

Castle View Elementary

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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.

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Castle View Elementary
Street	6201 Shaker Drive
City, State, Zip	6201 Shaker Dr.
Phone Number	951-788-7460
Principal	Tiffany Farris
E-mail Address	tfarris@rusd.k12.ca.us
Web Site	rusdlink.org/castleview
CDS Code	33-67215-6032569

District Contact Information	
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
E-mail Address	dchansen@rusd.k12.ca.us
Web Site	www.rusd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

The Mission of Castle View Elementary School is to empower each and every student to become an active participant in their own learning. We are committed to providing clear and focused instruction that meets Common Core State Standards so that upon graduation students are college and career ready. Castle View offers the Dual Language Immersion program. The goal of the DLI program is to produce students with bilingual skills and cross cultural competencies needed to succeed in our multicultural society. Faculty, students, parents, and community work together in partnership to prepare each Castle View student academically for life long success in a global society.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	106
Grade 1	87
Grade 2	100
Grade 3	100
Grade 4	96
Grade 5	59
Grade 6	66
Total Enrollment	614

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	6
American Indian or Alaska Native	0.2
Asian	2.1
Filipino	0.7
Hispanic or Latino	63.2
Native Hawaiian or Pacific Islander	0.2
White	26.1
Two or More Races	0.7
Socioeconomically Disadvantaged	51
English Learners	23.1
Students with Disabilities	9
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	26	30	30	1855
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	94.4	5.6
High-Poverty Schools in District	94.3	5.7
Low-Poverty Schools in District	94.7	5.3

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 12/01/2016

Materials Sufficiency Board Meeting Date: 04/11/2016

The table displays information collected on 12/01/2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Comprehensive curriculum (ELA, Math, Science, History-Social Science) Pearson: Opening the World of Learning (OWL) adopted in 2015.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan McGraw-Hill: California Treasures, K-2 (adopted in 2013) Macmillan McGraw-Hill: Wonders, 3-6 (adopted in 2016) Scholastic: Read 180/System 44 (adopted in 2010) McGraw-Hill Education: Marvillas K-6 DLI (adopted in 2016)	Yes	0%
Mathematics	Pearson Education: enVision Math California Common Core 2015, K-6 (adopted in 2014)	Yes	0%
Science	McGraw Hill: California Science, K-6 (Adopted in 2007)	Yes	0%
History-Social Science	Harcourt: Reflections, K-6 (Adopted in 2006)	Yes	0%
Visual and Performing Arts	Standards-based visual art at grades 3-6.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1967

Last modernized: 2006

Lot Size: 11.7 acres

18 Permanent Classrooms

14 Portable Classrooms

(Includes a child care mobile facility)

Completely air conditioned

Library

Cafeteria/Multi-Purpose Room

"Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review."

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities. Castle View Elementary School completed their school site inspection on 02/08/2017.

Castle View has a full time custodial staff who along with other district personnel maintain the grounds and facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

of Work Orders = 629

Labor Hours = 1480.53

Assessed Value of Work = \$61756.30

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 02/08/2017				
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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 02/08/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 02/08/2017				
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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	47	49	44	48	44	48
Mathematics	45	45	33	35	34	36

Note: 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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	103	103	100.0	42.7
	4	95	94	99.0	51.1
	5	57	57	100.0	49.1
	6	69	69	100.0	56.5
Male	3	47	47	100.0	34.0
	4	50	50	100.0	44.0
	5	26	26	100.0	34.6
	6	34	34	100.0	47.1
Female	3	56	56	100.0	50.0
	4	45	44	97.8	59.1
	5	31	31	100.0	61.3
	6	35	35	100.0	65.7
Hispanic or Latino	3	62	62	100.0	33.9
	4	59	59	100.0	42.4
	5	33	33	100.0	36.4
	6	37	37	100.0	54.0
White	3	27	27	100.0	59.3
	4	25	24	96.0	70.8
	5	19	19	100.0	73.7
	6	22	22	100.0	68.2
Socioeconomically Disadvantaged	3	53	53	100.0	26.4
	4	46	45	97.8	35.6
	5	33	33	100.0	30.3
	6	38	38	100.0	42.1
English Learners	3	25	25	100.0	12.0
	5	15	15	100.0	13.3

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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	103	103	100.0	52.4
	4	95	94	99.0	34.0
	5	57	57	100.0	38.6
	6	69	69	100.0	52.2
Male	3	47	47	100.0	48.9
	4	50	50	100.0	34.0
	5	26	26	100.0	26.9
	6	34	34	100.0	52.9
Female	3	56	56	100.0	55.4
	4	45	44	97.8	34.1
	5	31	31	100.0	48.4
	6	35	35	100.0	51.4
Hispanic or Latino	3	62	62	100.0	45.2
	4	59	59	100.0	22.0
	5	33	33	100.0	24.2
	6	37	37	100.0	48.6
White	3	27	27	100.0	70.4
	4	25	24	96.0	54.2
	5	19	19	100.0	63.2
	6	22	22	100.0	63.6
Socioeconomically Disadvantaged	3	53	53	100.0	41.5
	4	46	45	97.8	20.0
	5	33	33	100.0	24.2
	6	38	38	100.0	39.5
English Learners	3	25	25	100.0	48.0
	5	15	15	100.0	6.7

