

Castle Park Senior High

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

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	Ms. Viky Mitrovich
E-mail Address	viky.mitrovich@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 2016-17)

Castle Park High School is located on 48 acres. The school opened in 1963 and now serves over 1,600 students in grades 9 - 12.

Castle Park is known for its school spirit and its rich cultural diversity. A variety of programs including the GATE, International Baccalaureate and Advanced Placement Programs, the Advancement Via Individual Determination (AVID) Program, School of Business Leadership, Science Innovation Academy, Medical Careers Pathways the Learning Center (an alternative education program), and the Engineering, Construction, and Plumbing career strand are offered to meet district and state requirements. The rich elective programs provide opportunities for academic growth. The strong arts and music programs with drama, computer art, and dance enrich the learning environment for students.

Students in the Sweetwater Union High School District are expected to master state and district standards which will prepare them to meet the challenges of 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.

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.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	403
Grade 10	366
Grade 11	375
Grade 12	389
Total Enrollment	1,533

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.1
Asian	0.6
Filipino	2.2
Hispanic or Latino	90.9
Native Hawaiian or Pacific Islander	0.1
White	1.9
Two or More Races	2.2
Socioeconomically Disadvantaged	82.6
English Learners	32.1
Students with Disabilities	15.7
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	69	69	78	1847
Without Full Credential	3	3	6	89
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	2	2	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93.8	6.3
All Schools in District	87.5	12.5
High-Poverty Schools in District	86.9	13.1
Low-Poverty Schools in District	88.6	11.4

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2015

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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.

For the 2015-16 school year, the district has budgeted \$3,533,950 for the deferred maintenance program. This represents 1.00% of the district's general budget.

Deferred Maintenance Projects

The district's complete deferred maintenance plan is available at the district office.

Modernization/Expansion (New Construction on Existing Campus) Projects

For the 2015-16 school year, there are no modernization/expansion or new construction projects planned.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: August 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X		Low water pressure in fountains, some hand driers not working (work orders submitted for repairs)
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August 2016				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	55	55	47	53	44	48
Mathematics	18	17	29	31	34	36

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	370	356	96.2	55.4
Male	11	200	191	95.5	50.5
Female	11	170	165	97.1	61.1
Black or African American	11	12	12	100.0	45.5
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	--	--	--	--
Hispanic or Latino	11	331	318	96.1	54.3
White	11	--	--	--	--
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	289	278	96.2	54.7
English Learners	11	102	95	93.1	21.5
Students with Disabilities	11	47	45	95.7	27.9
Foster Youth	11	--	--	--	--

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

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	370	360	97.3	17.0
Male	11	200	194	97.0	16.5
Female	11	170	166	97.7	17.7
Black or African American	11	12	11	91.7	9.1
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	--	--	--	--
Hispanic or Latino	11	331	323	97.6	15.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	11	--	--	--	--
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	289	282	97.6	15.7
English Learners	11	102	99	97.1	1.0
Students with Disabilities	11	47	44	93.6	6.8
Foster Youth	11	--	--	--	--

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	51	36	37	63	53	49	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	362	351	97.0	37.3
Male	190	183	96.3	35.5
Female	172	168	97.7	39.3
Hispanic or Latino	329	319	97.0	35.1
Socioeconomically Disadvantaged	288	280	97.2	35.4
English Learners	119	116	97.5	12.1
Students with Disabilities	55	54	98.2	42.6

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Career Technical Education Programs (School Year 2015-16)

Career and Technical Education is committed to provide students with challenging opportunities in which they can expand their academic content areas while preparing them for careers in a multitude of fields. Castle Park High School offers the following programs: Careers in Engineering, Construction, and Plumbing, Careers in Marketing, Sales and Service, as well as Robotics.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	3
% of pupils completing a CTE program and earning a high school diploma	0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	33%

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	94.43
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	34.5

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	13.4	32.7	37.8

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 Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Add 2015-16 data here

Castle Park High has provided parent training/informational meeting 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, Also, we have provided Parent Nights for College Preparation and FAFSA.

Parents can participate in School Site Council, categorical parent meetings, Parent Shadowing Day, Coffee with the Principal, and parent meeting that focus on LCAP and Title I.

We also hold regular parent meetings to share student performance (Parent Shadowing Day) to view students grades and attendance data. The meeting encourage parent to support their child to achievement high education and to attendance after school and Saturday Scholars tutoring.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	2.10	6.10	3.00	6.40	7.50	6.20	11.40	11.50	10.70
Graduation Rate	88.14	85.61	91.03	83.16	82.46	84.62	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	88	82	86
Black or African American	100	81	78
American Indian or Alaska Native	100	94	78
Asian	100	94	93
Filipino	92	94	93
Hispanic or Latino	87	80	83
Native Hawaiian/Pacific Islander	100	93	85
White	78	81	91
Two or More Races	100	89	89
Socioeconomically Disadvantaged	47	51	66
English Learners	76	60	54
Students with Disabilities	45	38	78

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.2	4.5	2.9	5.7	5.7	4.6	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Each year, Sweetwater schools review and update their Comprehensive School Safety Plans. The plan is submitted to Student Services each school year for review. 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: 2 Assistant Principals, Psychologist, 3 teachers, and 2 students)
- Working closely with law enforcement

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 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2008-2009
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	19
Percent of Schools Currently in Program Improvement	N/A	82.6

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	23	42	19	26	21	46	18	21	21	46	18	21
Mathematics	22	39	16	28	15	34	6	6	15	34	6	6
Science	24	17	36	1	22	13	32	2	22	13	32	2
Social Science	23	36	15	27	22	31	20	22	22	31	20	22

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.5	
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	1.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist		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 2014-15)

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	\$79,715
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,677	\$77,824
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 2015-16)

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, math workshop classes, Achieve 3000, 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,986	\$46,184
Mid-Range Teacher Salary	\$73,692	\$75,179
Highest Teacher Salary	\$96,471	\$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$138,060	\$124,243
Average Principal Salary (High)	\$151,325	\$137,939
Superintendent Salary	\$235,000	\$217,637
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	4%	5%

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 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	5	N/A
Fine and Performing Arts		N/A
Foreign Language	3	N/A
Mathematics	2	N/A
Science		N/A
Social Science	10	N/A
All courses	20	.7

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 2013-14 school years, Castle Park High School staff participated in Common Core Implementation Training, Structured English Immersion training, Advanced Placement Renewal, Next Generation Standards, IB training, ASSETS, Data Director, Math Practice Conference, MVP Mathematics Vision Project Cohorts training, Canvas, Federal Program Monitoring Training, Link Crew, and NSTA Conferences on Science Education, and USD Professional and Continuing Education

For the 2014-15 school year, Castle Park High staff participated in CBE, BOOST, Link Crew, CPM, Wilda Storm training, Illuminate, Urbane Teaching, LCAP training, School Site Council Training, Categorical training 101 and 102, Shmoop, ACHIEVE 3000, Infinite Campus, Special Education training, District Zone Meeting, ELD training, AP investigation training, Prevention of Sexual Misconduct Training, Campus Assistance training, iPad training, AP training, parent support, department pullouts days, AVID training, and librarians meeting/trainings.

For the 2015-16 School year, Castle Park staff participated in 19th annual CSEA Paraeducator Conference, 2016 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, CBE conference, California Math Counsel, Certificated in Urban Teaching, Courageous Creativity Conference, CSTA Annual Conference, CUE 2016 National Conference, Ed Teacher 2016, High School Chemistry Teachers Program, Leadership in History Social Science and Navigating a world of change, Mini CBE, 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, District Zone meeting, department pullouts/collaboration.

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.