Castle Park Senior High
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Castle Park Senior High
Street	1395 Hilltop Dr.
City, State, Zip	Chula Vista, Ca, 91911-4529
Phone Number	619-585-2011
Principal	Viky Mitrovich
E-mail Address	viky.mitrovich@sweetwaterschools.org
Web Site	https://cph.sweetwaterschools.org/
CDS Code	37684113730801

District Contact Information	
District Name	Sweetwater Union High
Phone Number	(619) 691-5555
Superintendent	Karen Janney, Ed.D.
E-mail Address	karen.janney@sweetwaterschools.org
Web Site	www.sweetwaterschools.org/

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

Castle Park High School is located on 48 acres. The school opened in 1963 and now serves over 1,700 students in grades 9 - 12. CPH is known for its school spirit and its rich cultural diversity. CPH is focused on meeting the academic needs of all students by offering a variety of programs, including AVID, International Baccalaureate, Advanced Placement, the Science Innovation Academy (an approved California Partnership Academy), a Medical Careers Pathway and Engineering, Construction, and Plumbing career. Castle Park High also has a Learning Center in which students engage in independence and self-directed learning to allow student to obtain credits to graduate. The strong arts and music programs with drama, computer art, and dance enrich the learning environment for students. CPH has a rich elective programs that provide opportunities for academic growth.

The school-wide Title I, and LCAP Programs fund multiple areas of support on campus. The current programs provide specialized support services to identify at-risk students, English Learners, Reclassified Fluent English Proficient, Student with Disabilities, Foster Youth, and Homeless Youth, in core content areas but generally serve the entire school population.

Castle Park High School, a community with a highly transient population, provides a comprehensive system of academic, social, and personal support to ensure the well-being and success of our students. CPH is working to provide all students with a rigorous education that prepares our graduates for success in the 21st century.

MISSION STATEMENT
Our mission is to positively impact the Castle Park High community by providing a safe and enriching environment that promotes respect, trust, integrity and responsibility. Students will celebrate diversity, be prepared to succeed in higher education and be self-sufficient individuals.

STUDENT LEANING OUTCOMES
Celebrate Diversity:
Students will build their knowledge, skills, and unique talents to contribute to their community while demonstrating respect for diversity.

Higher Education:
Students become lifelong learners by acquiring skills to analyze, interpret, apply, create, and to communicate effectively.

Self-sufficient Individuals:
Students develop character values that promote integrity, respect for others, conflict resolution skills, and commitment to service beyond self.

We at Castle Park High School who teach, counsel, and care about our students work hard to insure students are prepared for college and/or career reediness. We have a clear vision and purpose based on the needs of the students and belief that all students can achieve high academic levels. CPH strives to continue to improve the high quality education for our students.

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

Grade Level	Number of Students
Grade 9	433
Grade 10	442
Grade 11	444
Grade 12	352
Total Enrollment	1,671

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.0
American Indian or Alaska Native	0.2
Asian	0.3
Filipino	2.6
Hispanic or Latino	90.8
Native Hawaiian or Pacific Islander	0.3
White	2.2
Socioeconomically Disadvantaged	80.6
English Learners	30.7
Students with Disabilities	14.4
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	78	78		
Without Full Credential	6	6		
Teaching Outside Subject Area of Competence (with full credential)	1	0		

Teacher Misassignments and Vacant Teacher Positions

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

Year and month in which data were collected: August 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle 2002-03. Grades 9-12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 2008-09. High school texts for Algebra, Geometry, and Intermediate Algebra were approved by the Board of Trustees as being standardsbased. Textbooks for higher level math courses were adopted 2000-01. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
History-Social Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Foreign Language	Textbooks and instructional materials were adopted consistent with the textbook cycle 2004-05. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Health	Textbooks and instructional materials were adopted consistent with the textbook cycle 2005-06. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Visual and Performing Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle as follows: 1998-99 art and photo; 2007-08 instrumental/vocal music, and theatre. Texts were approved by the Board of Trustees. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0
Science Laboratory Equipment (grades 9-12)	One set of lab equipment per lab station.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at http://www.opsc.dgs.ca.gov/.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings

The school has an administration building, 80 classrooms, a gym and a library. The main campus was built in 1963. Additions were constructed in 1968, 1971, 1985, 1987 and 2000. Seven portable classrooms were constructed in 1985 and 1987. Eighteen permanent classrooms have been constructed.

The school opened in 1963 with an administration building, a cafeteria, 42 classrooms, a gym and a library.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: January 2019		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: January 2019		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2019	
Overall Rating	**Good**

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	52.0	57.0	53.0	52.0	48.0	50.0
Mathematics (grades 3-8 and 11)	13.0	23.0	32.0	33.0	37.0	38.0

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.

