



Castlemont Elementary School

3040 E. Payne Avenue • Campbell CA, 95008 • (408) 364-4233 • Grades K-5

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Castlemont Elementary School

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District Governing Board

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Thomas M. Gemetti
Richard H. Nguyen
Michael L. Snyder

District Administration

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Superintendent
James Crawford
**Deputy Superintendent,
Administrative Services**
Lena Bundtzen
**Associate Superintendent, Human
Resources**
Whitney Holton
**Assistant Superintendent,
Instructional Services**

School Description

COMMUNITY: Located in the West portion of Santa Clara County, Campbell Union School District educates more than 7,600 students from the communities of Campbell, San Jose, Saratoga, Santa Clara, Monte Sereno and Los Gatos.

A school of nearly 700 preschool through 5th grade students, Castlemont serves students from the communities of San Jose and Campbell. Our partnerships with those communities and their families are among our greatest strengths. We are a school community with high expectations as students, educators, parents, and the community work together towards a common goal to actively support all students in achieving his or her personal best. Parents are part of the decision-making process through involvement in a very active Castlemont Home and School Club, our bilingual Advisory Committee, the School Site Council and our program review process.

Mission Statement:

Castlemont is a diverse and caring school community that empowers all students to be collaborative and innovative lifelong learners.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	141
Grade 1	111
Grade 2	113
Grade 3	110
Grade 4	122
Grade 5	92
Total Enrollment	689

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.3
American Indian or Alaska Native	0.3
Asian	6.2
Filipino	2.9
Hispanic or Latino	56.6
Native Hawaiian or Pacific Islander	0.9
White	19.6
Two or More Races	7.4
Socioeconomically Disadvantaged	51.8
English Learners	38.5
Students with Disabilities	8.9
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Castlemont Elementary School	15-16	16-17	17-18
With Full Credential	29	27	28
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	0	0
Castlemont Elementary School	15-16	16-17	17-18
With Full Credential	♦	♦	316
Without Full Credential	♦	♦	13
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Castlemont Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	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. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Quality and Currency of Textbooks and Other Instructional Materials

District Curriculum committees select the majority of textbooks and other instructional materials with representatives from every school and grade level. Purchase of textbooks follows the State adoption cycle. All textbooks series are recommended by the State and are purchased with State Instructional Materials money. Every student has a current textbook in the basic subject areas and every classroom has calculators, dictionaries, maps/globes, and math manipulatives.

Note: Assembly Bill X4 2 (Chapter 2, Statutes of 2009-10 Fourth Extraordinary Session) signed on July 28, 2009, suspended the process and procedures for adopting instructional materials, including framework revisions, until the 2013-14 school year. Senate Bill 70 (Chapter 7 of the Statutes of 2011) extended that suspension until the 2015-16 school year. For more information go to the California Department of Education website at <http://www.cde.ca.gov/ci/>. Having gone through a piloting process for ELA in 2015-16 and for math in 2016-17, district teachers recommended and the Board adopted the following textbooks and materials that align with Common Core standards.

- Core Knowledge Language Arts for Kindergarten
- Benchmark Language Arts for grades 1-5
- Bridges Math for grades Kinder-5th grade

Textbooks and Instructional Materials Year and month in which data were collected: Dec. 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	TK-K: Amplify Core Knowledge ("Core Knowledge Language Arts (CKLA)") 1-5: Benchmark Advance's Benchmark Education (English and Spanish; adopted 2015-16) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-5 Pilot/Transition Curriculum: Engage NY Common Core (Eureka Math) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Grades K-3: Scott Foresman: California Science (adopted 2008) Grades 4-5: Houghton Mifflin California Science (adopted 2008) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Grades K-3: Scott Foresman: History-Social Science for California (adopted 2006) Grades 4-5: Houghton Mifflin: History- Social Science for California (adopted 2006) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	n/a The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Health education materials are available through HealthTeacher.com for use with students in every grade in school and at home. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Art Connections; SRA - McGraw Hill Art residency through partnership with Montalvo Art Center - 2nd graders The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Castlemont School, originally constructed in 1964, is comprised of 36 classrooms (including portables), a library, STEAM lab, staff lounge, cafeteria/multipurpose room, 1 large Grades 1-5 playground, 1 kindergarten playground, and a Campbell Care facility and preschool. Our school has had numerous improvements in the past several years, thanks to the Measure G school bond, including a new multi-use/cafeteria building, new library, new central courtyard, new roof, solar panels, and window replacement. All buildings have been painted. All play structures were replaced and playgrounds renovated. All underground electrical, plumbing, sewer and other utilities were replaced, a new parking lot and landscaping installed. This school was part of the 2016 photovoltaic installation project.

Cleaning Process:

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. Administrators work daily with the school's custodial staff to develop cleaning schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair:

A preventative maintenance program is administered by the Facility Maintenance Department staff, with heavy maintenance functions occurring during vacation periods. Additionally, Campbell Union School District administers a scheduled landscape and building maintenance program to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 7/18/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Health office floor needs repair
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Some nightlights off
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room A/B drinking fountain not working, Drinking fountains dirty
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Gate lock broken, trash can overflowing
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	45	47	51	53	48	48
Math	45	48	45	48	36	37

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	81	77	95.1	52.0
Male	46	46	100.0	52.2
Female	35	31	88.6	51.6
Hispanic or Latino	52	51	98.1	39.2
White	15	15	100.0	66.7
Socioeconomically Disadvantaged	52	51	98.1	45.1
English Learners	31	30	96.8	23.3
Students with Disabilities	13	12	92.3	41.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	53	52	66	64	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.9	16.5	27.5

