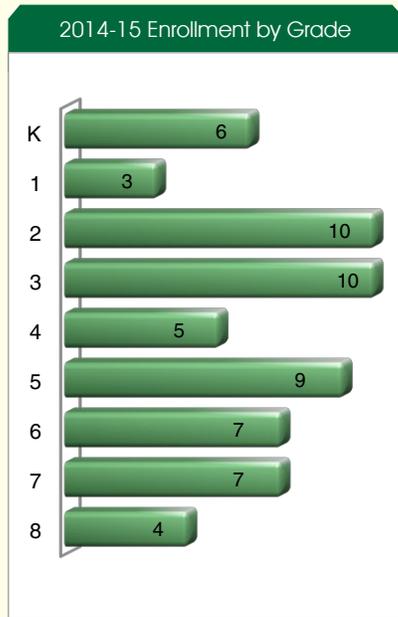
## Mission Statement

Castle Rock Elementary School will provide a safe and positive learning environment for all students. We will emphasize academics and citizenship through state standards, technology and cocurricular programs.

*"Educating Today's Students to Succeed in Tomorrow's World"*

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.



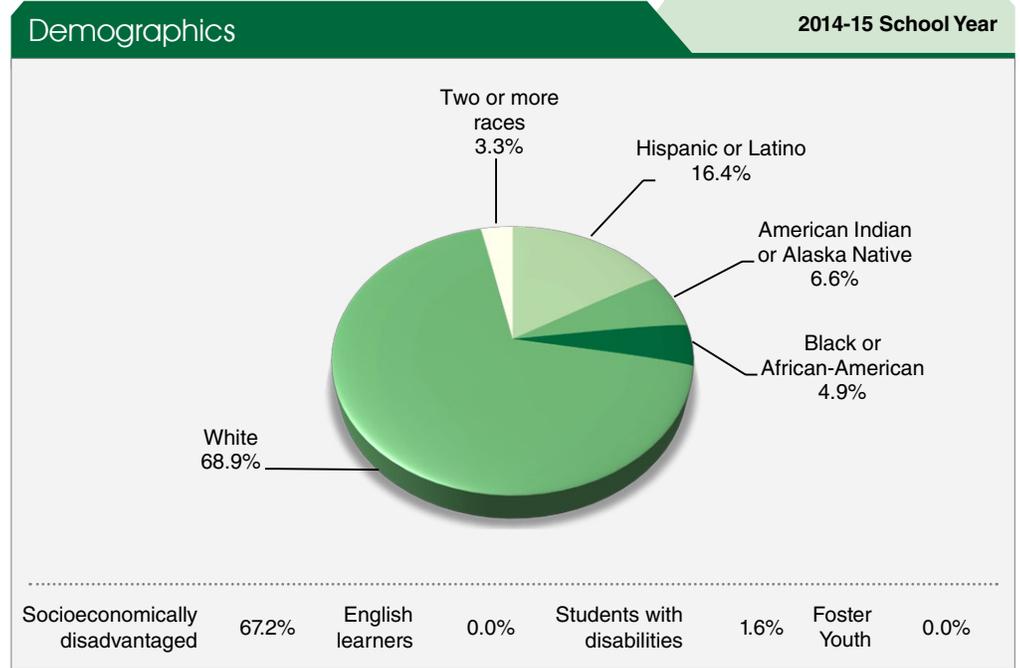
## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Castle Rock ES			
	12-13	13-14	14-15
Suspension rates	0.0%	0.0%	0.0%
Expulsion rates	0.0%	0.0%	0.0%
Castle Rock UESD			
	12-13	13-14	14-15
Suspension rates	0.0%	0.0%	0.0%
Expulsion rates	0.0%	0.0%	0.0%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

