Castle Park Elementary School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

Dream it. Believe it. Achieve it.

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 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.
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.
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.

2022-23 School Contact Information

School Name	Castle Park Elementary School
Street	25 Emerson St.
City, State, Zip	Chula Vista, CA 91911
Phone Number	16194225301
Principal	Alicia Flores
Email Address	alicia.flores@cvesd.org
School Website	https://castlepark.cvesd.org/
County-District-School (CDS) Code	CA

2022-23 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619)425-9600
Superintendent	Dr. Eduardo Reyes, Superintendent
Email Address	eduardo.reyes@cvesd.org
District Website Address	www.cvesd.org

2022-23 School Overview

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 this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	54
Grade 1	41
Grade 2	55
Grade 3	65
Grade 4	60
Grade 5	50
Grade 6	51
Total Enrollment	376

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.0
Male	54.0
American Indian or Alaska Native	0.8
Asian	0.3
Black or African American	2.1
Filipino	1.3
Hispanic or Latino	91.2
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.1
White	2.9
English Learners	42.8
Foster Youth	0.8
Homeless	2.9
Migrant	0.0
Socioeconomically Disadvantaged	82.2
Students with Disabilities	18.6

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.40	90.80	1227.00	88.68	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.10	0.37	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	31.40	2.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	14.00	1.01	12115.80	4.41
Unknown	1.60	9.14	106.00	7.66	18854.30	6.86
Total Teaching Positions	18.10	100.00	1383.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected	December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Benchmark Adelante Adopted in 2017-2018	Yes	0%
Mathematics	Mc Graw Hill Mathematics Go Math K-6, English and Spanish. Adopted in 2015-16	Yes	0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008.	No	0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	No	0%

Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report	8/22/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces	X			Conference room: sagging ceiling tile; floor squeeking; door frame paint chipped CR (Pre-K) 901: carpet stained // dirty walls // Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. CFC Section 604.3 CR 401: Sink countertop chipped, low water pressure CR 402: low water pressure, remove adhesive from surfaces CR 604: rusted drain cover in sink // covebase loose
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			300 Boys RR: 1 broken soap dispenser // ceramic tile in restroom needs to be deep cleaned // loose toilet from anchors 300 Girls RR: Ceramic tile needs to be deep cl;eaned // 1st stall toilet loose CR 802: Sagging ceiling tiles; sink needs caulking; sink stain; stained ceiling tiles (needs deep cleaning) Multipurpose: cobwebs interior and exterior area // HC lift used as a storage for custodial items - non ADA Complaint Play Ground: Cobwebs PreK Play Toy: needs cleaning Stage Right Office: Wall needs cleaning/paint

School Facility Conditions and Planned Improvements			
Electrical		X	300 custodian: Provide Clearance for Electrical Panel - clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Fire code CFC Section 604.3 400 Storage FACP: Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. CFC Section 604.3 Comp. Lab 201: Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. CFC Section 604.3 CR (E) 801: cracked ceiling tiles; 1 light panel out, stained ceiling tile, house hold products, data cable loose CR (Pre-K) 901: carpet stained // dirty walls // Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. CFC Section 604.3 CR 302: Provide Clearance for Electrical Panel - clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Fire code CFC Section 604.3 CR 501: Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. CFC Section 604.3 CR 504: Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. CFC Section 604.3 CR 601: Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. CFC Section 604.3 CR 602: Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum

				width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. CFC Section 604.3 CR 702: missing electrical plate by whiteboard // buildup around drain in sink // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		300 Boys RR: 1 broken soap dispenser // ceramic tile in restroom needs to be deep cleaned // loose toilet from anchors 500 Adult RR: Left Restroom toilet loose from anchors // 500 Boys RR: 1 loose toilet seat; 500 Girls RR: Broken soap dispenser Conference room: Hot water not working; back splash needs caulking next to sink, fridge & microwave CR 401: Sink countertop chipped, low water pressure CR 402: low water pressure, remove adhesive from surfaces CR 604: rusted drain cover in sink // covebase loose CR 702: missing electrical plate by whiteboard // buildup around drain in sink // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc CR 802: Sagging ceiling tiles; sink needs caulking; sink stain; stained ceiling tiles (needs deep cleaning) Work Room: Door mechanism leaking to campus // restrooms for staff needs ceramic tile to be deep cleaned. // toilet loose from anchors
Safety: Fire Safety, Hazardous Materials	X			CR (E) 801: cracked ceiling tiles; 1 light panel out, stained ceiling tile, house hold products, data cable loose CR (Pre-K) 901: carpet stained // dirty walls // Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. CFC Section 604.3 CR 303: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC

School Facility Conditions and Planned Improvements

				604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. CR 503: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc // * Bean Bags, Couches and sofas not treated (shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED.) * Combustible materials used in decoration and scenery shall be flame resistant in accordance with provisions set forth in CCR, Title 19, Division 1, Chap. 8. CR 702: missing electrical plate by whiteboard // buildup around drain in sink // Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc Multipurpose: cobwebs interior and exterior area // HC lift used as a storage for custodial items - non ADA Complaint Office 701: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc
Structural: Structural Damage, Roofs	X			CR (Pre-K) 901: carpet stained // dirty walls // Provide Clearance for Electrical Panel - A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. CFC Section 604.3
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			CR 604: rusted drain cover in sink // covebase loose Kinder Play Toy: Needs a cover to plug hole Work Room: Door mechanism leaking to campus // restrooms for staff needs ceramic tile to be deep cleaned. // toilet loose from anchors

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
    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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

*   Aligned with CA CCSS for ELA and mathematics;
*   Available to students in grades 3 through 8, and grade 11; and
*   Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

*   Smarter Balanced ELA and mathematics summative assessments;
*   Other assessments meeting the SBE criteria; or
*   Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	38	N/A	54	N/A	47
Mathematics (grades 3-8 and 11)	N/A	33	N/A	41	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	232	226	97.41	2.59	38.05
Female	106	102	96.23	3.77	42.16
Male	126	124	98.41	1.59	34.68
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	213	207	97.18	2.82	36.23
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	95	90	94.74	5.26	14.44
Foster Youth	--	--	--	--	--
Homeless	17	15	88.24	11.76	13.33
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	191	186	97.38	2.62	35.48
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	46	45	97.83	2.17	8.89

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	232	230	99.14	0.86	33.04
Female	106	105	99.06	0.94	30.48
Male	126	125	99.21	0.79	35.20
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	213	211	99.06	0.94	31.28
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	95	94	98.95	1.05	23.40
Foster Youth	--	--	--	--	--
Homeless	17	17	100.00	0.00	17.65
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	191	189	98.95	1.05	29.10
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	46	45	97.83	2.17	11.11

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	24.53	--	36.97	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	54	53	98.15	1.85	24.53
Female	30	29	96.67	3.33	24.14
Male	24	24	100	0	25
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	50	49	98	2	20.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	14	14	100	0	7.14
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	42	97.67	2.33	19.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	12	92.31	7.69	8.33

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	90.74%	88.89%	88.89%	88.89%	90.74%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Contact persons: Alicia Flores, 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 Advisory Committee (ELAC), District Advisory Committee (DAC), District English Language Advisory Committee (DELAC), Parent Teacher Association (PTA), Budget Advisory Committee (BAC), 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 classrooms 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 ongoing transition to the new computer-based programs and curriculum.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	428	410	178	43.4
Female	197	191	88	46.1
Male	231	219	90	41.1
American Indian or Alaska Native	3	3	3	100.0
Asian	1	1	0	0.0
Black or African American	7	7	5	71.4
Filipino	4	4	1	25.0
Hispanic or Latino	389	373	162	43.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	8	8	4	50.0
White	14	12	3	25.0
English Learners	192	182	87	47.8
Foster Youth	3	3	0	0.0
Homeless	36	36	22	61.1
Socioeconomically Disadvantaged	366	349	163	46.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	84	80	33	41.3

C. Engagement	State Priority: School Climate

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.48	0.56	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.93	0.02	0.68	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.93	0.00
Female	0.51	0.00
Male	1.30	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.77	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.09	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.57	0.00

2022-23 School Safety Plan

Student safety and well-being are 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 and fingerprints clearance. 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 plans are available for review at the main office. A climate committee has been established to dialogue and implement systems to keep students safe. The School Site Council approved the Safety Plan in November of 2021.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	3	2	
1	16	3	1	
2	15	4		
3	11	2	2	
4	17	2	1	
5	13	2	1	
6	19	1	2	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	2	1	
1	14	4		
2	17	2	2	
3	15	2	2	
4	16	2	1	
5	16	2	1	
6	15	2	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	1	2	
1	14	2	1	
2	14	3	1	
3	16	2	2	
4	20	1	2	
5	13	2	2	
6	17	1	2	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.1
Social Worker	
Nurse	0.6
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.5

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	16,214.93	6,534.01	9,680.92	80,828
District	N/A	N/A	8,864.49	$85,506
Percent Difference - School Site and District	N/A	N/A	8.8	-5.6
State	N/A	N/A	$6,594	$87,271
Percent Difference - School Site and State	N/A	N/A	37.9	-7.7

2021-22 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 an ELIA to support English Learners through small group instruction. Castle Park additionally hosts an after-school extended day program to provide students with additional support.

Additionally, Castle Park utilizes a number of educational technology programs including:
Accelerated Reader
Smarty Ants
Achieve3000
iReady Math

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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$52,430	$52,641
Mid-Range Teacher Salary	$79,101	$83,981
Highest Teacher Salary	$105,363	$107,522
Average Principal Salary (Elementary)	$139,463	$136,247
Average Principal Salary (Middle)		$142,248
Average Principal Salary (High)		$139,199
Superintendent Salary	$313,246	$242,166
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	32	32	