Castroville Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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 https://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).

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.

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.

2025-26 School Contact Information

School Name	Castroville Elementary School
Street	11161 Merritt St.
City, State, Zip	Castroville, CA 95012-3498
Phone Number	831.633.2570
Principal	Gigi Chiboucas
Email Address	gigi_chiboucas@nmcusd.org
School Website	https://castroville.nmcusd.org/
Grade Span	TK- 6
County-District-School (CDS) Code	27 73825 6026397

2025-26 District Contact Information

District Name	North Monterey County Unified School District
Phone Number	(831) 633-3343
Superintendent	Dr. Matthew Turkie
Email Address	matthew_turkie@nmcusd.org
District Website	https://www.nmcusd.org/

2025-26 School Description and Mission Statement

Castroville Elementary School serves students in a multicultural, multilingual community in the heart of Castroville. The PreK-6th grade school reflects the strong sense of community associated with being located in a small, rural city. Teachers and parents work closely together to meet both the academic and social-emotional needs of students. The Castroville staff is committed to preparing students to be successful, lifelong learners who are caring, productive citizens. The focus is on providing a rigorous academic program that prepares students to become college and career ready. Teachers and staff do this by focusing on both the academic and social-emotional development of students.

As a Community School, Castroville Elementary implements a whole child/whole family approach to school improvement and student success. This approach includes four evidence-informed programmatic features, including Integrated Support Services, Family and Community Engagement, Collaborative Leadership and Shared Decision-Making, and Extended/Expanded Learning Time and Opportunities.
Castroville School offers a Dual Language (Heritage Speaker model) program for Spanish speakers in grades TK-5. For the 2025-2026 school year, the program will extend to fifth grade. The program will continue to expand through 6th grade to support students both with instruction in English and graduating from North Monterey County High School with the Seal of Biliteracy.

The school offers an expanded learning program called the NEST, which stands for Nurture, Educate, Socialize and Thrive. Students attending the NEST are supported from 6:00 a.m. to 6:00 p.m. They are provided with academic intervention as well as enrichment opportunities in areas such as art and physical activities. Students in grades 4-6 have the opportunity to participate in Student Council where the student ambassadors utilize all willing students in various, ongoing leadership roles. Music (choral) and STEAM instruction is provided weekly to all students, and the band program is open to all students in grades five and six.

Classroom teachers at Castroville Elementary incorporate technology into daily instruction with every student issued an electronic device to carry back and forth from home to school. In addition to the online components embedded into our core curricular programs - such as Benchmark Advance for ELA for K-6, Amplify Science for K-6, Math Expressions in K-5 and GoMath in 6th grade, teachers use programs/assessments such as Google Classroom, Lexia, i-Ready, and iStation to enhance and the curriculum and progress monitor.

2025-26 School Description and Mission Statement

Castroville Elementary teachers are aware of the unique needs of their students, and differentiate instruction to meet the varying levels of need. When students require additional academic support, or more social-emotional support, teachers work with the school's Multi Tiered Systems of Supports (COST team) to identify how best to help them succeed. This team consists of school administration, Community Schools Coordinator, special education teachers, school psychologist, counselor, behavior specialist, nurse, and NEST coordinator.

School Mission:
Our mission is to prepare our students to be successful, lifelong learners who are caring, productive citizens in our community and world.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	100
Grade 1	74
Grade 2	84
Grade 3	81
Grade 4	85
Grade 5	89
Grade 6	87
Total Enrollment	600

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.7
Male	49.2
Non-Binary	0.2
Asian	0.5
Black or African American	0.2
Filipino	0.3
Hispanic or Latino	96.7
Two or More Races	0.2
White	2.2
English Learners	63
Foster Youth	0.2
Homeless	30.5
Migrant	9.5
Socioeconomically Disadvantaged	90.5
Students with Disabilities	7.7

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.

2021-22 Teacher Preparation and Placement

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)	28	100	175.2	76.52	234405.2	84
Intern Credential Holders Properly Assigned	0	0	4.3	1.88	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	25.3	11.06	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	6.3	2.78	11953.1	4.28
Unknown/Incomplete/NA	0	0	17.7	7.76	15831.9	5.67
Total Teaching Positions	28	100	229	100	279044.8	100

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

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)	26	100	159.9	74.07	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6.3	2.93	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	20.4	9.46	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	8.3	3.89	11746.9	4.23
Unknown/Incomplete/NA	0	0	20.8	9.64	14303.8	5.15
Total Teaching Positions	26	100	215.9	100	277698	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

