

# Castle Park Middle School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### 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.

## 2023-24 School Contact Information

<b>School Name</b>	Castle Park Middle School
<b>Street</b>	160 Quintard Street
<b>City, State, Zip</b>	Chula Vista, Ca, 91911-4414
<b>Phone Number</b>	619-498-6000
<b>Principal</b>	Nina Hermosillo
<b>Email Address</b>	nina.hermosillo@sweetwaterschools.org
<b>School Website</b>	<a href="https://cpm.sweetwaterschools.org">https://cpm.sweetwaterschools.org</a>
<b>County-District-School (CDS) Code</b>	37684116059752

## 2023-24 District Contact Information

<b>District Name</b>	Sweetwater Union High
<b>Phone Number</b>	(619) 691-5555
<b>Superintendent</b>	Moises Aguirre, Ed.D
<b>Email Address</b>	Moises.Aguirre@sweetwaterschools.org
<b>District Website</b>	<a href="http://www.sweetwaterschools.org">www.sweetwaterschools.org</a>

## 2023-24 School Description and Mission Statement

Castle Park Middle School (CPM), located in the city of Chula Vista, California at 160 Quintard Street, opened in 1955. Although the school is over fifty years old, the buildings and grounds are well maintained. We serve approximately 700 students in the seventh and eighth grades. CPM is designated Title 1 Schoolwide with 66.5% of our students meeting qualifications for the free or reduced lunch program. Ethnically, the school is 89.2% Hispanic or Latino, 3.2% White, 3.8% Asian, 2.5% Black or African American, 0.6% Two or More Races, and 0.1% American Indian. In addition, 41% of the students

## 2023-24 School Description and Mission Statement

are English Language Learners (ELL) and another 24% have been reclassified as Fluent English Proficient (R/FEP). Castle Park Middle is on a Block Day Schedule of three classes per day with a 30-minute Homeroom at the beginning of the day and a rotating Extended Learning Time period four days a week and on the fifth day, students attend all classes.

Our mission at Castle Park Middle School is to maximize all Knights' potential as each Knight strives for excellence. At Castle Park Middle School, we will cultivate an inclusive environment where each Knight is cared for by all other Knights, empowered with high-quality academic, social, and emotional skills, given opportunities to make a positive impact in our communities, engaging in experiences to explore who they currently are and discover who they want to become, exposed to multiple pathways towards success in life, and celebrated for their strengths and contributions towards our vision and mission. At Castle Park Middle School, we ensure that students fulfill their academic, personal, and social potential through creative and rigorous curriculum such as project-based learning.

In order to build students' capacity for technology use and to encourage creative and innovative thinking, student learning is enhanced through the use of technology in lessons, with 100% of students receiving their own iPads for the duration of the school year. Students in the Sweetwater Union High School District are expected to master state and district standards which will prepare them to meet the challenges of the 21st century.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	361
Grade 8	363
<b>Total Enrollment</b>	<b>724</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.6%
Male	55.4%
American Indian or Alaska Native	0.3%
Asian	1.2%
Black or African American	1.7%
Filipino	3%
Hispanic or Latino	85.8%
Two or More Races	1.1%
White	6.2%
English Learners	40.7%
Foster Youth	0.3%
Homeless	2.1%
Socioeconomically Disadvantaged	81.6%
Students with Disabilities	20.9%

## **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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.40	51.28	1140.10	69.11	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.50	0.15	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	6.00	0.37	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.50	1.68	57.40	3.48	12115.80	4.41
<b>Unknown</b>	15.90	47.02	443.50	26.88	18854.30	6.86
<b>Total Teaching Positions</b>	34.00	100.00	1649.70	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	26.50	76.40	1443.50	85.46	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.80	2.39	12.40	0.73	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	2.88	24.50	1.45	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.50	4.32	56.80	3.36	11953.10	4.28
<b>Unknown</b>	4.80	13.99	151.70	8.98	15831.90	5.67
<b>Total Teaching Positions</b>	34.70	100.00	1689.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.80
Misassignments	0.00	0.10
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.00</b>	<b>1.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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	0.50	1.50
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.50</b>	<b>1.50</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	3.2
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	2.8

