

Castle Rock Union Elementary School District

29373 Main Street Castella, CA 96017 ▪ (530) 235-0101 ▪ www.castlerockschool.net



SARC
2021-22

School Accountability
Report Card
Published in 2022-23

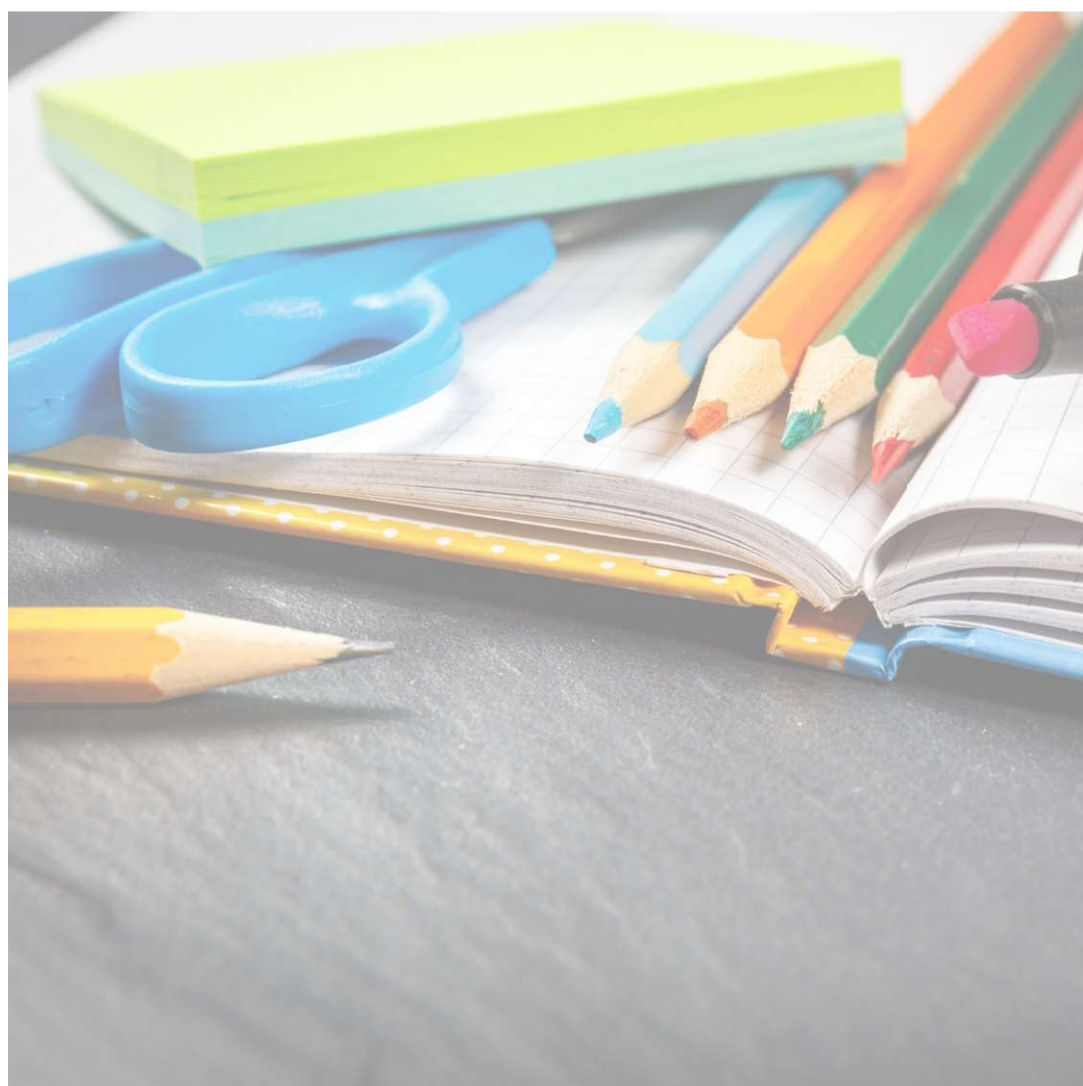
Castle Rock Elementary

Grades K-8
CDS Code 45-69922-6050165

Mark Telles, Superintendent/Principal
mtelles@castlerockschool.net

29373 Main Street
Castella, CA 96017
(530) 235-0101

www.castlerockschool.net





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. The preschool program provides the critical first steps our students need for success. For more information, we encourage you to visit the preschool link on our website at www.castlerockschool.net. A full-day California State Standards-based K-1 classroom is the next step in our educational program. Our K-8 students enjoy small, student-centered classrooms. Our school was originally built in 1955 and has been 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, athletics, robotics, music, an after-school program, school-community garden, bicycling and outdoor education.

We offer electives to all our K-8 students in the areas of art, music, outdoor education (fishing, hiking, wilderness skills, snow sports and safety), knitting, crafting, photography, theater and skill development. We partner with non-profits and community groups to develop lasting relationships and stewardship.

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. At Castle Rock School, students come first.

Parental Involvement

The school coordinators with the nonprofit group Castella Community Education Organization (CCEO). The CCEO 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 CCEO, or become volunteers may contact Pinky Hines at (530) 235-0101. Castle Rock's website provides a variety of resources and information for parents, staff, students and community members.