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)	23.2	88.57	159.7	73.1	230039.4	100
Intern Credential Holders Properly Assigned	1	3.81	7.5	3.43	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	7.62	29.5	13.52	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	7.3	3.37	12112.8	4.34
Unknown/Incomplete/NA	0	0	14.3	6.58	13705.8	4.91
Total Teaching Positions	26.2	100	218.6	100	278927.1	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	2
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance Gr. K-6-Benchmark Education, 2019 Benchmark Adelante Gr. K-4 (Bilingual Program)-Benchmark Education, 2019 Benchmark Designated ELD Gr. K-6-Benchmark Education, 2019 Creative Curriculum Gr. TK, 2019	0%
Mathematics	Math Expressions CCSS Gr. K-5-Houghton Mifflin Mathematics, 2012 Go Math! Gr. 6-Houghton Mifflin Mathematics, 2019 Creative Curriculum Gr. TK, 2019	0%
Science	Amplify Science Gr. K-5-Amplfiy, 2022 Amplify Science Gr. 6-Amplfiy, 2019	0%
History-Social Science	CA Reflections Gr. K-5, History Alive! -Houghton Mifflin Harcourt (HMH), 2007 The Ancient World Gr. 6-Teacher Curriculum Institute (TCI), 2019	0%
Foreign Language	No foreign language offered in grades 3-6	0%
Health	Teacher developed Health Units	0%
Visual and Performing Arts	Arts Integration Units	0%
Science Laboratory Equipment (grades 9-12)	N/A	0%

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

School Facility Conditions and Planned Improvements

Castroville Elementary School has had the following work completed: 1) playground updates

Year and month of the most recent FIT report	5/11/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces	X			MPR: 4. WATER STAIN CEILING TILES/ RUBBER MOLDING IS MISSING AT BASE OF WALL P RM 25/PRESCHOOL: 4. CEILING TILE IS LOOSE RM 32: 4. CEILING TILE IS LOOSE 9. DRINKING FOUNTAIN NOT WORKING RM 35: 4. WATER STAIN CEILING TILES RM 40: 4. CEILING TILE IS LOOSE7. OUTLET COVER IS BROKEN 9. DRINKING FOUNTAIN HAS LOW FLOW
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			OFC/A5: 7. LIGHT DIFFUSER IS MISSING RESOURCE RM: 7. ELECTRICAL CONDUIT IS CRACKED WITH HOLE 12. WALL IS DAMAGED IN STORAGE AREA RM 40: 4. CEILING TILE IS LOOSE7. OUTLET COVER IS BROKEN 9. DRINKING FOUNTAIN HAS LOW FLOW RM B 14/ COMP. LAB: 7. ELECTRICAL CORD IS CREATING A TRIP HAZARD 9. DRINKING FOUNTAIN HAS LOW FLOW
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		2ND FLOOR/ RM 45: 9. DRINKING FOUNTAIN HAS LOW FLOW RM 13: 9. DRINKING FOUNTAIN HAS LOW FLOW RM 15: 9. DRINKING FOUNTAIN HAS LOW FLOW 15. DOOR DOES NOT CLOSE PROPERLY RM 16: 9. DRINKING FOUNTAIN HAS LOW FLOW RM 32: 4. CEILING TILE IS LOOSE 9. DRINKING FOUNTAIN NOT WORKING RM 34: 9. DRINKING FOUNTAIN HAS LOW FLOW RM 40: 4. CEILING TILE IS LOOSE7. OUTLET COVER IS BROKEN 9. DRINKING FOUNTAIN HAS LOW FLOW RM 41: 9. DRINKING FOUNTAIN NOT WORKING RM 42: 9. DRINKING FOUNTAIN HAS LOW FLOW RM 44: 9. DRINKING FOUNTAIN HAS LOW FLOW RM B 14/ COMP. LAB: 7. ELECTRICAL CORD IS CREATING A TRIP HAZARD 9. DRINKING FOUNTAIN HAS LOW FLOW
Safety: Fire Safety, Hazardous Materials	X			RM 11: 10. EMERGENCY EXIT SIGN IN HALLWAY IS EXPIRED RM 17: 11. PAINT IS CHIPPING ON TRIM OFF ROOM AT BASE OF WALL

