



Castle Park Elementary School

25 Emerson St. • Chula Vista, CA 91911 • (619) 422-5301 • Grades K-6

Monica Castillo, Principal

monica.castillo@cvesd.org

<https://castlepark.cvesd.org/>

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Chula Vista Elementary School District

84 East J Street
Chula Vista, CA 91910-6100
(619) 425-9600
www.cvesd.org

District Governing Board

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Assistant Superintendent, Innovation and Instruction Services and Support

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, it is our goal to treat each child, staff member, parent, and community volunteer with respect. We are committed to helping each student develop socially and academically to reach his or her greatest potential. We believe that on-going 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	59
Grade 1	62
Grade 2	59
Grade 3	44
Grade 4	50
Grade 5	40
Grade 6	56
Total Enrollment	370

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.9
Filipino	2.4
Hispanic or Latino	90.3
Native Hawaiian or Pacific Islander	0.5
White	3.8
Two or More Races	0.8
Socioeconomically Disadvantaged	89.2
English Learners	44.3
Students with Disabilities	17.8
Foster Youth	0.3
Homeless	0.8

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	18-19	19-20	20-21
With Full Credential	19	18	18
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence			

Teacher Credentials for Chula Vista Elementary	18-19	19-20	20-21
With Full Credential	♦	♦	1230
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Castle Park Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)

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 2020**

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%

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

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)

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 rate for each system inspected
- The overall rating

Year and month in which data were collected: 10/1/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Conference room: sagging ceiling tile; floor squeaking; door frame paint chipped CR 401: Sink countertop chipped CR 802: Sagging ceiling tiles; sink needs caulking; sink stain; stained ceiling tiles Office: door frame chipping off
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Kinder Play Toy: cobwebs; paint peeling Kitchen: 1 light; walls over sink stained; ceiling stained; spider webs in corners Play Ground: paint peeling; cobwebs PreK Play Toy: spiderwebs Stage Right Office: Wall needs cleaning.
Electrical: Electrical	Good	300 custodian: electrical panel blocked 400 Storage FACP: electrical panels blocked CR (E) 801: cracked ceiling tiles; 1 light panel out, stained ceiling tile Office 701: 2 lamps out; 1 gallon bleach, too much pressure from faucet. Work Room: Stained tile; 2 lights out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	300 Boys RR: 1 broken soap dispenser 500 Boys RR: 1 loose toilet seat; water shut off outside - door has corners bent and sticking out Conference room: Hot water not working; back splash needs caulking next to sink, fridge & microwave CR 802: Sagging ceiling tiles; sink needs caulking; sink stain; stained ceiling tiles Office 701: 2 lamps out; 1 gallon bleach, too much pressure from faucet.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	Office 701: 2 lamps out; 1 gallon bleach, too much pressure from faucet.
Structural: Structural Damage, Roofs	Good	CR (E) 801: cracked ceiling tiles; 1 light panel out, stained ceiling tile CR 802: Sagging ceiling tiles; sink needs caulking; sink stain; stained ceiling tiles Work Room: Stained tile; 2 lights out
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	CR 603: Play Ground: 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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	48	N/A	64	N/A	50	N/A
Math	39	N/A	51	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	15	N/A	37	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

Contact persons: Monica Castillo, 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), 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. 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 prior to pandemic related closure. Students love to see their parents helping in classrooms. Parents are encouraged to visit their student's classroom regularly (pre-pandemic and post-pandemic if guidelines allow). 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.

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 (School Year 2020-2021)

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 School Site Council approved the Safety Plan in January of 2021.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.2	1.1	0.7	0.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	0.6	2.5
Expulsions	0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.7
Social Worker	
Nurse	0.6
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

*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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	18	3	1		20	1	3		12	3	2	
1	19	2			21	1	2		16	3	1	
2	21	1	2		23		2		15	4		
3	26		2		24		2		11	2	2	
4	26		2		23		2		17	2	1	
5	24		2		25		2		13	2	1	
6	23	1	2		22		2		19	1	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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	29	32	32

The improvement of teaching and learning on campus is of vital importance to strengthening the Castle Park educational community. Each year, targeted professional improvement opportunities are provided for teachers, instructional aides, and other employees. Professional development takes place in the form of staff presentations, teacher collaboration, demonstration lessons performed by the Resource Teacher, peer observations, and collaborative time for teams to implement learning. This learning occurs within our school and within our district cohort of schools.

The principal and staff instructional leadership teamwork collaboratively to plan and provide professional development during staff meetings and during weekly grade-level collaboration. Across all content areas, making learning visible through the use of success criteria and teacher clarity has been a focus for staff.

The academic focus for English Language Arts is that all students will show measurable growth in grade-level text with purpose, understanding, and comprehension through the use of high impact reading strategies. Mathematics professional development has focused on small group instruction and collaborative conversations. Teachers are working closely with the District Math Resource Teacher and cohort as they engage in this work.

Castle Park Staff have also been receiving additional training in the teaching of Designated ELD and continues to participate with Project GLAD, and are working on both designated and integrated supports for students. Further, the staff has been trained in various trauma-informed practices such as self-regulation, mindfulness, and the emotional brain in addition to social justice curriculum integration.

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.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,655	\$51,004
Mid-Range Teacher Salary	\$77,932	\$82,919
Highest Teacher Salary	\$103,806	\$104,604
Average Principal Salary (ES)	\$137,324	\$131,277
Average Principal Salary (MS)		\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$308,616	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	35.0
Administrative Salaries	5.0	5.0

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

Types of Services Funded

Castle Park Elementary School funds one Resource Teacher to support teachers, staff, and families with curriculum, instruction, and assessments. Castle Park also funds a Social Worker to support PBIS and Community Wellness. Castle Park additionally hosts several before-and-after school extended day programs to provide students with additional support.

Additionally, Castle Park utilizes a number of educational technology programs including:

Accelerated Reader
Smarty Ants
Achieve3000
iReady Math
RazKids

Through all of these interventions, Castle Park is seeking to use its funds in the best way possible to help all students succeed academically.

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	14,334.44	5,212.87	9,121.58	80,079
District	N/A	N/A	190,145,679	\$81,733
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	-2.0
School Site/ State	16.3	-5.0

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