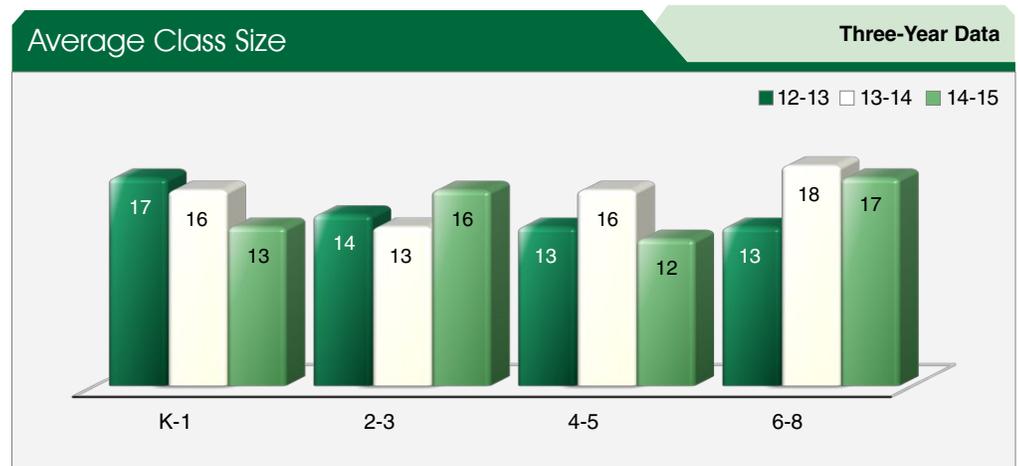
## Enrollment by Student Group

The total enrollment at the school was 61 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.



## Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



## Number of Classrooms by Size

Three-Year Data

Grade	2012-13			2013-14			2014-15		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K-1	1			1			1		
2-3	1			1			1		
4-5	1			1			1		
6-8	1			1			1		

## Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district, and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

Adequate Yearly Progress Criteria	2014-15 School Year		
	Castle Rock ES	Castle Rock UESD	California
<b>Met overall AYP</b>	Yes	Yes	Yes
<b>Met participation rate:</b>			
<b>English language arts</b>	Yes	Yes	Yes
<b>Mathematics</b>	Yes	Yes	Yes
<b>Met percent proficient:</b>			
<b>English language arts</b>	■	■	■
<b>Mathematics</b>	■	■	■
<b>Met attendance rates</b>	Yes	Yes	Yes
<b>Met graduation rate</b>	○	○	Yes

## Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Federal Intervention Program	2015-16 School Year	
	Castle Rock ES	Castle Rock UESD
<b>Program Improvement status</b>	Not Title I	Not Title I
<b>First year of Program Improvement</b>	◇	◇
<b>Year in Program Improvement</b>	◇	◇
<b>Number of Title I schools currently in Program Improvement</b>		0
<b>Percentage of Title I schools currently in Program Improvement</b>		0.00%

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

○ Not applicable. This AYP indicator is only applicable for high schools.

◇ Not applicable. The school and district are not in Program Improvement.

## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. To protect student privacy, scores are not shown when the number of students tested is 10 or fewer. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).



## Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. During the 2014-15 school year, the district sponsored three staff development days in which teachers were offered professional growth opportunities.

To further educate our teachers, the Castle Rock School faculty attends outside conferences and trainings on the upcoming Common Core curriculum. When feasible, Castle Rock School also brings in trainers to work with the staff in curriculum, program development and training, and pedagogy.

### Professional Development Days

<b>2013-14</b>	3 days
<b>2014-15</b>	3 days
<b>2015-16</b>	3 days

## California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASPP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).

### CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following page display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 3-8 and 11. Due to low enrollment scores are not shown for grades 3-8.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students that did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

## California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels							Three-Year Data		
Subject	Castle Rock ES			Castle Rock UESD			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	❖	❖	❖	❖	❖	❖	59%	60%	56%

## California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels		2014-15 School Year
Group	Science	
All students in the district	❖	
All students at the school	❖	
Male	❖	
Female	❖	
Black or African-American	❖	
American Indian or Alaska Native	❖	
Asian	❖	
Filipino	❖	
Hispanic or Latino	❖	
Native Hawaiian or Pacific Islander	❖	
White	❖	
Two or more races	❖	
Socioeconomically disadvantaged	❖	
English learners	❖	
Students with disabilities	❖	
Students receiving Migrant Education services	❖	
Foster youth	◇	

## California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards			2014-15 School Year
Subject	Castle Rock ES	Castle Rock UESD	California
English language arts/literacy	35%	35%	44%
Mathematics	21%	21%	33%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

## Textbooks and Instructional Materials

Castle Rock School sets a high priority upon ensuring sufficient and current textbooks and materials are available to support the school's instructional program, as well as provide each student with his or her own textbooks.

All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as the school's curriculum council standards, and can be found on the State Board of Education's approved materials list. Castle Rock School follows the state instructional materials adoption cycle, which reviews instructional materials in each curricular area within a seven-year adoption cycle. The school is currently following California State Standards.