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 2023 by the superintendent/principal. The school safety plan was last reviewed, updated and discussed with the school faculty in February 2023. 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 Protection District.

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.

Mission Statement

Castle Rock Elementary School will provide a safe and positive learning environment for all students.

We will emphasize academics, outdoor education and citizenship through state standards, technology and cocurricular programs.

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.



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

Enrollment by Student Group

Demographics

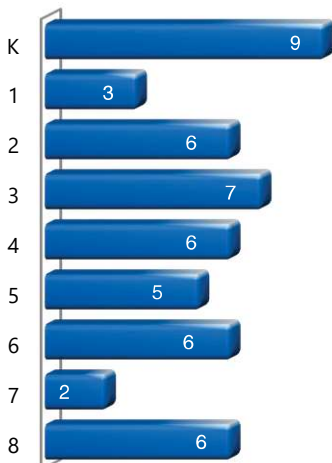
2021-22 School Year

Female	42.00%
Male	58.00%
Non-Binary	0.00%
English learners	2.00%
Foster youth	0.00%
Homeless	4.00%
Migrant	0.00%
Socioeconomically Disadvantaged	54.00%
Students with Disabilities	12.00%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2021-22 school year.

2021-22 Enrollment by Grade

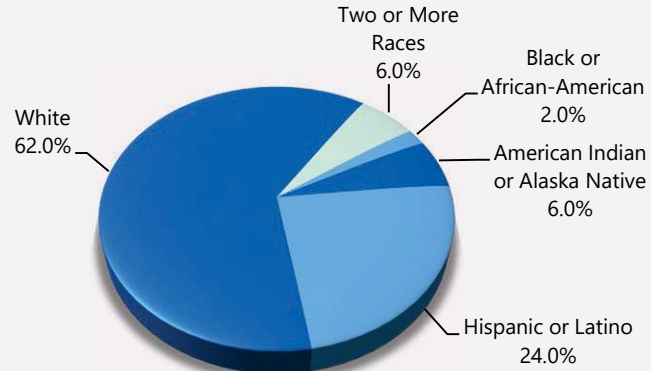


Enrollment by Student Group

The total enrollment at the school was 50 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2021-22 School Year

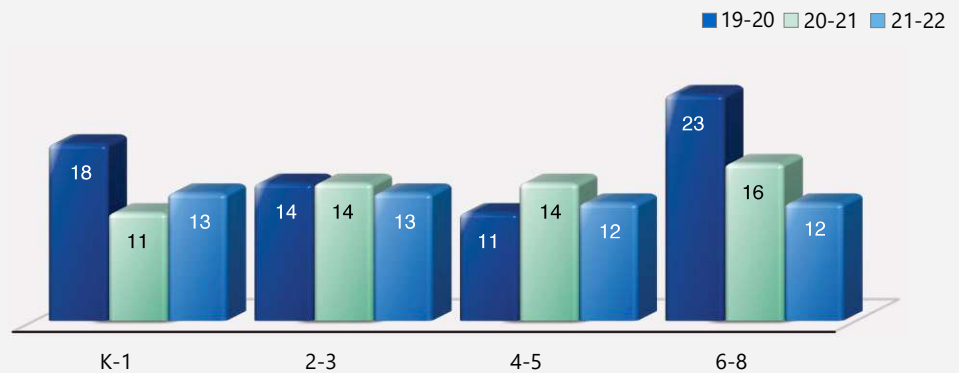


Class Size Distribution

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

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

	2019-20			2020-21			2021-22		
Grade	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		





Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions					Two-Year Data	
	Castle Rock ES		Castle Rock Union ESD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
Suspension rates	0.0%	0.0%	0.0%	0.0%	0.2%	3.4%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	3.2%	0.1%

Note: Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions				2019-20 School Year
	Castle Rock ES		Castle Rock Union ESD	California
	19-20		19-20	19-20
Suspension rates	0.0%		0.0%	2.5%
Expulsion rates	0.0%		0.0%	0.1%

Note: The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group			2021-22 School Year
Student Group	Suspensions Rate	Expulsions Rate	
All Students	0.0%	0.0%	
Female	0.0%	0.0%	
Male	0.0%	0.0%	
Non-Binary	0.0%	0.0%	
American Indian or Alaska Native	0.0%	0.0%	
Asian	0.0%	0.0%	
Black or African American	0.0%	0.0%	
Filipino	0.0%	0.0%	
Hispanic or Latino	0.0%	0.0%	
Native Hawaiian or Pacific Islander	0.0%	0.0%	
Two or More Races	0.0%	0.0%	
White	0.0%	0.0%	
English Learners	0.0%	0.0%	
Foster Youth	0.0%	0.0%	
Homeless	0.0%	0.0%	
Socioeconomically Disadvantaged	0.0%	0.0%	
Students Receiving Migrant Education Services	0.0%	0.0%	
Students with Disabilities	0.0%	0.0%	

Types of Services Funded

Castle Rock School abides by necessary small-schools funding.



Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. During the 2019-20 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

Number of school days dedicated to staff development and continuous improvement

2020-21	1
2021-22	1
2022-23	1

"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."

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. Due to changes to the 2021–22 PFT administration, only participation results are required for the five fitness areas.

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students participating in each of the five fitness components for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test

2021-22 School Year

Percentage of Students Participating In Each Of The Five Fitness Components

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

Chronic Absenteeism by Student Group

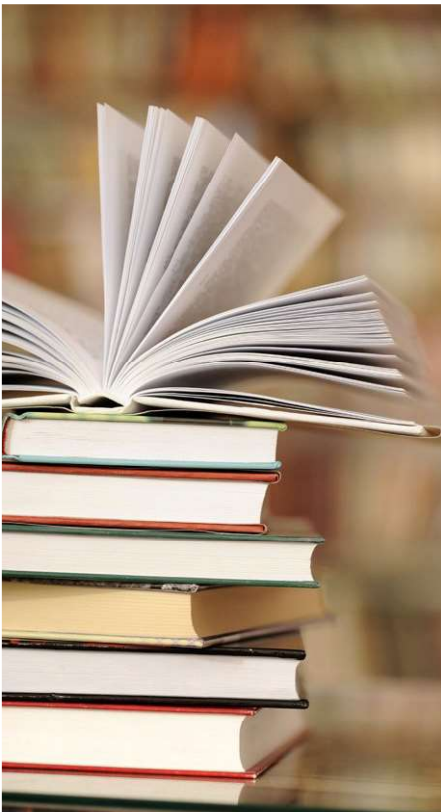
Chronic Absenteeism by Student Group

2021-22 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	62	57	18	31.60%
Female	29	26	7	26.90%
Male	33	31	11	35.50%
American Indian or Alaska Native	3	3	0	0.00%
Asian	1	0	0	0.00%
Black or African American	1	1	1	100.00%
Filipino	0	0	0	0.00%
Hispanic or Latino	12	12	3	25.00%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	4	4	0	0.00%
White	40	36	14	38.90%
English Learners	1	1	0	0.00%
Foster Youth	0	0	0	0.00%
Homeless	2	2	2	100.00%
Socioeconomically Disadvantaged	38	34	13	38.20%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	6	6	4	66.70%

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.