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Language Arts textbooks and instructional materials were adopted consistent with the textbook cycle 2010-2011. English Language Arts was adopted 2021-2022. Textbooks for English Language Development (ELD) were adopted	Yes	0.0

	consistent with the textbook cycle in 2017-2018. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>		
<b>Mathematics</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle 2014-2015. Middle school texts for Compacted Integrated Math 7 (CIM7), Integrated Math 1 (IMI), Integrated Math 2, Integrated Math 7 (IM7), Integrated Math 8 (IM8) were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0.0
<b>Science</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle 2013-2014. Middle school texts were selected from the state adopted list. Middle school Science was adopted 2021-2022. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0.0
<b>History-Social Science</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Textbooks for World Geography were adopted consistent with the textbook cycle 2014-2015. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0.0
<b>Foreign Language</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle 2016-2017. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0.0
<b>Health</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle 2008-2009. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0.0
<b>Visual and Performing Arts</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle as follows: 1998-1999 art and photo; 2007-2008 instrumental/vocal music, and theatre. Middle school texts were selected from the state adopted list. Textbooks were approved by the Board of Trustees as being standards- based. For the adopted textbook list go to <a href="http://curriculum.suhsd.k12.ca.us/">http://curriculum.suhsd.k12.ca.us/</a>	Yes	0.0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0.0

## School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at <http://www.opsc.dgs.ca.gov/>.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

### Age of School Buildings

The school has an adaptive room, an administration building, 60 classrooms and a library. The main campus was built in 1954. Additions were constructed in 1955, 1956, 1957, 1962, 1967, 1968, 1969, 2000 and 2004. No portable classrooms were constructed. Sixty-four permanent classrooms have been constructed.

The school opened in 1955 with an administration building, 15 classrooms and a library.

### Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

### Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

### Year and month of the most recent FIT report

12/15/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Carpet stain ,Exterior paint peeling at breezeway between 400 and 500 bldg, stucco damage near middle stair landing, Hole on wall, Stained ceiling tiles, electrical cord in path of travel (trip hazard), extension cords being used as permanent power, Wooden shed has multiple areas of damage and dry rot (some areas covered), metal cargo container near PE has rust and some small holes.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>		X		Junction box cover plate missing, Exterior low voltage wires hanging loose on south facing side of building, tree branches growing onto roof, Exposed wires on wall from clock, Light out, low voltage wires hanging loose, loose sink faucet, asphalt lifting due to tree roots at the side of the building, Broken light



## School Facility Conditions and Planned Improvements

			diffuser/cover, Electrical outlet cover missing behind desk, crack in exterior stucco behind 602, asphalt spider cracking in lunch area.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	Menstrual trash dispensers rusted, middle faucet loose, Exterior drinking fountain has too much pressure leaving a slip hazard. Grafitti etched into mirror and paritions, hand dryer not working, Grafitti etched in partitions, old paper towel dispenser damaged, soap dispenser in last stall broken. Loose toilet, one faucet not working, door rubs when being opened. Restroom used as storage, not labeled with proper signage
<b>Safety:</b> Fire Safety, Hazardous Materials	X		Exterior low voltage wires hanging loose on south facing side of building, tree branches growing onto roof, Exterior drinking fountain has too much pressure leaving a slip hazard.
<b>Structural:</b> Structural Damage, Roofs	X		Multiple offices have hole in ceiling, Paint chipped at base of exterior wall in the back of the health office, down spout not connected behind health office, Ceiling tiles stained and damaged, exterior peeling paing on fascia, Holes in ceiling in both RR and foyer, Shut off connection for toilet rusted and corroded with rust stain on floor. Sink faucet loose, concrete cracked for entire run of building, tree branches growing onto roof, Ceiling tiles stained, exterior drinking fountain has low water pressure.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Rain gutter damaged and rusted by room 501 with it being typical for building and breezeway, Weeds surrounding PE Bldg, Fascia has dry rot, Exterior door to the gym has dry rot at the base. Handball courts have cracks that are uneven (trip hazard), tennis court nets and one section of chain link fencing is extremely rusted, tennis courts have multiple cracks. Basketball courts have cracks and weeds in the asphalt, swale next to the basketball courts is full of debris and landscape.