School Facility Conditions and Planned Improvements

				RM 19: 10. EMERGENCY EXIT LIGHTS ARE EXPIRED WRK RM@9: 11. PAINT IS PEELING ON CEILING
Structural: Structural Damage, Roofs	X			RESOURCE RM: 7. ELECTRICAL CONDUIT IS CRACKED WITH HOLE 12. WALL IS DAMAGED IN STORAGE AREA
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			BOYS RR: 15. BACK DOOR DOES NOT OPEN AND CLOSE PROPERLY RM 10: 15. DOOR IS DAMAGED WITH HOLE RM 12: 15. DOOR CATCHES ON FLOOR RM 15: 9. DRINKING FOUNTAIN HAS LOW FLOW 15. DOOR DOES NOT CLOSE PROPERLY RM 30: 15. DOOR HANDLE IS LOOSE/ PROG GETS STUCK AND WONT LATCH RM A 1: 15. DOOR CATCHES ON GROUND

Overall Facility Rate

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 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).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	22	33	28	29	47	48
Mathematics (grades 3-8 and 11)	16	29	15	17	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	336	334	99.40	0.60	32.73
Female	166	165	99.40	0.60	38.41
Male	170	169	99.41	0.59	27.22
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	324	322	99.38	0.62	32.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	180	178	98.89	1.11	8.99
Foster Youth	--	--	--	--	--
Homeless	98	96	97.96	2.04	28.13
Military	0	0	0	0	0
Socioeconomically Disadvantaged	299	297	99.33	0.67	29.73
Students Receiving Migrant Education Services	29	29	100.00	0.00	13.79
Students with Disabilities	36	36	100.00	0.00	8.33

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	336	336	100.00	0.00	28.57
Female	166	166	100.00	0.00	27.71
Male	170	170	100.00	0.00	29.41
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	324	324	100.00	0.00	27.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	180	180	100.00	0.00	13.89
Foster Youth	--	--	--	--	--
Homeless	98	98	100.00	0.00	27.55
Military	0	0	0	0	0
Socioeconomically Disadvantaged	299	299	100.00	0.00	27.76
Students Receiving Migrant Education Services	29	29	100.00	0.00	17.24
Students with Disabilities	36	36	100.00	0.00	8.33

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	15.12	25.27	15.77	17.86	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	91	91	100.00	0.00	25.27
Female	45	45	100.00	0.00	17.78
Male	46	46	100.00	0.00	32.61
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	90	90	100.00	0.00	25.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	44	44	100.00	0.00	11.36
Foster Youth	0	0	0	0	0
Homeless	27	27	100.00	0.00	25.93
Military	0	0	0	0	0
Socioeconomically Disadvantaged	79	79	100.00	0.00	24.05
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	11	100.00	0.00	9.09

B. Pupil Outcomes

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 area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

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

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

The Administration, teachers, and staff at Castroville Elementary School believe that parents have an integral role in their children's education. Parents are welcome and encouraged to participate in school committees and activities. Some of the ways parents can become involved include:

School Site Council (SSC)
School Site Council membership is open to all members of the Castroville School community. Representatives and Officers are elected by the school community, and serve a two-year team (except for the Principal, who is a permanent member of the council). This group - made up of parents, teachers, classified staff, and school administration - is responsible for annually updating and approving the Single Plan for School Achievement, as well as approving budgets, the safety plan, and supplemental educational programs to improve student achievement.

Parent Teacher Club (PTC)
This active parent organization focuses on student-centered fundraising and community-building activities. Participation is open to the entire school community, and officers are elected annually. Funds generated by the PTC are allocated for things such as field trips, school wide activities, classroom and enrichment supplies for teachers, playground equipment, and the Reading is Fundamental program, which provides free book to students multiple times each year. Some of the events sponsored by our PTC include: Spring Carnival, Movie Nights, Family Nights, as well as other fundraisers throughout the school year.

English Learner Advisory Committee (ELAC)
This committee is open to all members of the school community, and meets monthly to discuss topics of interest to parents of English Learners. Some topics of discussion include bilingual education and literacy, state English proficiency testing, the importance of attendance, and ways that parents can support their children's education. Parent representatives from this committee also attend the District English Learner Advisory Committee (DELAC).

Volunteer Opportunities
Parents at Castroville Elementary School are encouraged to share their time and talents. We welcome them on campus to volunteer in the classroom, as field trip chaperones, and at various school wide events such as the Fall Festival, Paint Nights, Movie Nights, and Literacy Nights.