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

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	325	318	97.85	47.17
Male	181	178	98.34	37.64
Female	144	140	97.22	59.29
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	19	95	68.42
Filipino	--	--	--	--
Hispanic or Latino	183	181	98.91	30.39
Native Hawaiian or Pacific Islander	--	--	--	--
White	68	67	98.53	70.15
Two or More Races	31	29	93.55	72.41
Socioeconomically Disadvantaged	180	175	97.22	30.86
English Learners	143	139	97.2	34.53
Students with Disabilities	43	41	95.35	7.32
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	325	319	98.15	47.65
Male	181	180	99.45	48.33
Female	144	139	96.53	46.76
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	19	95	73.68
Filipino	--	--	--	--
Hispanic or Latino	183	182	99.45	32.42
Native Hawaiian or Pacific Islander	--	--	--	--
White	68	67	98.53	71.64
Two or More Races	31	29	93.55	72.41
Socioeconomically Disadvantaged	180	175	97.22	29.14
English Learners	143	139	97.2	33.09
Students with Disabilities	43	41	95.35	17.07
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Castlemont Elementary has a very proactive and involved parent community represented through the Home School Club (HSC). The organization works with the teacher and administration to support special events and day-to-day programs for the students. Each year the Home School Club (HSC) has several major fund raisers that help pay for field trips, assemblies, Playworks, and materials for the school/students to name a few. At the district level, parents can participate in the new Parent University program, serve on advisory committees, and provide input at annual Local Control & Accountability Plan updates.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The School Safety plan was updated and reviewed with staff September 2017. It was approved 5/9/17.

The Comprehensive School Safety Plan is developed and reviewed with participation from staff, the school site council and local law enforcement representatives at the beginning of every school year. The plan includes information about our strategies and programs that provide and maintain a high level of school safety, including, but not limited to: ICS- Incident Command system for schools during a crisis, including adaptations for pupils with disabilities; Earthquake, Fire and Lockdown emergency procedures and drills; Procedures for safe ingress and egress of pupils, parents, and employees from school site, including access to the school campus; Suspension and Expulsion policies and procedures; policy prohibiting discrimination, harassment, hate crimes, intimidation, and bullying; Child Abuse Reporting procedures; and School Discipline policies and procedures.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.5	0.9	1.5
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	2.0	2.4	2.1
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		60

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.55
Psychologist	0
Social Worker	0
Nurse	0.30
Speech/Language/Hearing Specialist	.6
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	690

* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	22	23	24				6	6	6			
1	23	22	22		2		5	3	5			
2	22	22	23		1		6	4	5			
3	22	24	22				6	5	5			
4	31	28	29				4	5	4			
5	24	23	25	1	1	1	3	3	3			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Campbell Union School District's work year calendar allocated, four full-day Professional Development days in the 2014-15, three in 2015-16 and two are planned for the 2016-17 school year. The District provides professional development for all credentialed and non-credentialed staff. Classified staff members who work directly with students are trained in the same focal areas as the teachers.

PRIMARY AREAS OF FOCUS FOR STAFF DEVELOPMENT:

The primary areas of focus for staff development in all CUSD schools is training to support the implementation of the Common Core State Standards. The focus is on understanding the instructional shifts associated with Common Core standards, the content standards themselves and the Eight Mathematical Practices. Carefully examining student data takes place at regularly scheduled collaboration meetings where teachers discuss specific learning needs and develop intervention plans for targeted students. The professional development offered supports teachers in learning best practices for meeting the

needs of all learners through a variety of Common Core aligned assessments. Professional Development is also offered in the area of STEAM and 21st Century Learning strategies.

METHODS OF PD:

We use many different models for delivery of professional development. Our teachers are given release days to attend sessions or conferences. Sometimes teachers are paid a stipend to do professional development on a weekend or during the summer. We offer after school sessions throughout the entire school year, and we take into consideration staff requests for both content and timing of the professional development.

HOW TEACHERS ARE SUPPORTED:

We have extensive coaching in our district, both through our site Common Core Coaches and through our district math, literacy and STEAM Coaches. All of our coaches follow coaching cycles to ensure that teachers are regularly examining student data to align instructional practices that maximize student learning. Grade Level Leader meetings and district job-alike meetings happen regularly to support teachers in planned collaboration time where best strategies can be shared across the district. Collaboration time is also planned at each school site so that teachers and administrators can do the work of a professional learning community. Administrators conduct regular classroom visitations to offer support and feedback for teachers so that they can continually improve their practice.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,714	\$48,678
Mid-Range Teacher Salary	\$80,411	\$78,254
Highest Teacher Salary	\$95,845	\$96,372
Average Principal Salary (ES)	\$131,854	\$122,364
Average Principal Salary (MS)	\$135,746	\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$274,441	\$212,818
Percent of District Budget		
Teacher Salaries	35%	38%
Administrative Salaries	6%	5%

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5505.30	169.50	5335.80	79726.48
District	◆	◆	4852.10	\$77,909
State	◆	◆	\$6,574	\$78,363
Percent Difference: School Site/District			10.0	2.0
Percent Difference: School Site/ State			-18.8	1.7

* Cells with ◆ do not require data.

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

In 2016-17, district funding through the Local Control Funding Formula (LCFF) included a Base Grant, a Supplemental allocation, and a Concentration allocation. The Base Grant funded the services that we provide to all students, such as regular classroom teachers, custodians, office staffs, electricity and most of the basic operational cost. The Supplemental and Concentration allocations support targeted services to students who are designated as Low Income, English Learners, and/or Foster Youth.

State and federal funding also supported the following special programs.

- Title I, Part A Basic Grant
- Title II, Part A Improving Teacher Quality
- Title III, Part A Limited English Proficiency (LEP)
- State Preschool
- State Child Care
- Federal Free/Reduced meals

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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.