

Castle Park Middle

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 Middle
Street	160 Quintard St.
City, State, Zip	Chula Vista, Ca, 91911-4414
Phone Number	619-498-6010
Principal	Gina Galvez-Mallari, Principal
E-mail Address	gina.galvezmallari@sweetwaterschools.org
Web Site	
CDS Code	37684116059752

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 Middle School (CPM), is located in the city of Chula Vista, California at 160 Quintard Street, opened in 1955. Although the school is over fifty years old, the buildings and grounds are well maintained. We serve approximately 900 students in the seventh and eighth grades. CPM is a Title 1 Schoolwide Program school and according to the 2015 CBEDS report, 85 % of the student population participates in the Free or Reduced Lunch Program. Ethnically, the school is 90% Hispanic or Latino. In addition, 43% of the students are English Language Learners (ELL) and another 28% have been reclassified as Fluent English Proficient (R/FEP). Students are required to wear school uniforms. Castle Park Middle is on a Block Day Schedule of three classes per day with a rotating Extended Learning Time period four days a week and attend all classes on the fifth day.

Castle Park Middle School has the most innovative and advanced college going culture in the Sweetwater Union High School District; w here staff operates with the belief that all students should be prepared academically to go to college. Our state of the art college center offers numerous college resources, virtual tours of universities across the country, as w ell as weekly college academic language. Our mission is to ensure all students fulfill their academic, personal and social potential through a system of learning distinguished by: A varied, creative and rigorous curriculum, a network of individualized student support (ASSIST Program), a dedicated partnership with family and community (South Bay Community Services- Promise Neighborhood Grant), an environment of social responsibility, respect and trust (Olweus Anti-Bullying Program), and a culture that celebrates individual achievement. We enhance student learning through technology in our lessons in order to build the students' capacity for technology use and to encourage creativity.

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.

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

Grade Level	Number of Students
Grade 7	442
Grade 8	424
Total Enrollment	866

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.2
Asian	0.7
Filipino	2.7
Hispanic or Latino	90.5
Native Hawaiian or Pacific Islander	0.2
White	2.8
Two or More Races	1.4
Socioeconomically Disadvantaged	85.1
English Learners	48.5
Students with Disabilities	13.7
Foster Youth	0.8

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	39	32	44	1847
Without Full Credential	0	6	3	89
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	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	0	1	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	86.3	13.7
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. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 2008-09. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
History-Social Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
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	0.0
Health	Textbooks and instructional materials were adopted consistent with the textbook cycle 2005-06. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
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	0.0

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 adaptive room, an administration building, 60 classrooms and a library. The main campus was built in 1954. Additions were constructed in 1955, 1956, 1957, 1962, 1967, 1968, 1969, 2000 and 2004. No portable classrooms were constructed. Sixty-four permanent classrooms have been constructed.

The school opened in 1955 with an administration building, 15 classrooms and a library.

Maintenance and Repair

District maintenance staff ensure 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 fund 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 / 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: December 2015				
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			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
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: December 2015				
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	26	31	47	53	44	48
Mathematics	24	22	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	7	441	409	92.7	33.0
	8	420	397	94.5	29.1
Male	7	224	203	90.6	29.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	224	213	95.1	26.5
Female	7	217	206	94.9	37.0
	8	196	184	93.9	32.0
Black or African American	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	7	--	--	--	--
	8	--	--	--	--
Asian	7	--	--	--	--
	8	--	--	--	--
Filipino	7	15	15	100.0	53.3
	8	--	--	--	--
Hispanic or Latino	7	399	370	92.7	31.3
	8	380	360	94.7	28.4
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--
White	7	11	11	100.0	45.5
	8	--	--	--	--
Two or More Races	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	7	363	337	92.8	31.6
	8	346	328	94.8	27.8
English Learners	7	187	163	87.2	8.1
	8	173	162	93.6	6.3
Students with Disabilities	7	61	59	96.7	10.3
	8	53	51	96.2	4.1
Foster Youth	7	--	--	--	--
	8	--	--	--	--

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	7	437	391	89.5	21.8
	8	420	413	98.3	22.2
Male	7	222	201	90.5	23.4
	8	223	222	99.5	22.2
Female	7	215	190	88.4	19.9
	8	197	191	97.0	22.1
Black or African American	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	7	--	--	--	--
	8	--	--	--	--
Asian	7	--	--	--	--
	8	--	--	--	--
Filipino	7	15	14	93.3	35.7
	8	--	--	--	--
Hispanic or Latino	7	395	351	88.9	19.8
	8	381	376	98.7	21.0
Native Hawaiian or Pacific Islander	7	--	--	--	--
	8	--	--	--	--
White	7	11	11	100.0	45.5
	8	--	--	--	--
Two or More Races	7	--	--	--	--
	8	--	--	--	--
Socioeconomically Disadvantaged	7	359	320	89.1	20.3
	8	345	339	98.3	23.2
English Learners	7	184	166	90.2	6.4
	8	173	171	98.8	18.8
Students with Disabilities	7	61	58	95.1	5.5
	8	52	51	98.1	
Foster Youth	7	--	--	--	--
	8	--	--	--	--

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)	78	33	33	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	419	392	93.6	32.9
Male	223	208	93.3	36.5
Female	196	184	93.9	28.8
Hispanic or Latino	380	355	93.4	31.3
Socioeconomically Disadvantaged	344	322	93.6	31.4
English Learners	172	160	93.0	15.0
Students with Disabilities	52	50	96.2	34.0

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.