Parent Communication
The school utilizes multiple methods of communication with parents to ensure that they are aware of opportunities for participation as well as upcoming school events. Methods of parent communication include: Talking Points, Class Dojo, school website, monthly Otter Oracle newsletter, and social media accounts; electronic marquee in front of school; targeted automated phone calls, emails, district app messages and texts; fliers and newsletters sent home. We also rely on our parent groups, such as PTC, SSC, ELAC, and our Community Schools Coordinator to help with communication to families. Parents who wish to be involved in supporting school activities are encouraged to reach out to their child's teacher, or contact the school office directly. The Principal and Assistant Principal are also available to assist parents.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	624	619	124	20.0
Female	317	315	66	21.0
Male	307	304	58	19.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	601	597	119	19.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	15	14	4	28.6
English Learners	394	391	55	14.1
Foster Youth	--	--	--	--
Homeless	226	223	42	18.8
Socioeconomically Disadvantaged	573	569	115	20.2
Students Receiving Migrant Education Services	70	68	4	5.9
Students with Disabilities	64	64	21	32.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.04	3.05	0.48	3.75	5.24	3.81	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0.02	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.48	0.00
Female	0.00	0.00
Male	0.98	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.33	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.67	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.52	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.56	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The goal at Castroville Elementary School is to provide a safe and secure learning environment for students. The site's Comprehensive School Safety Plan is reviewed annually by the School Site Council and Safety Committee along with Law Enforcement and First Responders. The school's current Safety Plan was approved in December of 2024. The goals of the Safety Plan are developed using our district's newly-adopted Big 5, our School Safety Committee, data from student and family surveys, and our COST team. Additional data related to students' social emotional well being, attendance and behavior/suspension rates is also included.

Castroville Elementary has adopted a set of school wide standards for behavior and discipline based on the PBIS system of encouraging and recognizing positive student behavior. A Multi-Tiered System of Supports (MTSS) model is used for identifying students who may need additional support with academics or behavior/social-emotional support. The COST team (which includes school administration, Academic TOSAs, special education teachers, Community School Coordinator, school psychologist, counselor, community liaison, nurse, behavior specialist, and NEST Coordinator) meet weekly for 90 minutes to review student academic, behavior and attendance data, as well as respond to requests for support from teachers, and work with them to design a support plan. The goal is to decrease the number of office referrals by encouraging positive behavior and providing academic and/or social-emotional support to students demonstrating a need. The full time Behavior Technician works with school administration, teachers, students and their families, to help establish positive relationships and modify negative behaviors. The current full time School Based Mental Health Counselor supports and helps students' social-emotional development. This enables students (and teachers) to feel successful.

Regular school wide safety drills are conducted under the guidance of the school safety committee and in consult with the School Resource Officer and local fire department. A site Emergency Response Team works with District leaders and the School Resource Officer to coordinate the response in the event of an emergency, and plan training for school staff. Our district has also adopted a Threat Assessment and Response protocol which helps maintain a safe environment.

Further steps taken to ensure a safe learning and working environment include:

- Continue to enhance social-emotional learning, behavior supports and related interventions in order to address and develop social awareness skills and continue implementation of evidence-based social-emotional learning (SEL) curriculum/lessons.
- Adopt and implement restorative justice practices that support and integrate with school-wide expectations and a positive discipline model, to include training, support and monitoring for all classroom teachers and classified school staff who interact with students.
- Further develop the school level Multi-Tiered System of Support communities of practice to promote coordination, alignment, and continuity including the focus and further develop of Tier 1 teams (which include teachers, counselors and classified support) to increase student attendance and engagement.
- Develop culturally responsive classrooms and school environments that incorporate investigative learning that promote civic engagement, diversity, and understanding of local and global perspectives.
- Develop, expand, promote, monitor and evaluate student engagement and plan events/activities that reflects and integrates the identities of the students and their community and that promote the over climate and culture on campuses (Activities, Clubs, Sports, Celebrations, School-wide assemblies, Student store)
- Provide a physically safe and welcoming campus environment that facilitates positive learning and social interactions during both instructional and non-instructional time.

D. Other SARC Information

Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	4	0
1	21	1	3	0
2	21	1	3	0
3	22	0	4	0
4	29	0	3	0
5	30	0	3	0
6	28	0	3	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	3	0
1	25	0	3	0
2	20	1	3	0
3	21	1	3	0
4	29	0	3	0
5	28	0	3	0
6	30	0	3	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	25		3	
2	21	1	3	
3	20	1	3	
4	28		3	
5	30		3	
6	29		3	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.9
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	4

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12,072	$3,164	$8,908	$105,423
District	N/A	N/A	$12,589	$105,390
Percent Difference - School Site and District	N/A	N/A	-34.2	0.0
State	N/A	N/A	$11,146	$100,249
Percent Difference - School Site and State	N/A	N/A	-22.3	5.0

Fiscal Year 2024-25 Types of Services Funded

Castroville Elementary School has implemented the following measures in order to ensure that students receive effective instruction:

The school follows an MTSS model to provide academic, social-emotional, and behavioral support to students. As part of Tier 1 (universal) support, all students receive differentiated instruction/intervention and support from their classroom teacher. When additional (Tier 2 or 3) support is needed, teachers refer students to the COST team, which is composed of school administrators, school psychologist, behavior technician, site based mental health counselor, academic intervention TOSA, English Learner Specialist, nurse, Community School Coordinator, and Community Liaison. In partnership with the classroom teacher, the COST team reviews student progress data to create an appropriate action plan in order to support struggling students. This plan may include inviting parents and other COST team members to attend a Student Success Team (SST) meeting to determine next steps.