Note: ELA and 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.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	421	401	95.25	57.47
Male	221	210	95.02	50.24

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	200	191	95.50	65.43
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	387	367	94.83	56.79
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	330	316	95.76	57.69
English Learners	190	179	94.21	33.90
Students with Disabilities	40	39	97.50	20.51
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 Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	423	410	96.93	22.79
Male	223	215	96.41	21.96
Female	200	195	97.5	23.71
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	389	376	96.66	22.19
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	331	322	97.28	23.29
English Learners	191	186	97.38	11.35
Students with Disabilities	43	38	88.37	0
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 Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

Career Technical Education Programs (School Year 2017-18)

Sweetwater Union High School District (SUHSD) offers thirteen of fifteen industry sectors. Schools offer programs of study that involve a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to post-secondary education and careers.

The main focus of Career Technical Education (CTE) is to prepare students for academic achievement, career exploration, career preparation, and leadership development. The successful transition to post-secondary education and the workplace will be accomplished through the principles of college and career readiness: communication, collaboration, problem-solving, professionalism, job shadowing, internships, business partnerships and receiving industry certification(s). Additionally, CTE pathways integrate Common Core State Standards with industry specific knowledge and skills.

Additionally, Castle Park High School offers a California Partnership Academy. The Academy model is a three-year program, grades ten through twelve, structured as a school-within-a-school. Each academy has a career technical focus which integrates academic and career technical education, and establishes business partnerships.

Castle Park High School offers, three industry sectors: Marketing, Sales and Services (Professional Sales), Building and Construction Trades (Residential & Commercial Construction), and Health Sciences & Medical Technology (Patient Care). In addition, there is a California Partnership Academy - Bio-Technology (Bio Technology).

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	183
% of pupils completing a CTE program and earning a high school diploma	10.93%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	38%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	93.5
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	37.1

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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)

School Year 2018- 2019

Castle Park High strives to create a strong relationship with parents, focused around academics, information, and support for student achievement. CPH regularly communicates with parents about what their children are learning, what they need in order to graduate, and what will help their child be succeed in high school and beyond. We also provide opportunities for parents to talk with the school principal and assistant principals during informational meetings. CPH builds partnerships with families by responding to parent concerns, honoring their contributions, and sharing decision-making responsibilities.

Castle Park High has provided parent workshops and informational meetings in the following areas: Attendance, Academics, A-G courses, Common Core State Standards, ELD Standards, Next Generation Science Standards, Language Census, Reclassification, Compact for Success, and the School Site Plan. In addition, we have provided Senior Parent Nights and Financial Aid Night for College Preparation and FAFSA. Parents can participate in School Site Council, categorical parent meetings, Coffee with the Principal, and parent meetings that focus on LCAP and Title I. Parents also have the opportunity to attend parent workshops like the Parent Institute for Quality Education (PIQE), California Association for Bilingual Education (CABE), and Mini-CABE. Meetings and workshops encourage parents to support their child to achievement high education to prepare for the future.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

• High school dropout rates; and
• High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	3.0	3.9	6.5	6.2	6.3	6.8	10.7	9.7	9.1
Graduation Rate	91.0	87.2	86.4	84.6	82.8	83.7	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	79.1	82.0	88.7
Black or African American	72.7	84.2	82.2
American Indian or Alaska Native	100.0	66.7	82.8
Asian	100.0	98.8	94.9
Filipino	88.9	90.8	93.5
Hispanic or Latino	78.9	80.4	86.5
Native Hawaiian/Pacific Islander	0.0	83.9	88.6
White	62.5	82.1	92.1
Two or More Races	100.0	90.3	91.2
Socioeconomically Disadvantaged	85.1	86.5	88.6
English Learners	64.0	56.7	56.7
Students with Disabilities	36.8	54.2	67.1
Foster Youth	66.7	66.7	74.1

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	2.9	4.0	2.4	4.6	4.2	4.4	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Each year, Sweetwater schools review and update their Comprehensive School Safety Plans. The plan is submitted to district each school year for review by the end of October. By November it is revise and approved by the School Site Council. Safety Plan goes to the board in January for approval.

Staff orientation and training must be completed by the end of November each school year. Disaster and evacuation drills are scheduled periodically throughout the school year.