## 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).

#### 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.

### 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	27	25	50	48	47	46
<b>Mathematics</b> (grades 3-8 and 11)	16	17	26	26	33	34

## 2022-23 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
<b>All Students</b>	716	672	93.85	6.15	25.23
<b>Female</b>	322	302	93.79	6.21	27.15
<b>Male</b>	394	370	93.91	6.09	23.68
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	13	12	92.31	7.69	18.18
<b>Filipino</b>	21	20	95.24	4.76	63.16
<b>Hispanic or Latino</b>	614	576	93.81	6.19	23.79
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	12	12	100.00	0.00	33.33
<b>White</b>	44	40	90.91	9.09	23.68
<b>English Learners</b>	283	266	93.99	6.01	5.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	15	14	93.33	6.67	7.69
<b>Military</b>	11	10	90.91	9.09	--
<b>Socioeconomically Disadvantaged</b>	592	557	94.09	5.91	24.68
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	158	141	89.24	10.76	9.56

## 2022-23 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
<b>All Students</b>	715	688	96.22	3.78	16.81
<b>Female</b>	322	308	95.65	4.35	13.68
<b>Male</b>	393	380	96.69	3.31	19.36
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	13	13	100.00	0.00	0.00
<b>Filipino</b>	21	20	95.24	4.76	40.00
<b>Hispanic or Latino</b>	613	588	95.92	4.08	15.24
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	12	12	100.00	0.00	33.33
<b>White</b>	44	43	97.73	2.27	20.93
<b>English Learners</b>	282	271	96.10	3.90	5.22
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	15	15	100.00	0.00	6.67
<b>Military</b>	11	10	90.91	9.09	--
<b>Socioeconomically Disadvantaged</b>	591	570	96.45	3.55	17.28
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	158	147	93.04	6.96	6.21

## 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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	18.75	11.76	25.00	25.05	29.47	30.29

## 2022-23 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	354	342	96.61	3.39	12.05
Female	161	154	95.65	4.35	13.42
Male	193	188	97.41	2.59	10.93
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	11	10	90.91	9.09	--
Hispanic or Latino	305	296	97.05	2.95	10.10
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	25	23	92.00	8.00	13.04
English Learners	150	144	96.00	4.00	2.17
Foster Youth	0	0	0	0	0
Homeless	11	11	100.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	327	316	96.64	3.36	11.40
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	67	62	92.54	7.46	3.33

## 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.

#### 2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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 7	89%	80%	91%	81%	87%

## 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.

#### 2023-24 Opportunities for Parental Involvement

Parents at Castle Park Middle School have the opportunity to be involved in numerous parent-involvement activities. Parents are encouraged to engage in learning and work in partnership with our school to increase student academic achievement through monthly Coffee with the Principal meetings, Family Curriculum Nights, Learning Exhibitions such as Fall Fest and Spring Fest, Open House, 7th and 8th Grade Orientations, Student Recognition Assemblies such as the CPM Awards, SEL Parent Workshops, and district-sponsored parent involvement events.

Parents are invited to serve in our school advisory committees such as the School Site Council, Title I Parent Committee, District Parent Advisory Committee (DPAC), English Learner Advisory Committee (ELAC), and District English Learner Advisory Committee (DELAC). In addition, parents also have the opportunity to volunteer at our parent center and assist wherever they are needed. Through our partnership with South Bay Community Services, parents also have the opportunity to participate in programs such as Food 4 Families, Mobile Health Clinic Services, Community Forums, and Parenting Workshops. Castle Park Middle values and encourages parent involvement.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	807	776	242	31.2
Female	370	354	118	33.3
Male	437	422	124	29.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	0	0.0
Asian	11	10	1	10.0
Black or African American	14	14	4	28.6
Filipino	23	22	4	18.2
Hispanic or Latino	691	664	214	32.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	9	9	5	55.6
White	51	49	11	22.4
English Learners	340	324	95	29.3
Foster Youth	4	3	2	66.7
Homeless	15	15	3	20.0
Socioeconomically Disadvantaged	659	640	204	31.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	169	166	72	43.4

