

# Castle Park Middle

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

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 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Castle Park Middle
<b>Street</b>	160 Quintard St.
<b>City, State, Zip</b>	Chula Vista, Ca, 91911-4414
<b>Phone Number</b>	619-498-6000
<b>Principal</b>	William Walsh
<b>E-mail Address</b>	William.Walsh@sweetwaterschools.org
<b>Web Site</b>	cpm.sweetwaterschools.org
<b>CDS Code</b>	37684116059752

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

### School Description and Mission Statement (School Year 2017-18)

Castle Park Middle School (CPM), 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 2016 CBEDS report, 78 % of the student population participates in the Free or Reduced Lunch Program. Ethnically, the school is 89.6% Hispanic or Latino. In addition, 41% of the students are English Language Learners (ELL) and another 27.3% 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 30 minute Homeroom at the beginning of their day and 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; where 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 well 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, a dedicated partnership with family and community (South Bay Community Services- Promise Neighborhood Grant), an environment of social responsibility, respect and trust, 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 2016-17)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 7</b>	413
<b>Grade 8</b>	464
<b>Total Enrollment</b>	877

### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0
Asian	0.2
Filipino	3.1
Hispanic or Latino	89.6
Native Hawaiian or Pacific Islander	0.3
White	2.6
Two or More Races	0.9
Socioeconomically Disadvantaged	81.1
English Learners	41
Students with Disabilities	14.1
Foster Youth	0.7

## 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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	32	44	37	1665
Without Full Credential	6	3	6	128
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	0	3

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 2017-18)

Year and month in which data were collected: August 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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 <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0.0
<b>Mathematics</b>	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 <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0.0
<b>Science</b>	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 <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0.0
<b>History-Social Science</b>	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 <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0.0
<b>Foreign Language</b>	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 <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0.0
<b>Health</b>	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 <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0.0
<b>Visual and Performing Arts</b>	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 <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0.0
<b>Science Laboratory Equipment (grades 9-12)</b>	Not applicable for middle schools.		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)**

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

<b>School Facility Good Repair Status (Most Recent Year)</b>				
Year and month of the most recent FIT report: December 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical			X	Work orders have been placed to have district repair/maintain electrical issues.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: December 2017				
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. 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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	31	37	53	53	48	48
<b>Mathematics (grades 3-8 and 11)</b>	22	31	31	32	36	37

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	872	836	95.87	37.29
<b>Male</b>	441	425	96.37	32.55
<b>Female</b>	431	411	95.36	42.2
<b>Black or African American</b>	21	21	100	47.62

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Asian	--	--	--	--
Filipino	28	26	92.86	80.77
Hispanic or Latino	784	751	95.79	34.45
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100	45.45
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	716	687	95.95	36.79
English Learners	558	528	94.62	31.12
Students with Disabilities	131	129	98.47	11.63
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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	872	853	97.82	31.22
Male	441	436	98.87	31.95
Female	431	417	96.75	30.46
Black or African American	21	21	100	19.05
Asian	--	--	--	--
Filipino	28	26	92.86	65.38
Hispanic or Latino	784	769	98.09	29.56
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	21	95.45	47.62
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	716	700	97.77	30.76
English Learners	558	546	97.85	27.84
Students with Disabilities	131	128	97.71	6.25
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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	33	33	53	49	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

### 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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	21.7	20.2	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.

## 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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

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 Parent Advisory Committee (DPAC), 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 Parenting Workshops. Castle Park Middle values and encourages parent involvement.



## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	11.7	9.3	9.5	5.7	4.6	4.2	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

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 staff on emergency procedures during faculty meetings, professional development and through practice drills.
- Comply assigned drill schedule (2 earthquake/evacuation per semester, 1 clear room per school year, and 1 secure campus/lockdown drill per semester)
- Identify strategies and programs that provide safety on campus
- 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 2017-18)

Indicator	School	District
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2004-2005	2008-2009
<b>Year in Program Improvement*</b>	Year 5	Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	19
<b>Percent of Schools Currently in Program Improvement</b>	N/A	76

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	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	28	10	11	19	28	11	10	15	25	14	15	12
Mathematics	31	5	6	18	29	7	10	13	28	6	14	10
Science	28	3	28		27	7	28		27	6	28	
Social Science	32	2	8	16	30	3	13	11	30	2	12	13

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 2016-17)

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 2015-16)

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	\$83,046
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$6,574	\$82,770
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 2016-17)

- 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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,920	\$50,221
Mid-Range Teacher Salary	\$77,008	\$83,072
Highest Teacher Salary	\$100,812	\$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$145,114	\$128,094
Average Principal Salary (High)	\$155,085	\$146,114
Superintendent Salary	\$235,000	\$226,121
Percent of Budget for Teacher Salaries	35%	34%
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 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.

For 2016-17, the area of focus for professional development was to increase literacy through all four content areas through multiple forms of mastery assessments, project based learning, strong communication within department PLCs and cross curricular PLCs, school wide learning walks focused on best instructional practices which helped veteran and new teachers observe best instructional practices, interventions and support for our targeted student populations, and emphasis on First Best Lesson through NCUST schoolwide initiative and PLC book study. As part of our book study, we agreed on three topics to study deeper: mastery learning, connecting with students, and concise, coherent lessons. Site-based professional development aimed at providing deeper learning in these areas. In March 2017, CPM had a team of 10 teachers from multiple subjects and an administrator attend Kagan Training, research-based instructional strategies that help increase academic achievement and promote student engagement.

For 2017-2018, we continued our school wide focus on best instructional practices through our NCUST school wide initiative and PLC book study. Professional development will be delivered through district wide Professional Development, school site-based staff in-service and monthly school wide PLC meetings. In addition, we will have learning walks in which staff members have opportunities to observe others in the classroom and see best instructional practices in action. Our principal will meet with department Curriculum Specialists weekly to provide implementation support for staff. In addition, our Site Leadership Team meets quarterly to address our district's collaboration goal and our school's needs in developing dynamic PLCs that incorporate best instructional practices in lesson planning for our students.