Intervention services, funded by Title I and other state and federal funds, are made available to struggling students in the form of small group instruction provided by credentialed teachers or Instructional Specialists. Our 4 highly-trained MTSS intervention specialists (2 are MTS intervention aids, 2 are English Learner Student Assistants) push in 4 days a week to accelerate reading foundational skills for 115 students that include struggling students, newcomers, English Learners, and Long-Term English Learners). Supplemental curriculum which supports students with meeting grade level benchmarks is also purchased with these funds.

Teachers continue to enhance their professional skills by participating in various trainings such as Science of Reading, English Language Development instructional strategies, Mathematics instructional strategies, and online opportunities to enhance knowledge and understanding of the needs of each student. Substitutes are hired to release teachers in order to attend Grade-level release at the start of each Trimester to develop SMARTE goals, develop data cycles, analyze data and progress monitoring, and implement our PDSA cycles. The main focus of the school's Tier 1 Instructional Leadership Team (ILT) is to guide grade-level teams in the Achievement Team protocol. The Tier 1 Team also reviews school-wide data in areas of academics, attendance, SEL, and behavior.

After-school Supplemental Support (ASES/NEST): Students receive targeted support before and after school in Mathematics, Language Arts and enrichment.

Additional Staff and Supports include:

- One full-time VAPA teacher with emphasis on Art
- One full-time Coding Teacher
- One music teacher (shared among school sites) who provides enrichment/instruction to students in all grades about once every three weeks
- Two English Learner Student Assistants to support ELs, LTELs, and newcomers directly, as well as provide instructional support and training to teachers

Fiscal Year 2024-25 Types of Services Funded

- Two MTSS Intervention Specialists to provide target, small-group instruction to accelerate students with reading foundational skills.
- TWO MTSS TOSAs to provide instructional support and training to teachers and build teacher capacity with coaching cycles, modeling, and direct support.
- Extra hours pay for teachers to attend professional development outside of their contracted work hours
- Stipends for site Educational Technology and Instructional Lead Teachers to guide pertinent work related to effective classroom instruction
- Two Americorps volunteers who provide small-group instruction to migrant students
- Two interns who co-teach with a master teacher and are being trained to support with small-group instruction

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$61,607	$57,978
Mid-Range Teacher Salary	$88,207	$89,612
Highest Teacher Salary	$129,200	$117,194
Average Principal Salary (Elementary)	$147,177	$143,632
Average Principal Salary (Middle)	$149,682	$149,447
Average Principal Salary (High)	$163,408	$162,334
Superintendent Salary	$239,232	$234,076
Percent of Budget for Teacher Salaries	28.18%	27.81%
Percent of Budget for Administrative Salaries	6.6%	5.47%

Professional Development

Professional Development for staff is a priority at Castroville Elementary School. Professional Development and training provided is data-driven and based on observed and requested teacher needs with curriculum, program implementation, or with technology use for effective implementation of strategies or school-wide initiatives. This year's professional development has District professional development days, school-site staff training days, weekly PLC grade-level meetings, and 3 grade-level release days a year. Staff has the opportunity to participate in professional development and training which has included topics such as Science of Reading, Acting Right, Lexia-Core 5, i-Ready, effective student engagement strategies for all students, MTSS system, social emotional learning, Data Cycles/Continuous Improvement, and the use of technology to implement district adopted curriculum, ELD and EL support. TOSAs and Principal model for teachers where needed.

Professional Development and trainings are being delivered by District Support Staff or Specialists, site administrators and program consultants or other providers who are working with the site and district on implementation of programs or systems. There are different opportunities given to staff on how they can receive support during the implementation of the different trainings, such as 1:1 coaching with a specialist or site administrator, modeling of strategies by specialists or site administrator, attend follow-up sessions offered on specific topics, and grade-level team meeting follow-ups. Staff is encouraged to participate in professional development offered and also support systems for implementation.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26

Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	37	37	