Castle Park Elementary School

25 Emerson St. • Chula Vista, CA 91911 • (619) 422-5301 • Grades K-6
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Chula Vista Elementary School District
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Matthew Tessier, Ed.D.
Assistant Superintendent, Innovation and Instruction Services and Support

School Description

Castle Park School is one of 49 schools, including charters, in the Chula Vista Elementary School District. CVESD is the largest TK-6 school district in California. The District is approximately five miles from the border with Mexico and serves about 29,600 students. Castle Park first opened its doors on February 18, 1952. During the 1996-97 school year, Castle Park School went through an extensive modernization process and was modernized again during the 2014-15 school year. The school is located in an older, established community of mostly single-family residences in Chula Vista. The socio-economic status of Castle Park's student body is reflected in the fact that the school qualifies for all students to receive free meals. Castle Park has a diverse racial-ethnic mix, which exposes students to the diverse cultures living in our school community. Many students attend Castle Park on zone transfers from other schools and communities.

Mission

At Castle Park, we believe each person in the school is an individual of great worth. It is our goal to treat each child, staff member, parent, and community volunteer with respect and to demonstrate appreciation for their efforts to make positive contributions to the learning environment of the school. We are committed to helping each student develop socially and academically to reach his or her greatest potential. We will accomplish this by offering a sequential curriculum and instructional strategies aimed at allowing for continuous progress for all students. We believe that ongoing home-school communication and a program of student, staff, and volunteer recognition and appreciation will result in the development of a positive sense of self-esteem for everyone at the school and lead to a positive and safe learning environment.

About the SARC

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	68
Grade 2	46
Grade 3	50
Grade 4	48
Grade 5	57
Grade 6	47
Total Enrollment	387

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.3
Asian	0.8
Filipino	2.6
Hispanic or Latino	88.4
Native Hawaiian or Pacific Islander	0.3
White	4.4
Two or More Races	0.8
Socioeconomically Disadvantaged	91.7
English Learners	51.2
Students with Disabilities	14.5
Foster Youth	0.8
Homeless	0.5

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 for Castle Park Elementary	17-18	18-19	19-20
With Full Credential	19	19	18
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence			

Teacher Credentials for Chula Vista Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	1261
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Castle Park Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			

* 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 2019-20)

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high-quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials are based on recommendations by committees of our District's school staff and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with the California Common Core Standards. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st-century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics, and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards, and electronic communication.

Textbooks and Instructional Materials
Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance/Benchmark Adelante Adopted in 2017-2018 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Mc Graw Hill Mathematics Go Math K-6, English and Spanish. Adopted in 2015-16 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Classroom space at Castle Park Elementary School is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Castle Park custodial staff performs basic cleaning operations daily.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/27/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	CR 501: Countertop chipped; cabinet door chipped CR 603: Stained carpet; chipped countertop; paint chipped around door frame CR 702: Chipped and sagging ceiling tile; countertop chipping; sink counterop chipped; dirty cabinet CR 802: Sagging ceiling tiles; sink needs caulking; sink stain; stained ceiling tiles; dirty vents Library Office : Sagging ceiling tiles; wall paint chipped
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	500 Adult RR: ceiling dirty around light fixture and vent in womens and mens RR CR (Pre-K) 901: carpet spots; ceiling tile pushed up; back door will not close on its own CR 302: Ants in classroom next to front door; linoleum peeling off wall, low water pressure in both sink and water fountain; pencil sharpener broken CR 504: cobwebs above door, fridge, microwave, sink stain, cabinet stain, dirty CR 604: cobwebs above door; 2 spray cans under sink; sink cabinet chipped and cracked CR 702: Chipped and sagging ceiling tile; countertop chipping; sink counterop chipped; dirty cabinet CR 802: Sagging ceiling tiles; sink needs caulking; sink stain; stained ceiling tiles; dirty vents Health Office: Paint chipping off wall, Health office restroom vent dirty Kinder Play Toy: cobwebs; paint peeling Kitchen: 1 light; walls over sink stained; ceiling stained; spider webs in corners Library: vent dirty; workroom - 5 stained ceiling tiles Office

