

Walnut Valley Unified School District Castle Rock Elementary School

Grades K through 5
Carol Sullivan, Principal



2975 Castle Rock Road
Diamond Bar, CA 91765
PH: (909) 598-5006 FAX: (909) 598-5960

2011-12 School Accountability Report Card *Published February 2013*

Walnut Valley Unified School District
880 South Lemon Avenue
Walnut, CA 91789
(909) 595-1261

Website Address

www.walnutvalley.k12.ca.us

2012-13 Board of Trustees

Helen M. Hall
President

Nancy A. Lyons
Vice President

Cynthia M. Ruiz
Clerk

Phillip Chen
Member

Larry L. Redinger
Member

District Administration

Dr. Dean Conklin
Superintendent

Kathy Granger
Assistant Superintendent,
Human Resources

Jeanette Ullrich
Assistant Superintendent,
Business Services

Jose Annicchiarico
Administrative Director,
Educational Services

Contents

Principal's Message
Mission Statement
School Profile
Student Achievement
Parent Involvement
School Facilities & Maintenance
Classroom Environment
Curriculum & Instruction
Professional Staff
District Expenditures
SARC Data

Principal's Message

I'd like to welcome you to Castle Rock Elementary School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and conditions of facilities.

We are an International Baccalaureate Primary Years Programme School, one of twenty in the state of California. Our vision is to develop all students into lifelong inquirers, learners and to be responsible, compassionate, and ethical citizens of the world. All teachers provide a balanced program based on the California Content Standards as well as the IB PYP curriculum. Castle Rock is very proud of its rigorous academic programs, technology lab, library, 2nd-5th grade Spanish instruction, before school Chinese class as well as after school enrichment and intervention classes. Our character education program is based on the IB attitudes and Learner Profile and woven throughout the school and curriculum. Our students continue to be successful as strong readers, writers, excellent mathematicians as well as creative thinkers.

Staff and parents work successfully together to create a learning environment for all students. We are excited about our school, curriculum, programs, and welcome all to join our community.

Mission Statement

Walnut Valley Unified, a premier school district committed to "KIDS FIRST - Every Student, Every Day," will prepare all students to thrive in a rapidly changing, competitive, global economy by teaching them 21st Century skills through quality programs that include Academics, Arts, Athletics, and Activities.

School Profile

Castle Rock Elementary School is located in the southwestern region of Diamond Bar and serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2011-12 school year, 533 students were enrolled, including 8% in special education, 24% qualifying for English Language Learner support, and 9% qualifying for free or reduced price lunch. Castle Rock Elementary School achieved a 2012 Academic Performance Index (API) score of 925.

Student Enrollment by Ethnicity / Grade Level 2011-12			
Ethnic Group	%	Grade Level	#
African-Amer.	4.13 %	Kindergarten	72
Amer. Indian or Alaskan Native	0.38 %	Grade 1	93
Asian	60.79 %	Grade 2	85
Filipino	2.81 %	Grade 3	83
Hisp. or Latino	17.26 %	Grade 4	97
Pacific Islander	0.00 %	Grade 5	103
Caucasian	12.76 %		
Multi-Racial	1.69 %		
Total Enrollment			533

Student Achievement

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested can be found on CDE's Standardized Testing and Report Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2012 STAR Program Summary Results to the Public guide at <http://star.cde.ca.gov/star2012/>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Castle Rock Elementary School			District			California		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Language Arts	82	83	81	77	78	79	52	54	56
Math	86	87	86	73	76	77	48	50	51
Science	83	87	86	83	85	85	54	57	60
Social Science				75	75	74	44	48	49

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12								
	Castle Rock Elementary School							
	African- Amer.	Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts	54	*	88	78	91	61	*	*
Math	54	*	95	78	82	69	*	*
Science	*	*	88	85	*	91	*	*
Social Science	*	*	*	*	*	*	*	*

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12								
	WVUSD	Castle Rock Elementary School						
	All	All	Male	Female	English Learners	Economically Dis-advantaged	Students with Disabilities	Migrant Educ.
Lang. Arts	79	81	78	84	60	72	63	*
Math	77	86	84	88	83	88	69	*
Science	85	86	86	87	*	71	*	*
Social Science	74	*	*	*	*	*	*	*

Physical Fitness

In the spring of each year, Castle Rock Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2011-12			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	14.40%	20.20%	51.00%
Seventh	N/A	N/A	N/A
Ninth	N/A	N/A	N/A

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2009	2010	2011
Statewide Rank	10	10	10
Similar Schools Rank	1	1	1

