



# Castle Park Elementary School

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

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### **Chula Vista Elementary School District**

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

#### **District Governing Board**

Leslie Ray Bunker  
Armando Farias  
Laurie K. Humphrey  
Eduardo Reyes, Ed.D.  
Francisco Tamayo

#### **District Administration**

Francisco Escobedo, Ed.D.  
**Superintendent**

Jeffrey Thiel

**Assistant Superintendent, Human  
Resources Services and Support**

Oscar Esquivel

**Assistant Superintendent, Business  
Services and Support**

Matthew Tessier, Ed.D.

**Assistant Superintendent,  
Innovation and Instruction Services  
and Support**

### **School Description**

#### **Description**

Castle Park School is one of 48 schools in the Chula Vista Elementary School District, the largest K-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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	51
Grade 1	47
Grade 2	49
Grade 3	59
Grade 4	49
Grade 5	56
Grade 6	70
<b>Total Enrollment</b>	<b>381</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.3
Asian	0.8
Filipino	3.1
Hispanic or Latino	86.6
Native Hawaiian or Pacific Islander	0.5
White	5
Two or More Races	0.8
Socioeconomically Disadvantaged	89.8
English Learners	43
Students with Disabilities	14.7
Foster Youth	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			
Castle Park Elementary School	15-16	16-17	17-18
With Full Credential	17	18	19
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	NA	
Chula Vista Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	1281
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Castle Park Elementary School	15-16	16-17	17-18
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	0		

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

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 is based on recommendations by committees of our District's school staffs 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 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 2017	
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: No 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%
Foreign Language	N/A Percent of students lacking their own assigned textbook: N/A
Health	N/A Percent of students lacking their own assigned textbook: N/A
Visual and Performing Arts	N/A Percent of students lacking their own assigned textbook: N/A
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: N/A

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)**  
**Year and month in which data were collected: 11/20/2017**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			500 Girls RR: 2 loose toilet seats; dirty walls
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X		500 Adult RR: ceiling dirty around light fixture and vent in womens and mens RR Comp. Lab 201: cobwebs above door; outside - paint peeling and water spigot cover missing screws; door doesn't close all the way CR (Pre-K) 901: carpet spots; CR 202: vents dirty; faucet handle leaks CR 504: cobwebs above door CR 604: cobwebs above door; fountain low and faucet missing aerator; 2 spray cans under sink Kinder Play Toy: cobwebs; paint peeling Library: vent dirty; workroom - 5 stained ceiling tile Office 701: carpet stains and spots; electrical panel blocked by microwave; 2 lamps out; fountain high; 1 gallon bleach, too much presson on faucet. Office 902: 1 stained ceiling tile; carpet stains and spots Play Ground: fountain low; paper trash playtoy - paint peeling; cobwebs Stage Right Office: vent dirty, wall needs cleaning.
<b>Electrical:</b> Electrical		X		300 custodian: electrical panel blocked 400 Storage FACP: electrical panels blocked 500 Custodian: electrical panel blocked KCR 101: 1 light out Kitchen: 1 light - wires showing behind diffuser (wire cover off); doors don't close all the way Multipurpose: 1 light out; missing fire extinguisher; @ stage - wheelchair lift blocked Office 701: carpet stains and spots; electrical panel blocked by microwave; 2 lamps out; fountain high; 1 gallon bleach, too much presson on faucet. Stage Left Office: electrical box face plate not screwed down all the way, wires exposed
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		300 Boys RR: 1 broken soap dispenser 300 Girls RR: 4 loose toilet seats; 2 broken soap dispensers 500 Boys RR: 2 urinal dividers missing screws; 1 loose toilet seat; water shut off outside - door has corners bent and sticking out 500 Girls RR: 2 loose toilet seats; dirty walls CR 202: vents dirty; faucet handle leaks