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		701: carpet stains and spots; electrical panel blocked by microwave; 2 lamps out; fountain high; 1 gallon bleach, too much pressure from faucet. Play Ground: fountain low; paper trash playtoy - paint peeling; cobwebs Stage Right Office: Wall needs cleaning.
Electrical: Electrical	Fair	300 custodian: electrical panel blocked 400 Storage FACP: electrical panels blocked CR (E) 801: 1st door will not shut on its own; cracked ceiling tiles; 1 light panel out; restroom broken ceiling tile CR 402: Light covers stained CR 404: Light cover pushed up CR 503: Light panel out CR 602: Sink hard to turn on; 1 light panel out Multipurpose: 1 light out Office 701: carpet stains and spots; electrical panel blocked by microwave; 2 lamps out; fountain high; 1 gallon bleach, too much pressure from faucet. Work Room: Stained tile; 2 lights out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	300 Boys RR: 2 broken soap dispenser; 1 loose toilet seat 300 Girls RR: 4 loose toilet seats; 2 broken soap dispensers CR (E) 801: 1st door will not shut on its own; cracked ceiling tiles; 1 light panel out; restroom broken ceiling tile CR 802: Sagging ceiling tiles; sink needs caulking; sink stain; stained ceiling tiles; dirty vents Office 701: carpet stains and spots; electrical panel blocked by microwave; 2 lamps out; fountain high; 1 gallon bleach, too much pressure from faucet.
Safety: Fire Safety, Hazardous Materials	Good	CR 604: cobwebs above door; 2 spray cans under sink; sink cabinet chipped and cracked Office 701: carpet stains and spots; electrical panel blocked by microwave; 2 lamps out;

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		fountain high; 1 gallon bleach, too much pressure from faucet.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Comp. Lab 201: Paint peeling CR (E) 801: 1st door will not shut on its own; cracked ceiling tiles; 1 light panel out; restroom broken ceiling tile CR 603: Stained carpet; chipped countertop; paint chipped around door frame Kinder playground: Cracks in asphalt Play Ground: fountain low; paper trash playtoy - paint peeling; cobwebs
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	47	48	65	64	50	50
Math	41	39	51	51	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	14.8	32.8	11.5

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	213	209	98.12	47.85
Male	119	115	96.64	49.57
Female	94	94	100.00	45.74
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	191	187	97.91	49.20
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	201	199	99.00	47.74
English Learners	139	135	97.12	40.00
Students with Disabilities	43	43	100.00	9.30
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	213	212	99.53	39.15
Male	119	118	99.16	39.83
Female	94	94	100.00	38.30
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	191	191	100.00	37.70
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	201	200	99.50	39.00
English Learners	139	139	100.00	35.25
Students with Disabilities	43	42	97.67	4.76
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Contact persons: Alicia Moreno, Principal, and Nydia Cerecer, Resource Teacher
Contact Phone Number: (619) 422-5301

We encourage parents to visit and become active in our school. Parents and members of the community may become members of the School Site Council (SSC), Site Advisory Committee (SAC), the English Language Acquisition Committee (ELAC), Parent Teacher Association (PTA), and the Gifted and Talented (GATE) District Committee.

We believe that parents should share in the decision-making and governance of the school. Therefore input from the various parent groups is solicited when making important decisions affecting programs, schedules, and activities throughout the school year.

Increasing the level of parent involvement in our school continues to be a major goal at Castle Park School. During the 2019-2020 school year, many hours of volunteer time were spent assisting our teachers and staff towards academic success for our students. We have noted an increase in the number of parents volunteering and participating in school activities. Students love to see their parents helping in classrooms. Parents are encouraged to visit their student's classroom regularly. If you would like to get involved at Castle Park School, please call (619) 422-5301. Office staff will assist with the fulfillment of volunteering requirements.

During the 2019-2020 school year, Castle Park Elementary will continue to provide opportunities to parents to actively participate in training and workshops to help students master academic grade-level standards, and achieve academic success. Volunteer training will be offered by Castle Park Elementary staff. A parent involvement committee has been established to determine how parents can become involved in their student's education and offer a support system for the on-going transition to the new computer-based programs and curriculum.

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.