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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	49	50	46	60	58	54	60	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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	57	57	100.0	45.6
Male	26	26	100.0	34.6
Female	31	31	100.0	54.8
Hispanic or Latino	33	33	100.0	30.3
White	19	19	100.0	73.7
Socioeconomically Disadvantaged	33	33	100.0	24.2
English Learners	15	15	100.0	6.7

Note: 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.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.3	28.1	38.6

Note: 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Parents are encouraged to attend all parent meetings including the English Learners Advisory Committee (ELAC) and the Parent-Teacher Organization (PTO). We also welcome parents to volunteer in their child's classrooms. All parents are encouraged to take an active role in their child's education. Planners are provided for students in 3rd through 6th grade. Parents are asked to review and sign their student's planner each day. Planners support on-going communication between the teacher and parent. Castle View has an active Drama Club, facilitated by a community volunteer. Parents whose children participate are encouraged to support the program through volunteering to create sets, costumes, and participate the day of performance by assisting students with costumes and make-up. Parents may obtain information on any of these organizations on campus and parental involvement by calling Tiffany Farris, principal, at (951) 788-7460. Parent communication is supported through the Castle View website, phone calls, newsletters, conferences, email, and the use of Haiku Learning Management System which teachers post homework, information, and a calendar of important deadlines and events.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.0	1.7	3.2	4.5	4.4	4.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.2	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by March 1 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	71.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22	1	4		21	2	4		21	1	4	0
1	28		4		26		3		17	2	3	0
2	24	1	3		24	1	4		20	2	3	0
3	26		3		27		3		25	0	4	0
4	30		2		29		2		24	1	3	0
5	32		1	1	32		2		30	0	1	1
6	31		3		28		3		33	0	0	2

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.2	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	2	N/A
Resource Specialist	1	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,734	\$1,392	\$4,343	\$82,787
District	N/A	N/A	\$5,235	\$81,908
Percent Difference: School Site and District	N/A	N/A	-17.0	1.1
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-23.5	9.2

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

Types of Services Funded (Fiscal Year 2015-16)

Castle View Elementary School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

\$58,215 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,907	\$45,092
Mid-Range Teacher Salary	\$76,557	\$71,627
Highest Teacher Salary	\$100,120	\$93,288
Average Principal Salary (Elementary)	\$119,891	\$115,631
Average Principal Salary (Middle)	\$127,709	\$120,915
Average Principal Salary (High)	\$139,500	\$132,029
Superintendent Salary	\$270,000	\$249,537
Percent of Budget for Teacher Salaries	42%	37%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

In 2014-2015, Castle View teachers continued to participate in professional development focusing on Common Core standards, how to identify strengths and areas of need in the instructional program and grouping students for success.

K-2 teachers continued the implementation of the in K-2 Institute in 2013-2014. The K-2 Institute utilizes the Orton-Gillingham model of direct instruction with students identified as 'intensive' learners who need support with phonemic awareness. K teachers received support from district instructional specialists on the implementation of the program. Second grade teachers and Dual Language Immersion teachers were trained at the end of the school year and will begin implementation in the 2014-2015 school year.

During the 2014-2015 school year, teachers in grades K-2 fully implemented the K-2 Institute. Teachers use these strategies during whole group instruction to strengthen best first instruction. Teachers use the results of the DIBELS assessment to group students based on instructional needs. Targeted instruction is provided to students a minimum of four days per week. Teachers received continued support on the implementation of the program from staff developers. The goal is for all students to read fluently by grade three.

During the 2015-2016 school year, teachers continued to grow professionally and increase their knowledge of 21st Century teaching skills and strategies. Teachers in grades TK-6 participated in district wide PD focusing on technology integration into the curriculum. In addition, teachers received support on the continued implementation of the Units of Study in grades 3-6. All teachers continued to increase their knowledge of the instructional shifts in ELA and Math. Teachers regularly called upon staff developers to model lessons and to receive assistance with planning for optimal student learning at the rigor of the common core standards.

During the 2016- 17 school year, teachers will be receiving support from district staff developers for the implementation of the math units of study during staff meetings and collaboration time. The staff developers will continue to model lesson for teachers as well. Staff developers will also be continuing to support teachers in the implementation of K-2 institute that was fully implemented last year. The district DLI staff developer will be coaching new and veteran DLI teachers in the implementation of Maravillas and to improve core instruction in Spanish. Lastly, district staff developers will be working with all grade levels to improve evidence-based writing instruction and using the quadrants of DIBELS to guide core instruction.

Through our Professional Learning Communities, Castle View staff works as grade level teams to focus on student learning and grade level wide needs. The Leadership Team is committed to collaboration and goal setting. Weekly collaboration provides teachers support as they meet to plan instruction, analysis student results, and design interventions for students who are not meeting grade level standards. The energy and discussions set the tone for shared leadership at Castle View.

The staff discussed and adopted group norms to ensure all opinions are valued and that meetings provided a safe place for staff to express alternative plans or options. Staff encourage a cooperative attitude in planning for school wide success through setting goals and common commitments, vertical teaming and holding everyone accountable for student learning.

District Instructional Specialists are utilized to support staff development, on-going coaching and monitoring. Instructional Specialists are working with K-2 teachers to fully implement the K-2 Institute. An ISS and staff developer is also working with our Dual Language Immersion teachers to provide on-going support in the development and expansion of DLI at Castle View. New teachers receive support through BTSA coaches. Instructional assistants are also provided support by instructional coaches in the areas they identify yearly.

Depending on the grade level, subject or school focus, teachers participated in 3 – 10 days of professional development.