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 11/20/2017**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
					CR 604: cobwebs above door; fountain low and faucet missing aerator; 2 spray cans under sink KCR 102: fountain low Office 701: carpet stains and spots; electrical panel blocked by microwave; 2 lamps out; fountain high; 1 gallon bleach, too much pressure on faucet. Play Ground: fountain low; paper trash playtoy - paint peeling; cobwebs
<b>Safety:</b> Fire Safety, Hazardous Materials	X				CR 604: cobwebs above door; fountain low and faucet missing aerator; 2 spray cans under sink Multipurpose: 1 light out; missing fire extinguisher; @ stage - wheelchair lift blocked Office 701: carpet stains and spots; electrical panel blocked by microwave; 2 lamps out; fountain high; 1 gallon bleach, too much pressure on faucet. Stage Right Office: vent dirty, wall needs cleaning.
<b>Structural:</b> Structural Damage, Roofs	X				Library Office : Stain ceiling.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				Comp. Lab 201: cobwebs above door; outside - paint peeling and water spigot cover missing screws; door doesn't close all the way Kitchen: 1 light - wires showing behind diffuser (wire cover off); doors don't close all the way Play Ground: fountain low; paper trash playtoy - paint peeling; cobwebs
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
		X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	50	47	62	62	48	48
Math	36	38	48	49	36	37

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	53	61	67	62	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

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

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	27.6	20.7	32.8

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	70	67	95.7	61.2
Male	32	30	93.8	60.0
Female	38	37	97.4	62.2
Hispanic or Latino	62	59	95.2	59.3
Socioeconomically Disadvantaged	56	55	98.2	61.8
English Learners	19	17	89.5	29.4
Students with Disabilities	13	10	76.9	80.0

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 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	234	227	97.01	46.7
Male	117	114	97.44	43.86
Female	117	113	96.58	49.56
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	200	194	97	46.91
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	13	100	23.08
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	215	209	97.21	45.45
English Learners	107	100	93.46	40
Students with Disabilities	46	44	95.65	6.82

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 2016-17 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	234	231	98.72	37.66
Male	117	115	98.29	33.91
Female	117	116	99.15	41.38
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	200	197	98.5	38.07
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	13	100	15.38
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	215	213	99.07	36.15
English Learners	107	104	97.2	33.65
Students with Disabilities	46	44	95.65	2.27

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 schoolsite.

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

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 2017-2018 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 fulfillment of volunteering requirements.

During the 2017-18 school year, Castle Park Elementary will continue to provide opportunities to parents to actively participate in trainings 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 the recess times 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 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.2	0.6	0.9
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.6	0.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2013-2014
Year in Program Improvement	Year 4	Year 1
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	43.2	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	0.5
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	21	24	18	1		2	2	3	2			
1	18	18	21	2	1				1			
2	18	25	20	3		2		3	1			
3	21	20	18		1	1	3	2	2			
4	30	31	24				2	2	2			
5	31	21	27		1		2	2	2			
6	29	26	19		1	2	2	2	2			
Other	16			1								

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

## Professional Development provided for Teachers

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 Single Plan for Student Achievement.

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

The San Diego County's Write Institute has been contracted to offer professional development in the area of writing.

Full day of GLAD PD to support our English Language Learners.

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 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 of 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 professional resource books to assist them in the implementation of research-based practices and to transition to CCSS. Additionally, 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 consistency of practice during lesson delivery and in the classroom environment..

Teachers have received professional development training TenMarks math computerized program, Next Gen Math 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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,672	\$48,678
Mid-Range Teacher Salary	\$70,414	\$78,254
Highest Teacher Salary	\$93,793	\$96,372
Average Principal Salary (ES)	\$124,057	\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$265,166	\$212,818
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### 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: TenMarks, Next Gen Mathematics, and Accelerated Reader . For behavioral/academic support, Castle Park has implemented a Turnaround Model (TM) in which students will receive additional academic and behavior support through tutorials, Academic Enrichment Center (homework), and Reflection Center (behavior). A Kinder Camp for incoming kindergartners was implemented. A full time music teacher, in-school tutors, EL coaches to support training of tutors to support academic achievement, a TM coordinator, and a K-6th coordinator each are part of the programs and services to support students at our school.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,797.43	\$3,710.66	\$7,086.77	\$72,958.00
District	♦	♦	\$166,094,33	\$72,171
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			3.4	-0.7
Percent Difference: School Site/ State			27.4	-5.0

\* Cells with ♦ do not require data.