School Safety Plan
Student safety and well-being is promoted by activities, including emergency and earthquake preparedness, shelter in place, lock-down drills, and bus evacuation drills, enhanced playground supervision, drug, and alcohol abuse prevention education programs, child abuse awareness, and School Safety Patrol. All students will be supervised during recess time by staff. Any volunteers need to have an updated and cleared Tuberculosis test. If volunteering more than one day per week, a fingerprint background check is required. The school is enclosed and remains locked while students are in session, and this includes during periods of extended day and YMCA programs. Any visitor must present a state or federal form of identification, which will be scanned into our new RAPTOR visitor management system. This system checks for any criminal record involving children, serving as a deterrent as well as a prevention measure by identifying adults who should not be around children. Once cleared, visitors receive a sticker badge. District employees and Promise Neighborhood personnel are required to wear employee badges at all times. Emergency maps are available at the office upon request. Emergency Procedures and Safety Plan are available for review at the main office and community members and school personnel have access through the school's employee shared drive or website. A climate committee has been established to dialogue and implement systems to keep students safe. The plan was approved by the SSC in September 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.9	1.2	1.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.7	0.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	387.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	
Nurse	.6
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	1.0
Other	1.5

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	18	2	2		18	3	1		20	1	3	
1	21		1		19	2			21	1	2	
2	20	2	1		21	1	2		23		2	
3	18	1	2		26		2		24		2	
4	24		2		26		2		23		2	
5	27		2		24		2		25		2	
6	19	2	2		23	1	2		22		2	
Other**									14	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	33	29	32

Each year, targeted professional improvement activities are provided for teachers, instructional aides, and other employees. Our current professional development has focused on improving the content and delivery of our Language Arts in the area of Comprehension and Writing, English Language Development and Math instruction. Activities reflect the school's goals and objectives and are part of our School School Plan for Student Achievement.

All professional development will be consistent with all four School Plan for Student Achievement (SPSA) goals: English Language Arts, Math, Writing, GATE, and English Language Development.

In-class and after-school PD support with Illuminate.

On-going Search and Rescue PD during school and after-school PD.

On-going ELPAC overview/ class support/ certification PD and support.

We will continue to support the academic success of our students. On-going analysis of assessment data will continue to guide the needs for professional development.

The ILT will attend district-wide professional development.

Teachers have been provided grade level deconstructed CCSS. Teachers will have opportunities to review deconstructed CCSS for lesson design and to create on-going common assessments during their weekly collaboration time, and review data to create differentiated small group instruction.

An emphasis on the reading-writing connection and how to conceptualize mathematical concepts will be the focus for all CCSS professional development conducted at the site. Teachers will continue to develop comprehension skills through the close-reading method with an increase in the use of informational text. Teachers will use the Gradual Release of Responsibility (GRR) method to deliver instruction, in which students will apply their learning through productive group work, and strategies for English Learners will be incorporated.

Teachers will be provided with professional resource books to assist them in the implementation of research-based practices and to transition to CCSS. Additionally, the district resource teacher assigned to our site will assist with coaching and providing professional development.

Guidelines have been established to demonstrate the implementation of their learning through professional development to reflect the consistency of practice during lesson delivery and in the classroom environment.

Teachers have received professional development training NextGen math computerized program and continue to receive training for Achieve3000. Additionally, ongoing focus during collaboration time and professional development will assist teachers in implementing systems and use data to create small group instruction based on students needs.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$50,150	$45,741
Mid-Range Teacher Salary	$75,662	$81,840
Highest Teacher Salary	$100,783	$102,065
Average Principal Salary (ES)	$134,097	$129,221
Average Principal Salary (MS)	$0	$132,874
Average Principal Salary (HS)	$0	$128,660
Superintendent Salary	$299,627	$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$10,797.43	$3,710.66	$7,086.77	$72,958.00
District	N/A	N/A	$166,094,33	$78,751.00
State	N/A	N/A	$7,506.64	$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	1.1
School Site/ State	7.5	-7.1

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

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

Types of Services Funded

Castle Park has provided opportunities for extended day education through tutorials in the areas of ELA and Math. Additional support was provided through the purchase of computerized program licenses: NextGen Mathematics, SmartyAnts and Accelerated Reader. For behavioral/academic support, Castle Park hired a Social Worker for the implementation of PBIS. With school-wide implementation, students receive additional academic and behavior support. A full-time music teacher, in-school tutors, and a Resource Teacher are part of the programs and services to support students.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://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.