Results generated from 2009, 2010, and 2011 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2009-10	2010-11	2011-12
Schoolwide - All Students	2	8	-8
Ethnic Subgroups			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	4	1	2
Filipino	*	*	*
Hisp. or Latino	24	18	-46
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	-12	*	*
Other Subgroups			
Students with Disabilities	*	*	*
Economically Disadvantaged	*	*	*
English Learners	-3	16	-18

Results generated from 2010, 2011, and 2012 Growth API Reports

Academic Performance Index (API) Growth by Student Group			
Group	2012 Growth API		
	School	District	State
African-Amer.		806	710
Amer. Indian or Alaskan Native			742
Asian	963	954	905
Filipino	942	906	869
Hisp. or Latino	825	812	740
Pacific Islander		844	775
Caucasian	897	869	853
Multi-Racial			849
Economically Disadvantaged	870	843	737
English Learners	923	857	716
Students with Disabilities	800	696	607
All Students	925	906	788

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2011-12 AYP cycle, elementary and middle schools must achieve a 78.4% or higher proficiency rate in all subgroup populations for English/Language Arts and 79% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 740 or increasing the API growth by 1 point.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2011-12		
<i>Did the school and district meet or exceed 2012 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	CRES	WVUSD
Overall Results	No	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	No	No
Math	No	No
API Score	Yes	Yes
Graduation Rate	N/A	N/A

Reported data based upon performance of all subgroups for each of the areas listed

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2011-12, Castle Rock Elementary School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status		
	CRES	WVUSD
PI Status	Not in PI	Not in PI
Implementation Year	N/A	N/A
Year in PI	N/A	N/A
No. of Schools Currently in PI		1
% of Schools Currently Identified for PI		6.7%

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through ConnectEd (automated telephone message delivery system), newsletters, parent conferences, the school marquee, the school website, the Community Club website, and notices. Contact Tani Ross at (909) 598-5006 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone
 Classroom Helper
 Library Assistant
 Room Parent
 Mother's Workshop
 Meet The Masters
 Special Activities & Field Trips

Committees

English Learner Advisory Council
 GATE Advisory Council
 School Site Council
 Community Club

School Activities

Back to School Night
 Family Nights
 Math Nights
 Open House
 Parent Education Nights
 Student Performances
 Language Arts Night
 Parent GATE Night
 Book Fairs

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Castle Rock Elementary School's original facilities were built in 1964 and ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

Every morning before school begins, custodian and the administrators inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Castle Rock Elementary School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- Groundskeeping
- Restroom cleaning
- Day-to-day operations
- Playground area cleaning

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Office area cleaning
- Restroom cleaning
- Detail classrooms
- Events setup/take down

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1964
Acreage	9.5
Square Footage	46488
Quantity	
Permanent Classrooms	14
Portable Classrooms	23
Restrooms (sets)	7
Library	1
Cafeteria/Multipurpose Room	1
Computer Lab	1
Teacher Lounge	1
Teacher Work Room	1

Deferred Maintenance

Castle Rock Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2011-12 school year, Castle Rock Elementary School received \$9,553 in deferred maintenance funds for the repair and/or maintenance of:

- Heating/Air Conditioning Systems
- Other Systems

Facilities Inspection

The district's maintenance department inspects Castle Rock Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Castle Rock Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Monday, July 30, 2012. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2011-12, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Monday, July 30, 2012			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
✔			

Rating Description

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal and teachers are strategically assigned to designated entrance areas and the playground. During recess, teachers and noon aides supervise playground activity. The principal and noon aides monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal and teachers monitor student behavior to ensure a safe and orderly departure.

Castle Rock Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Castle Rock Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in September 2012.

Classroom Environment

Discipline & Climate for Learning

Castle Rock Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	CRES		
	09-10	10-11	11-12
Suspensions (#)	3	9	7
Suspensions (%)	0.60 %	1.76 %	1.31 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
	WVUSD Elementary Schools		
	11	26	57
Suspensions (%)	0.23 %	0.53 %	1.17 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Class Size Distribution Self-Contained Classes				
Grade	2009-10			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	19.7	3		
1	19.8	4		
2	20.2	4	1	
3	20.0	5		
4	32.5		2	2
5	35.0			3
Other	5.0	1		
Grade	2010-11			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	22.3	2	1	
1	20.0	4		
2	22.0	3		
3	24.7		3	
4	32.0		3	1
5	34.7			3
Grade	2011-12			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	24.0		3	
1	23.3	1	3	
2	24.3		4	
3	17.8	1	3	
4	32.3		3	1
5	34.3			3

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Castle Rock Elementary School revolve around the California State Content Standards and Frameworks. During the 2011-12 school year, Castle Rock Elementary School held staff development days devoted to:

- Data analysis
- Science Articulation
- IB Inquiry Methods
- Leadership Training
- Technology as an Instructional Tool

