

SARC 2017-18

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2018-19



Castaic Middle

Address: 28900 Hillcrest Pkwy. Castaic, CA 91384-3759

Principal: Bob Brauneisen, Principal

Phone: (661) 257-4550

Email: bbrauneisen@castaicusd.com

Web Site: www.castaic.k12.ca.us/cms/

CDS Code: 19643456106215

Castaic Union

Superintendent: Steven Doyle

Phone: (661) 257-4500

Email: sdoyle@castaicusd.com

Web Site: www.castaicusd.com



I DATA AND ACCESS

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.

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Castaic Union
 Phone Number: (661) 257-4500
 Superintendent: Steven Doyle
 E-mail Address: sdoyle@castaicusd.com
 Web Site: www.castaicusd.com

School Contact Information Most Recent Year

School Name: Castaic Middle
 Street: 28900 Hillcrest Pkwy.
 City, State, Zip: Castaic, CA 91384-3759
 Phone Number: (661) 257-4550
 Principal: Bob Brauneisen, Principal
 E-mail Address: bbrauneisen@castaicusd.com
 Web Site: www.castaic.k12.ca.us/cms/
 County-District-School
 (CDS) Code: 19643456106215

School Description and Mission Statement (School Year 2018-19)

"CMS, in partnership with the community, promotes a focus on empathy and integrity while providing a 21st century learning environment that inspires critical thinking, communication, collaboration and creativity" is the mission of Castaic Middle School, a nationally recognized School-To-Watch model school site and California Gold Ribbon School. We strive to develop relationships that make school meaningful for all students as we work to close the achievement gap. Castaic Middle School is a place where parents and community members are important and decisions are made in the best interest of all our students.

"Empowering the learners of today for the challenges of tomorrow" is the vision of Castaic Middle School. We strive to have students become creative problem solvers and collaborative thinkers with the necessary skills for success in high school, college, and/or the workplace. Our goal is that Castaic Middle School students will become responsible, ethical citizens and positive contributors to our democratic society and our diverse global community of the 21st century.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 7	
Grade 8	
Total Enrollment	

Student Enrollment by Student Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Foster Youth	

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 2016-17	School 2017-18	School 2018-19	District 2018-19
With Full Credential	22			
Without Full Credential	2			
Teaching Outside Subject Area of Competence (with full credential)	0			

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	1	
Total Teacher Misassignments*	0	1	
Vacant Teacher Positions	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 2018-19)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2017

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin Harcourt "California Collections" 2017	Yes	0%
Mathematics	McGraw-Hill/Glencoe Math "Your Common Core Edition" (6-8)/2013	Yes	0%
Science	Holt (6-8)/2007	Yes	0%
History-Social Science	Glencoe/McGraw-Hill (6-8)/2006	Yes	0%
Foreign Language	N/A	N/A	0%
Health	Decision for Health (6-8)	Yes	0%
Visual and Performing Arts	SRA/McGraw Hill	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

Castaic Middle School opened in the fall of 1995. It houses our 7th and 8th graders as well as housing one of our preschool compounds. Castaic Middle School continues to maintain a healthy and safe learning environment. Recently, the District repaired some of the concrete walkways and did some concrete resurfacing throughout the campus. In addition, the carpet was replaced in some of the classrooms. Our upcoming improvements for the summer of 2018 include some roofing work, additional carpet replacements, and new thermostat controls.

School Facility Good Repair Status

Using the most recent 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

Month and year in which data were collected: January 2017

System Inspected	Repair Needed and Action Taken or Planned		
	Good	Fair	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-
Interior: Interior Surfaces	-	✓	-
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-
Electrical: Electrical	✓	-	-
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-
Safety: Fire Safety, Hazardous Materials	✓	-	-
Structural: Structural Damage, Roofs	✓	-	-
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-

Overall Facility Rate

Month and year in which data were collected: January 2017

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

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 ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/ Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
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 2017-18)**

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				
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	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Science (grades 5, 8, and 10)						

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.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			
7			
9			

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 school site.

Opportunities for Parental Involvement - (School Year 2018-19)

CMS uses a Parent Advisory Committee (PAC) to communicate with the community and to provide the parents with a forum in which they are part of the decision-making process. Parents are welcome stakeholders at CMS and valued participants in their child’s educational experience. Volunteering and providing support to the teachers, summer check-in, assemblies, field trips, and eighth grade promotion are a few of the many connections and opportunities for our parents, teachers, and students to collaborate. JupiterGrades, our online grading program, is available to all parents 24/7 to view their child’s daily progress, attendance, and behavior. Parent-Teacher conferences and the 8th grade portfolio project are other examples of how Castaic Middle School provides real time communication and opportunities for parental involvement.

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions									
Expulsions									

School Safety Plan – Most Recent Year

Castaic Middle School, with the assistance of the Castaic Union School District, has developed an extensive school safety plan. Fire and earthquake drills educate our faculty, staff, and students on necessary evacuation practices. Castaic Middle School also participates in the annual California Disaster Shake Out Drill. Our School Safety Plan utilizes a team of campus supervisors, administrators and the assistance of a school resource officer to monitor student behavior and safety. All visitors must enter through the main Administration Building, where permission must be granted to enter our secure campus.

Castaic Middle School's safety mission is to (1) maintain a physical environment that promotes safety so learning can occur. All adults on campus consider student safety a high priority at all times; and (2) provide a safe educational environment where students, staff, parents and community members can effectively exist and communicate in a manner that is respectful and free of bullying and intolerance, including behaviors that demonstrate bias, hate, and/or cruelty towards others who are perceived as being different.

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 2018-19)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2015-16 Number of Classes*			Avg. Class Size	2016-17 Number of Classes*			Avg. Class Size	2017-18 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27	5	11	6	29	2	12	7				
Mathematics	26	3	15	4	28	3	14	4				
Science	26	5	11	6	27	3	18					
Social Science	26	5	14	3	27	3	14	4				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	
Counselor (Social/Behavioral or Career Development)	.40	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.60	N/A
Social Worker	0	N/A
Nurse	.40	N/A
Speech/Language/Hearing Specialist	.60	N/A
Resource Specialist (non - teaching)	1	N/A
Other		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 2016-17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (UnRestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A		
Percent Difference – School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2017-18)

Services provided to students are funded through the site discretionary budget as well as from outside funding sources. Budgetary contributors include community organizations such as: the City of Santa Clarita, the Santa Clarita Valley Education Foundation, the Castaic Education Foundation, and community/parent donations. Outside funding helps the school provide agendas and PE clothes to at-risk students and extracurricular activities such as: Cougar Pride Project, field trips, assemblies and end of the year activities.

Additional activities funded throughout the year include: the Safe School Ambassadors program, National Junior Honor Society, the DFYIT program (drug free youth in town), Santa Clarita Valley Junior High School Cross Country Meet and Spring Track and Field Meet, and multiple performing arts events.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The Castaic Union School District dedicates a minimum of two full school days to staff development each year. Additional professional development is provided as needed TK-8.