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
7	15.3	18.4	36.7

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)

Parents at Castle Park Middle School have the opportunity to be involved in numerous parent involvement activities. Parents are encouraged to engage in learning and work in partnership with our school to increase student academic achievement through quarterly Coffee with the Principal meetings, Family Curriculum Nights, Open House, 7th and 8th Grade Orientations, College Making it Happen, Compact for Success, Family Movie Nights, Student Recognition Assemblies, and Community Fair. Parents are invited to serve in our school advisory committees such as: School Site Council, Title I Parent Committee, District Advisory Committee (DAC), English Learner Advisory Committee (ELAC), and District English Learner Advisory Committee (DELAC). In addition, parents also have the opportunity to volunteer at our parent center and assist wherever they are needed. Through our partnership with Chula Vista Promise Neighborhood, parents also have the opportunity to participate in programs such as Food 4 Families, Mobile Health Clinic Services, Community Forums and ESL Classes. Castle Park Middle values and encourages parent involvement.

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	12.7	11.7	9.3	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 the Superintendent each year by October 15. Staff orientation and training must be completed by October 30 each year. Disaster and evacuation drills are scheduled periodically throughout the school year.

Key Elements of the Plan:

- Maintain Site Safety Binder (to be distributed to all school staff)
- Train all staff on emergency procedures during 2 day in-service
- Comply with 3 in 1 safety drills
- Implement the Olweus Bullying Prevention Program
- Identify strategies and programs that provide safety on campus
- Assessment of current crime in school
- Update staff assignments

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	2004-2005	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	27	13	15	13	28	10	11	19	28	10	11	19
Mathematics	32	5	4	21	31	5	6	18	31	5	6	18
Science	29	4	25		28	3	28		28	3	28	
Social Science	33	2	7	14	32	2	8	16	32	2	8	16

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	2.0	446.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.6	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist	0.0	N/A
Other	0.0	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 - Castle Park Middle attempts to provide services, materials, and support to the general education program
- Special Projects - Monies from agencies (e.g., federal, state) earmarked for specific services
- Title I - Title I, Part A federal funds help to meet the educational needs of low achieving students in California's highest-poverty schools. Funds are used to support effective, research-based educational strategies that close the achievement gap between high-and low -performing students and enable the students to meet the state's challenging academic standards.
- Title II - Title II is to increase the academic achievement of all students by helping schools and district (1) improve teacher and principal quality through professional development and other activities and (2) ensure all teachers are highly qualified.
- LCFF - Supplemental and concentration grants, kindergarten through grade twelve, to help "increase or improve services" for educationally disadvantaged students. Targeted students are those classified as English learners (EL), eligible to receive a free or reduced-price meal (FRPM), foster youth, or any combination of these factors (unduplicated count).

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/>.

Professional Development (Most Recent Three Years)

For the 2012-13 and 2013-14 school years, Castle Park Middle staff participated in Professional Learning Community trainings and workshops/trainings in the following: District Common Language, Daily Learning Target (DLT), Student Engagement (academic language development), checking for understanding, rhetorical approach across the curriculum, rigor and professional development provided through the district. Teacher leaders attended regular subject-area in-services on a district level with teachers from across the district (CIA) and shared information at weekly department meetings (PLC).

For the 2014-15 school year, Castle Park Middle staff participated in district sponsored Subject Area Cohort Training Sessions by regions (zones). Staff had the opportunity to partner with other schools assigned to their zones and attend content specific team cohort meetings where teachers from other sites collaborated on teaching practices. For the 2014-15 school year, CPM dedicated the following days to site-based professional development: 20 PLC by department planning days, 7 PD PLC Training days, 4 Pre-Service Training Days, and 5 Department Pull Out Days. In addition, staff participated in trainings on Structured English Immersion strategies, Achieve 3000, Learning Upgrade, iPad/Apple, multi-media resources, Illuminate, CPM Educational Program Conference, AVID Summer Institute, Feedback for Teacher Growth Institute, Leadership in History-Social Science: Promising Practices in Common Core, Science Stemosium, HASPI Science Conference, and NSTA/CSTA Science Conference.

For 2015-16 our staff continues to participate in quarterly district sponsored Professional Development which includes cohort trainings by regions followed by site-based cohorts. In addition to District trainings, Castle Park Middle planned the following site-based Professional Development: 18 PLC by Department Planning Days and 7 PD PLC School Wide Training Days were held on minimum days (for students) , 4 Pre-Service Days (2 days in July, 1 day in October and 1 day in January) and 7 Department Pull-Out Days scheduled per department request throughout the year. Furthermore, staff participated in trainings on Structured English Immersion strategies, Achieve 3000, Learning Upgrade, multi-media resources, Illuminate, CPM Educational Program Conference, AVID Summer Institute, Leadership in History-Social Science: Promising Practices in Common Core, Science Stemosium, NSTA/CSTA Science Conference, NCUST Symposium, ED TECH Teacher Summit, and Restorative Practice.