SARC Reporting in the 2020–21 School Year Only

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

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

Options

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

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

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Castle Rock ES		Castle Rock Union ESD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
Science	**	❖	**	❖	28.50%	29.47%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows 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 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
	Castle Rock ES		Castle Rock Union ESD		California	
Subject	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	*	35%	*	35%	*	47%
Mathematics	*	39%	*	39%	*	33%

** This school and district did not test using the CAASPP for science.

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

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

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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



CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

The "percentage 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 CAA divided by the total number of students who participated in both assessments.

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.

CAASPP Test Results by Student Group: Science (grades 5 and 8)

Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	11	10	90.91%	9.09%	❖
Female	❖	❖	❖	❖	❖
Male	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

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

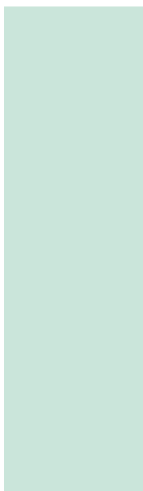




CAASPP Test Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	31	31	100.00%	0.00%	35.48%
Female	16	16	100.00%	0.00%	25.00%
Male	15	15	100.00%	0.00%	46.67%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	16	16	100.00%	0.00%	31.25%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	13	13	100.00%	0.00%	7.69%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

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



CAASPP Test Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	31	31	100.00%	0.00%	38.71%
Female	16	16	100.00%	0.00%	25.00%
Male	15	15	100.00%	0.00%	53.33%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	16	16	100.00%	0.00%	37.50%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	13	13	100.00%	0.00%	38.46%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

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





Textbooks and Instructional Materials

Castle Rock School sets a high priority on 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 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 2018-19 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. Their artwork is displayed annually at the Shasta County Office of Education, at our annual open house night and is featured in our school yearbook. All students in grades K-8 participate in outdoor education, monthly field trips and twice a week electives. 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

2022-23 School Year

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

Textbooks and Instructional Materials List

2022-23 School Year

Subject	Textbook	Adopted
English language arts	<i>Treasures</i> (K-5)	2020
English language arts	<i>Journeys</i> , Houghton Mifflin (6-8)	2020
Mathematics	<i>Math Expressions</i> (K-5)	2020
Mathematics	<i>California Math</i> , McDougal Littell (6-8)	2020
Science	TWIG (K-8)	2021
History/social science	<i>History-Social Science for California Learn and Work</i> ; <i>History-Social Science for California Time and Place</i> ; Scott Foresman (K-1)	2016
History/social science	<i>History-Social Science for California Then and Now</i> ; <i>History-Social Science for California Our Communities</i> ; Scott Foresman (2-3)	2016
History/social science	<i>History-Social Science for California Our Nation</i> ; Scott Foresman (4-5)	2016
History-Social Science	<i>California Series</i> , Glencoe (6-8)	2016

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

2022-23 School Year

Data collection date	10/20/2022
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Quality of Textbooks

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

Quality of Textbooks

2022-23 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes



School Facilities

Castle Rock School provides a safe, clean environment for students, staff and volunteers. The school employs two maintenance employees and one 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 four bathrooms. The school has high-speed internet, Aquos Boards and Chromebooks.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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		2022-23 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Fair	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Good	
Date of the most recent school site inspection	10/5/2022	

Deficiencies and Repairs

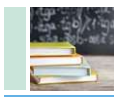
The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2022-23 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Systems	New HVAC system installed in cafeteria.	2022
Interior	Carpets need cleaning.	July 2022
Structural	Repairs planned for internal leaks.	2023

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-served 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.

"At Castle Rock School, students come first."



Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.0	75.0%	3.0	75.0%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	0.0	0.0%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	12,115.8	4.4%
Unknown	1.0	25.0%	1.0	25.0%	18,854.3	6.9%
Total Teaching Positions	4.0	100.0%	4.0	100.0%	274,759.1	100.0%

Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	**	**	**	**	**	**
Intern Credential Holders Properly Assigned	**	**	**	**	**	**
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	**	**	**	**	**	**
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	**	**	**	**	**	**
Unknown	**	**	**	**	**	**
Total Teaching Positions	**	**	**	**	**	**

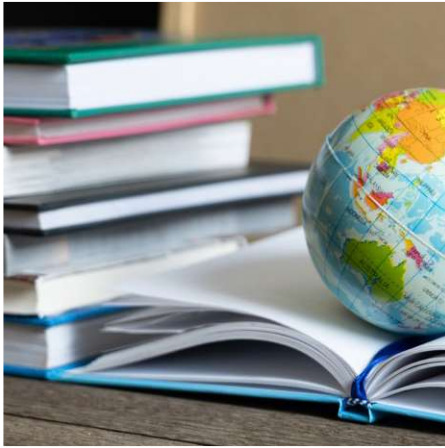
** Data not available from the state at this time.

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

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupdfdash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.





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).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2021-22 School Year	
	Ratio
Pupils to Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.05
Library media teacher (librarian)	1.00
Library media services staff (paraprofessional)	1.00
Psychologist	★
Social worker	0.00
Nurse	0.05
Speech/language/hearing specialist	▲
Resource specialist (nonteaching)	0.20

✧ Not applicable.

★ As needed.

▲ Third party digital program used as needed.

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

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments		Two-Year Data	
Authorization/Assignment		2020-21	2021-22
Permits and Waivers		0.0	**
Misassignments		0.0	**
Vacant Positions		0.0	**
Total Teachers Without Credentials and Misassignments		0.0	**

** Data not available from the state at this time.

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

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field		Two-Year Data	
Indicator		2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		0.0	**
Local Assignment Options		0.0	**
Total Out-of-Field Teachers		0.0	**

** Data not available from the state at this time.

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments		Two-Year Data	
Indicator		2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		0.0%	**
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		0.0%	**

** Data not available from the state at this time.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



Financial Data

The financial data displayed in this SARC is from the 2020-21 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. 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. To look up expenditures and salaries for a specific school district, see the Ed-Data website at 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.

Salary Data		2020-21 Fiscal Year
	Castle Rock Union ESD	Similar Sized District
Beginning teacher salary	⊕	\$46,844
Midrange teacher salary	⊕	\$73,398
Highest teacher salary	⊕	\$93,345
Average elementary school principal salary	⊕	\$116,457
Superintendent salary	⊕	\$136,296
Teacher salaries: percentage of budget	23%	30%
Administrative salaries: percentage of budget	4%	6%

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		2020-21 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Castle Rock ES	\$12,555	\$60,513
Castle Rock Union ESD	\$12,555	\$60,513
California	\$6,594	\$74,053
School and district: percentage difference	◆	◆
School and California: percentage difference	+90.4%	-18.3%

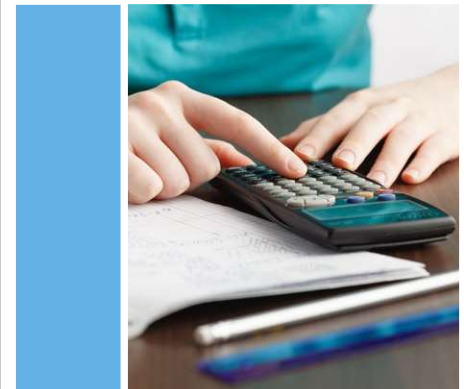
⊕ Single-site districts are not required to display this data (Education Code Section 41409.3).

◆ The percentage difference does not apply to single-site districts.

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	
2020-21 Fiscal Year	
Total expenditures per pupil	\$17,146
Expenditures per pupil from restricted sources	\$4,591
Expenditures per pupil from unrestricted sources	\$12,555
Annual average teacher salary	\$60,513



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.

Castle Rock Elementary School

Data for this year's SARC was provided by the California Department of Education and 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://dq.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.

All data accurate as of January 2023.

School Accountability Report Card

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