A committee consisting of faculty, the school board and parents review selected criteria based on state standards, review instructional materials on the state list, and make recommendations to the Board of Education for final adoption. For the 2014-15 school year, Castle Rock School used the Houghton Mifflin Reading/Language Arts textbooks and the Reach Reading Intervention Program. Math materials are the Math Expressions program. Science materials are from the Harcourt Science program.

Each classroom has a minimum of eight Internet-connected computers to help prepare students for technological growth and opportunities. All classrooms have SMART Boards or Aquos Boards for instruction and educational programs.

Each pupil has access to his or her own copy of the standards-aligned textbooks (approved by the State Board of Education) and instructional materials in the core curriculum areas of reading/language arts, math, science, history/social science and health.

At Castle Rock School, we offer all students visual arts instruction, and their artwork is displayed annually at the Shasta County Office of Education and at our annual Open House night. Student artwork is featured in our school yearbook. We also offer performing arts activities for grades K-8.

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

### Percentage of Students Lacking Materials by Subject

#### 2015-16 School Year

<b>Reading/language arts</b>	0%
<b>Mathematics</b>	0%
<b>Science</b>	0%
<b>History/social science</b>	0%
<b>Visual and performing arts</b>	0%
<b>Foreign language</b>	0%
<b>Health</b>	0%



## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

### Quality of Textbooks

#### 2015-16 School Year

Criteria	Yes/No
<b>Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?</b>	Yes
<b>Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?</b>	Yes
<b>Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?</b>	Yes

## Textbooks and Instructional Materials List

### 2015-16 School Year

Subject	Textbook	Adopted
<b>English-Language Arts</b>	Reading, Houghton Mifflin (K-6)	2003-04
<b>English-Language Arts</b>	Reading Intervention REACH	2003-04
<b>Mathematics</b>	Math Expressions (K-5)	2007-08
<b>Mathematics</b>	Math, McDougal Littell (6-8)	2007-08
<b>Science</b>	Science, Harcourt (K-5)	2007-08
<b>Science</b>	Science, Glencoe/McGraw-Hill (6-8)	2007-08
<b>History-Social Science</b>	History-Social Science for California Learn and Work; History-Social Science for California Time and Place; Scott Foresman (K-1)	2006
<b>History-Social Science</b>	History-Social Science for California Then and Now; History-Social Science for California Our Communities; Scott Foresman (2-3)	2006
<b>History-Social Science</b>	History-Social Science for California Our California; History-Social Science for California Our Nation; Scott Foresman (4-5)	2006
<b>History-Social Science</b>	Discovering Our Past, Glencoe (6-8)	2006

## Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

### Currency of Textbook Data

#### 2015-16 School Year

<b>Data collection date</b>	12/2015
-----------------------------	---------



## School Facilities

Castle Rock School provides a safe, clean environment for students, staff and volunteers. The school employs one maintenance employee and one part-time custodian to maintain the facilities. All rooms are cleaned and/or sanitized on a daily basis, and the outdoor areas are inspected routinely. The school was built in 1955 and has recently undergone numerous renovations, including a new roof, new ceilings, lights, fire alarms and phone intercoms, along with a complete remodeling of the student bathrooms. There are a total of four bathrooms. Within the last two years, the HVAC system was replaced, all classrooms were refurbished, the administration and secretary's offices and library facilities were remodeled, and the entire parking lot and playground were repaved. The school has 45 computers, all Internet connected, and a library, which provides access for all students.

Recently completed facility improvements include the upgrading and replacement of the school gym and hallway flooring, as well as the painting of the entire exterior of the school.



## Public 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-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

## Types of Services Funded

Castle Rock School abides by the Class Size Reduction guidelines and necessary small schools funding.

## School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

## School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2015-16 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Fair	Restrooms/fountains	Fair
Interior	Fair	Safety	Good
Cleanliness	Good	Structural	Fair
Electrical	Fair	External	Good
Overall summary of facility conditions			Fair
Date of the most recent school site inspection			4/11/2016
Date of the most recent completion of the inspection form			4/11/2016

## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2015-16 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Systems	Heater repaired in November 2015.	
Interior	Door repaired in December 2015.	
Cleanliness	Janitorial mentoring September 2015 and ongoing.	
Electrical	Electrical upgraded in October 2015.	
Restrooms/fountains	Water fountain will be upgraded in June 2016.	
Safety	New cameras will be installed in July 2016.	
Structural	Roof patched in January 2016.	

## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

Teacher Credential Information	Three-Year Data			
	Castle Rock UESD	Castle Rock ES		
Teachers	15-16	13-14	14-15	15-16
<b>With full credential</b>	4	4	4	4
<b>Without full credential</b>	0	0	0	0
<b>Teaching outside subject area of competence (with full credential)</b>	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Castle Rock ES		
Teachers	13-14	14-15	15-16
<b>Teacher misassignments of English learners</b>	0	0	0
<b>Total teacher misassignments</b>	0	0	0
<b>Vacant teacher positions</b>	0	0	0

## Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>Castle Rock ES</b>	100.00%	0.00%
<b>All schools in district</b>	100.00%	0.00%
<b>High-poverty schools in district</b>	100.00%	0.00%
<b>Low-poverty schools in district</b>	✧	✧

✧ Not applicable.



*"We maintain the highest expectations for both staff and students, who readily meet the challenges facing education today."*

## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2014-15 School Year	
Academic Counselors	
<b>FTE of academic counselors</b>	0.000
<b>Average number of students per academic counselor</b>	✧
Support Staff	
<b>Social/behavioral or career development counselors</b>	0.000
<b>Library media teacher (librarian)</b>	0.000
<b>Library media services staff (paraprofessional)</b>	0.000
<b>Psychologist</b>	0.000
<b>Social worker</b>	0.000
<b>Nurse</b>	0.003
<b>Speech/language/hearing specialist</b>	0.140
<b>Resource specialist (nonteaching)</b>	0.300

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2013-14 Fiscal Year	
<b>Total expenditures per pupil</b>	\$11,924
<b>Expenditures per pupil from restricted sources</b>	\$2,993
<b>Expenditures per pupil from unrestricted sources</b>	\$8,931
<b>Annual average teacher salary</b>	\$41,398

## Financial Data

The financial data displayed in this SARC is from the 2013-14 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at [www.cde.ca.gov/ds/fd/ec](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 [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data	2013-14 Fiscal Year	
	Castle Rock UESD	Similar Sized District
<b>Beginning teacher salary</b>	◇	\$39,948
<b>Midrange teacher salary</b>	◇	\$57,401
<b>Highest teacher salary</b>	◇	\$73,183
<b>Average elementary school principal salary</b>	⊕	\$94,578
<b>Superintendent salary</b>	◇	\$112,657
<b>Teacher salaries: percentage of budget</b>	29%	35%
<b>Administrative salaries: percentage of budget</b>	9%	7%

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Castle Rock ES</b>	\$8,931	\$41,398
<b>Castle Rock UESD</b>	\$8,931	\$41,398
<b>California</b>	\$5,348	\$59,180
<b>School and district: percentage difference</b>	◆	◆
<b>School and California: percentage difference</b>	+67.0%	-30.0%

- ⊕ The principal and superintendent are combined as one position.
- ◇ Information is not available at this time.
- ◆ The percentage difference does not apply to single-site districts.

## Expenditures Per Pupil

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

### School Accountability Report Card

PUBLISHED BY:

**SIA** School  
Innovations  
& Achievement  
www.sia-us.com | 800.487.9234

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest/>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2015.

## Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

### Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Conditions of Learning</b>	
<b>State Priority: Basic</b>	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

### Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Pupil Outcomes</b>	
<b>State Priority: Pupil Achievements</b>	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
<b>State Priority: Other Pupil Outcomes</b>	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. <sup>1</sup> EC § 52060 (d)(8)	

### Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Engagement</b>	
<b>State Priority: Parent Involvement</b>	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
<b>State Priority: Pupil Engagement</b>	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
<b>State Priority: School Climate</b>	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. <sup>2</sup> EC § 52060 (d)(6)(C)	

**Note:** State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit [www.cde.ca.gov/fg/aa/lc/lcfaq.asp](http://www.cde.ca.gov/fg/aa/lc/lcfaq.asp).

<sup>1</sup> English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

<sup>2</sup> The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2015.

## School Accountability Report Card

PUBLISHED BY:



School  
Innovations  
& Achievement

[www.sia-us.com](http://www.sia-us.com) | 800.487.9234