Key Elements of the Plan:
- Develop Site Safety Binder
- Staff informational meetings on drills and safety
- Identify strategies and programs that provide safety on campus
- Comply with 3 in 1 safety drills
- Heighten security drills
- Lock down drills
- Clear room drills
- School Safety Committee (Meet monthly, members: Assistant Principals, parent, 4 teachers, and 1 students)
- Present to the School Site Council
- Working closely with law enforcement

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.0	31	22	25	21.0	49	22	23	18.0	66	26	19
Mathematics	14.0	34	9	3	12.0	38	5	1	19.0	47	24	13
Science	24.0	19	28	3	18.0	34	32	3	20.0	27	33	3
Social Science	22.0	39	18	23	19.0	60	10	30	17.0	73	14	25

Note: 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	5.6	296.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.2	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist (non-teaching)	4.4	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	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$5212.0	$518.0	$4694.0	$78759.0
District	N/A	N/A	$1742.0	$85,665
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	$7,125	$85,815
Percent Difference: School Site and State	N/A	N/A		

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

General Operations - Services, materials, and support to the general education program

Gifted and Talented - Specialized learning assistance for students with great ability, achievement, or potential

Special Projects - Funds from agencies (e.g., federal, state) earmarked for specific services i.e. Tutoring: Saturday Scholars, After School Tutoring, Credit Recovery, Achieve 3000, IXL Learning, equipment, instructional and supplemental materials for students, student support and monitoring.

Title I - Federal Funds that provide supplemental support for low achieving students

LCFF - Local Control Funding Formula Funds support our EL (English Learners), FY (Foster Youth), LI (Low Income), and H (homeless)

Castle Park High provides a comprehensive system of academic, social, and personal support to ensure the well-being and success of our students.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$46,605	$50,747
Mid-Range Teacher Salary	$79,896	$86,127
Highest Teacher Salary	$104,592	$106,915
Average Principal Salary (Elementary)	$0	
Average Principal Salary (Middle)	$150,940	$136,636
Average Principal Salary (High)	$162,233	$150,286
Superintendent Salary	$235,000	$238,058
Percent of Budget for Teacher Salaries	33.0	34.0
Percent of Budget for Administrative Salaries	4.0	5.0

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

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	6	N/A
Fine and Performing Arts	1	N/A
Foreign Language	4	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	8	N/A
All courses	23	20.1

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

For the 2016-17 School year, Castle Park staff participated in 3-Day Common Core in Physical Education, Annual Mini-Conference Inspiring Diversity through Multiple Voices, California Science Education Conference, National Science Teachers Association Conference, CPM Conference, 2017 National Title 1 Conference, Southern California Sexual Health Summit, Annual Summit on Student Engagement and Attendance Accountability, Dance Workshop, 3rd Annual History Social Science Conference, AP by the Sea Session 3 Calculus A B, California Association for Bilingual education, Wilda Storm, SEI training, Prevention of Sexual Misconduct Training, Sexual Harassment Training, department pullouts/collaboration, AVID training ,CABE conference, Mini CABE, librarians meeting/trainings,and Management PD.

For the 2017-2018 school year, Castle Park staff participated in 19th annual CSEA Paraeducator Conference, CA Illuminate Education User Conference, Administration and Interpretation of the Southern California Ordinal Scales of Development, AP Annual Conference Computer, AP by the Sea Summer Institute English, AP Environmental Science by the Sea, AP Institute Conference, AP Institute Conference, AP Statistics Conference, CA Anxiety Disorders in Children and Adolescents, CABE conference,Mini CABE, California Math Counsel, Certificated in Urban Teaching, Courageous Creativity Conference, CSTA Annual Conference, CUE National Conference, Ed Teacher, High School Chemistry Teachers Program, Leadership in History Social Science and Navigating a world of change, National Excellence in Urban Education Symposium, NAVT Professional Development Conference, NGSS-Grade Level Academies, NSTA National Conference of Science, SEA-STEM Academy on Integrated Computing, Six types of Parent Involvement, SMART Certificate Education Trainer, Southern California AP Institute World History, Title 1 Conference, Wilda Storm Training, District Zone meeting, department pullouts/collaboration.

From 2017-18 school year, Castle Park High Staff participated in CABE conference, Mini CABE, librarians meeting/trainings, Suicide Prevention Training, AVID training, SLT meetings, Fire Prevention/Fire Extinguisher training, Professional Development provided by the district, Prevention of Sexual Misconduct Training, Sexual Harassment Training, department pullouts/collaboration, AVID training, Wilda Storm,
Management PD, Greater San Diego Math Council Conference and department pullouts/collaboration.

In the 2018-2019 school year, Castle Park teachers were offered to participate in Restorative Practices training. As of January 2019, over 20 teachers have participated in the training. In addition, all teachers have received the Trauma Informed Care training by the San Diego County office.
In order to improve student achievement staff has been provided with Professional Development. PD has been implemented to support high rigor/ relevant lesson plans in all core content. PD increasing staff skills and knowledge to attend high success and mastery for all students.