### C. Engagement

#### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	9.67	11.77	0.05	5.57	6.15	0.20	3.17	3.60
Expulsions	0.00	0.12	0.12	0.00	0.07	0.08	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.77	0.12
Female	10.81	0
Male	12.59	0.23
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	7.14	0
Filipino	4.35	0
Hispanic or Latino	13.02	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.96	0
English Learners	15.88	0
Foster Youth	0	0
Homeless	20	0
Socioeconomically Disadvantaged	11.99	0.15
Students Receiving Migrant Education Services	0	0
Students with Disabilities	16.57	0

## 2023-24 School Safety Plan

Each year, Sweetwater schools review and update their Comprehensive School Safety Plans. The plan is submitted to the Superintendent each year by October 15. Staff orientation and training must be completed by October 30 each year. Disaster and evacuation drills are scheduled periodically throughout the school year.

Key Elements of the Plan:

- \* Develop, maintain, and distribute the Site Safety Binder to staff
- \* Train all staff on emergency procedures during faculty meetings, professional development, and through mandatory practice drills
- \* Comply with required drills schedule (2 earthquake/evacuation per semester, 1 clear room per school year, 1 secure campus, and 1 lockdown drill per semester)
- \* Identify strategies and programs that provide safety on campus



## 2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	15	4	13
Mathematics	32	10	9	12
Science	26	8	22	
Social Science	32	3	6	14

## 2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	17	9	9
Mathematics	24	11	14	6
Science	23	10	22	
Social Science	29	3	11	10

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	12	12	10
Mathematics	24	12	13	5
Science	23	11	19	1
Social Science	27	8	9	10

## 2022-23 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	362

## 2022-23 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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	8

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	8233.67	645.14	7588.53	87,617.00
District	N/A	N/A	9754.53	\$91,566
Percent Difference - School Site and District	N/A	N/A	-25.0	-1.1
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	-10.7	-5.1

## Fiscal Year 2022-23 Types of Services Funded

- General Operations: Castle Park Middle attempts to provide services, materials, and support to the general education program.
- Special Projects: Monies from agencies (e.g., federal, state) earmarked for specific services, such as Project-Based Learning and SEL focus work.
- Title I: Title I, Part A federal funds help to meet the educational needs of low-achieving students in California's highest-poverty schools. Funds are used to support effective, research-based educational strategies that close the achievement gap between high- and -low-performing students and enable the students to meet the state's challenging academic standards.
- LCFF: Supplemental and concentration grants, kindergarten through grade twelve, to help "increase or improve services" for educationally disadvantaged students. Targeted students are those classified as English learners (EL), eligible to receive a free or reduced-price meal (FRPM), foster youth, or any combination of these factors (unduplicated count).

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
<b>Beginning Teacher Salary</b>	\$48,003	\$57,234
<b>Mid-Range Teacher Salary</b>	\$82,293	\$95,467
<b>Highest Teacher Salary</b>	\$107,730	\$122,669
<b>Average Principal Salary (Elementary)</b>	\$0	
<b>Average Principal Salary (Middle)</b>	\$157,167	\$153,476
<b>Average Principal Salary (High)</b>	\$167,100	\$173,198
<b>Superintendent Salary</b>	\$260,000	\$277,572
<b>Percent of Budget for Teacher Salaries</b>	32.97%	31.17%
<b>Percent of Budget for Administrative Salaries</b>	4%	4.46%

## Professional Development

For 2023-24, CPM will continue the important work of recentering our staff PD around PLC concepts, goals, and mission statement. We will continue the work of exploring and applying to be an MYP candidate school which will provide a direction for us to grow as a staff, attempting to answer the questions, "Why should a student want to attend Castle Park Middle School? What is unique about our school experience?". In addition to MYP, our school has begun the early phase implementation of PBIS (Positive Behavior Interventions and support) to support the culture and climate of CPM. All of our teachers will be working with a PBL (Project Based Learning) consultant this school year.

Student achievement data is analyzed every six weeks to identify strengths and areas of improvement for specific departments on campus. Teachers attend professional development training through department-wide pullout days, pre-service days, a monthly faculty meeting, and a monthly PLC training session, among others. Throughout our professional development initiatives, administrators and teachers work side-by-side to improve student achievement, through in-class coaching, teacher-principal meetings, student performance data reporting, and the use of curriculum specialists--teachers who are given release

## Professional Development

time to improve achievement--in high-need departments.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	14	19	23