Decisions concerning selection of staff development activities are performed by the principal using tools such as teacher input to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Castle Rock Elementary School supports ongoing professional growth throughout the year on minimum days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly

implemented programs/curricula. During the 2011-12 school year, Castle Rock Elementary School's teachers attended the following events hosted by the Walnut Valley Unified School District:

- Math Adoption
- Articulation Planning
- Common Core State Standards
- GLAD Training

Castle Rock Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2009-10	2010-11	2011-12
3	3	3

Instructional Materials

All textbooks used in the core curriculum at Castle Rock Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, September 19, 2012, the Walnut Valley Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #13-06 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2012-13 school year, Walnut Valley Unified School District did not offer visual/performing arts classes and therefore did not require the distribution of respective textbooks and instructional materials.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Development		
2002	Hampton Brown, <i>ESL Library - Super Classroom Sets</i>	0 %
History-Social Science		
2007	Harcourt Brace, <i>Social Science</i>	0 %
Language Arts		
2003	Houghton Mifflin, <i>Reading California</i>	0 %
Math		
2011	Houghton Mifflin Company, <i>Houghton Mifflin California Math</i>	0 %
Science		
2008	Pearson Scott Foresman, <i>Scott Foresman California Science</i>	0 %

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

Professional Staff

Counseling & Support Staff

Castle Rock Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Castle Rock Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2011-12		
	No. of Staff	FTE
Counselor	1	0.30
Educational Technology Consultant	1	1.0
Health Clerk	1	0.40
Media Clerk	1	0.60
Nurse	1	*
Psychologist	1	0.50
Speech/Language/Hearing Specialist	1	0.40

* as needed
FTE = Full-Time Equivalent

Teacher Assignment

During the 2011-12 school year, Castle Rock Elementary School had 23 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2011-12		
	Taught by NCLB-Compliant Teachers	Taught by non- NCLB- Compliant Teachers
Castle Rock Elementary School	100.0 %	0.0 %
District Totals		
All Schools	100.0 %	0.0 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	100.0 %	0.0 %

Teacher Credentials & Assignments				
	CRES			WVUSD
	09-10	10-11	11-12	11-12
Total Teachers	29	22	23	602
Teachers with full credentials	29	22	23	602
Teachers without full credentials	0	0	0	0
Teachers in alternate routes to certification	0	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	0	0	0	27
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	CRES	WVUSD
	12-13	12-13
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2011-12		
	CRES	WVUSD
Doctorate	0.0 %	0.7 %
Master's degree plus 30 or more semester hours	56.5 %	44.7 %
Master's degree	13.0 %	21.3 %
Bachelor's degree plus 30 or more semester hours	26.1 %	30.2 %
Bachelor's degree	4.3 %	3.2 %
Less than Bachelor's degree	0.0 %	0.0 %

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2010-11 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2010-11		
	WVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$40,932	\$42,080
Mid-Range Teacher Salary	\$65,424	\$67,980
Highest Teacher Salary	\$84,596	\$90,290
Superintendent Salary	\$204,089	\$215,000
Average Principal Salaries:		
Elementary School	\$106,806	\$114,006
Percentage of General Fund Expenditures for:		
Teacher Salaries	39%	43%
Administrative Salaries	5%	5%

Expenditures Per Student

For the 2010-11 school year, Walnut Valley Unified School District spent an average of \$7,164 of total general funds to educate each student (based on 2010-11 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Walnut Valley Unified School District receives state and federal categorical funding for special programs. For the 2010-11 school year, the district received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- Early Mental Health Initiative
- Economic Impact Aid (EIA)
- Lottery: Instructional Materials
- Partnership Academies Program
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title IV
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2010-11					
	Dollars Spent per Student				
	CRES	WVUSD	% Diff. School & Dist.	State Avg.,	% Diff. School & State
				Dist. Same Size & Type	
ADA*	502	14371	N/A	N/A	N/A
Total**	\$5,089	\$7,500	67.85	N/A	N/A
Restr.†	\$464	\$1,677	27.69	N/A	N/A
Unrestr.††	\$4,625	\$5,823	79.42	\$5,455	84.78
Avg. Teacher Salary	\$78,023	\$74,935	104.12	\$68,488	113.92

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Castle Rock Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Castle Rock Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Castle Rock Elementary School is Diamond Bar Library, a branch of County of Los Angeles Public Library.

Address: 1061 S. Grand Ave., Diamond Bar

Phone Number: (909) 861-4978

WebSite: <http://www.colapublib.org>

Number of Computers Available: 10

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Walnut Valley Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in December 2012. Data to prepare the school facilities section were acquired in January 2013.