

Castle View Elementary

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

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 2017-18)

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 2016-17)

Grade Level	Number of Students
Kindergarten	117
Grade 1	96
Grade 2	97
Grade 3	93
Grade 4	105
Grade 5	91
Grade 6	62
Total Enrollment	661

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	6.1
American Indian or Alaska Native	0.2
Asian	2.6
Filipino	0.9
Hispanic or Latino	64.1
Native Hawaiian or Pacific Islander	0.2
White	24.4
Two or More Races	0.6
Socioeconomically Disadvantaged	50.1
English Learners	23.3
Students with Disabilities	9.5
Foster Youth	0.6

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

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	30	30	32	1909
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

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

Year and month in which data were collected: 10/16/2017

The table displays information collected in 10/16/17 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) Houghton Mifflin Harcourt: Read 180/System 44 (adopted in 2010)/Next Generation System 44 (Amended in 2017) 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%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	Offer standards-based visual art and instrumental music classes. Offer supporting programs in theater, dance, and vocal music after school.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

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.

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.

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

of Work Orders = 512

Labor Hours = 1394.12

Assessed Value of Work = \$61,311.02

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/8/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Teachers Work Room: Lights out, wall needs painting, wire molding loose, condensate line falling off
Interior: Interior Surfaces		X		B2: Several lights out, drinking fountain sprays on sink, paint peeling near light switch and under white board, ceiling tiles loose by front door. B3: Entry way dry wall damage, several lights out, wall above clock needs patch and paint, faucet leaking from handle B6: Several lights out, loose ceiling tiles, water stains, loose security wires Boys Restroom: #2 toilet handicap toilet does not flush, mirrors need to be replaced Custodial Room: Faucet dripping, needs paint Restroom Pool Storage Room: Walls and ceiling need repair, light bulb out SLP: Ceiling tiles worn Teachers Work Room: Lights out, wall needs painting, wire molding loose, condensate line falling off
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			MPR: Sink by stage needs repairing, back storage room paint is bubbling, door jam weather stripping bad

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/8/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical			X	A1: Security wire hanging down A4: Security wire hanging down B1: Several light out B2: Several lights out, drinking fountain sprays on sink, paint peeling near light switch and under white board, ceiling tiles loose by front door. B3: Entry way dry wall damage, several lights out, wall above clock needs patch and paint, faucet leaking from handle B5: Faucet leaks, light out B6: Several lights out, loose ceiling tiles, water stains, loose security wires D1: One light out, wire mold detaching from ceiling D2: Wire mold detaching from ceiling, ceiling leak, loose receptacle near front of classroom, one light out Restroom Pool Storage Room: Walls and ceiling need repair, light bulb out SLP: Ceiling tiles worn Teachers Work Room: Lights out, wall needs painting, wire molding loose, condensate line falling off
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		A3: Low water volume output A6: Water running out of faucet B2: Several lights out, drinking fountain sprays on sink, paint peeling near light switch and under white board, ceiling tiles loose by front door. Boys Restroom: #2 toilet handicap toilet does not flush, mirrors need to be replaced Girls Restroom: Sinks need to be recaulked MPR: Sink by stage needs repairing, back storage room paint is bubbling, door jam weather stripping bad Restroom Pool Storage Room: Walls and ceiling need repair, light bulb out
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 11/8/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs		X		B3: Entry way dry wall damage, several lights out, wall above clock needs patch and paint, faucet leaking from handle D12: Floor uneven towards rear of classroom D2: Wire mold detaching from ceiling, ceiling leak, loose recepticle near front of classroom, one light out D3: Wire mold detaching from ceiling, one ceiling tile bowed and looks like a possible roof leak D4: Wire mold detaching from ceiling, carpet seam coming apart D5: Carpet seams coming apart H1C: Interior wall damage H1D: Interior wall damage MPR: Sink by stage needs repairing, back storage room paint is bubbling, door jam weather stripping bad
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			MPR: Sink by stage needs repairing, back storage room paint is bubbling, door jam weather stripping bad

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/8/2017				
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. 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); 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	49	46	48	47	48	48
Mathematics (grades 3-8 and 11)	45	33	35	34	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	363	356	98.07	46.07
Male	177	176	99.44	37.5
Female	186	180	96.77	54.44
Black or African American	20	20	100	55
Asian	11	10	90.91	60
Filipino	--	--	--	--
Hispanic or Latino	237	233	98.31	36.91
Native Hawaiian or Pacific Islander	--	--	--	--
White	85	83	97.65	67.47
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	190	184	96.84	30.98
English Learners	102	98	96.08	22.45
Students with Disabilities	21	20	95.24	10
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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	363	358	98.62	32.96
Male	177	176	99.44	31.25
Female	186	182	97.85	34.62
Black or African American	20	20	100	40
Asian	11	10	90.91	70
Filipino	--	--	--	--
Hispanic or Latino	237	235	99.16	24.26
Native Hawaiian or Pacific Islander	--	--	--	--
White	85	83	97.65	50.6
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	190	186	97.89	18.82
English Learners	102	100	98.04	15
Students with Disabilities	21	20	95.24	5
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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	50	46	58	54	60	56

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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.2	23.7	29

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 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)

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 after attending a volunteer orientation with the principal. 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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.7	3.2	2.8	4.4	4.0	3.6	3.8	3.7	3.6
Expulsions	0.0	0.2	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 2017-18)

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	68.8

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	21	2	4		21	1	4		23	1	4	
1	26		3		24		3		25		3	
2	24	1	4		23	1	4		24	1	4	
3	27		3		25		4		23	2	2	
4	29		2		29		3		27		3	
5	32		2		34			2	29		4	
6	28		3		33			2	31		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 2016-17)

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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7334	1934	5400	85732
District	N/A	N/A	\$5,857	\$87,199
Percent Difference: School Site and District	N/A	N/A	-25.8	-5.1
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-33.9	4.5

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

Types of Services Funded (Fiscal Year 2016-17)

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

\$57,997 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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,035	\$47,808
Mid-Range Teacher Salary	\$82,647	\$73,555
Highest Teacher Salary	\$100,547	\$95,850
Average Principal Salary (Elementary)	\$125,192	\$120,448
Average Principal Salary (Middle)	\$132,039	\$125,592
Average Principal Salary (High)	\$144,725	\$138,175
Superintendent Salary	\$282,285	\$264,457
Percent of Budget for Teacher Salaries	40%	35%
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)

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 received support from district staff developers for the implementation of the math units of study during staff meetings and collaboration time. The staff developers modeled lessons for teachers as well. Staff developers also continued to support teachers in the implementation of K-2 institute that was fully implemented last year. The district DLI staff developer coached new and veteran DLI teachers in the implementation of Maravillas and to improve core instruction in Spanish. Lastly, district staff developers worked with all grade levels to improve evidence-based writing instruction and using the quadrants of DIBELS to guide core instruction.

During the 2017-18 school year, teachers on the leadership team will participate in professional development that supports the cycle of inquiry as described in the RUSD Guide for Instructional Direction. All teacher in primary grades will be receiving professional development in core instruction in reading during after school meetings with a district instructional coach. Five teachers in upper grades will received Advanced Phonics Training through PD being offered by RUSD. All teachers in grades 3rd - 6th grade will be getting PD in writing instruction during after school meetings with a district instructional coach. DLI teachers will receive PD in Spanish grammar through grade level meetings with a District instructional coach.

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 and PGS support providers. Instructional assistants are also provided support by instructional coaches in the areas they identify yearly with a focus on math instruction.

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