

# CASTLE PARK HIGH 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 HIGH SCHOOL
<b>Street</b>	1395 Hilltop Drive
<b>City, State, Zip</b>	Chula Vista, CA 91911-4529
<b>Phone Number</b>	619-585-2000
<b>Principal</b>	Juan I Gonzalez
<b>Email Address</b>	Juan.Gonzalez3@sweetwaterschools.org
<b>School Website</b>	<a href="http://cph.sweetwaterschools.org/">http://cph.sweetwaterschools.org/</a>
<b>County-District-School (CDS) Code</b>	37684113730801

## 2023-24 District Contact Information

<b>District Name</b>	Sweetwater Union High School District
<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 High School (CPH) is located on 46 acres in the southern portion of the city of Chula Vista, San Diego, just six miles north of the international border with Mexico. The school opened in 1963 and now serves approximately 1,424 students in Grades 9-12 on the main campus. CPH is known for its school spirit and its rich cultural diversity. CPH is focused on meeting the academic needs of all students by offering a variety of programs, including Advanced Placement (AP), Advancement via Individual Determination (AVID), International Baccalaureate (IB), Science Innovation Academy (SIA, an approved California Partnership Academy), as well as Sports Medicine, Construction, and Plumbing certificate courses. CPH also has a strong Performance Arts program and rich Elective courses which prepares students for the 21st century global community. CPH Learning Center, housed at San Ysidro High School, engage students in independent and self-directed learning to allow students opportunities to obtain credits for graduation.

The school-wide LCCFF/LCAP, Title I, and ESSER funding support multiple areas of student supports on campus. The current programs provide specialized support services to identified at-risk students: low-income students (LI), English Learners (ELs), Student with Disabilities (SWD), Foster Youth (FY), and Homeless Youth (HY). Perhaps more importantly, mitigation of

## 2023-24 School Description and Mission Statement

attendance and learning loss as a result of COVID19 school closure and Distance/Hybrid Learning is supported by these sources of funding.

Castle Park High School, a community with a highly transient population, provides a comprehensive system of academic, social, and personal support to ensure the well-being and success of our students. CPH is working to provide all students with a rigorous education that prepares our graduates for success in the 21st century.

### MISSION STATEMENT

Our mission is to positively impact the Castle Park High community by providing a safe and enriching environment that promotes respect, trust, integrity, and responsibility. Students will celebrate diversity, be prepared to succeed in higher education, and be self-sufficient individuals.

### STUDENT LEARNING OUTCOMES

#### Celebrate Diversity:

Students will build their knowledge, skills, and unique talents to contribute to their community while demonstrating respect for diversity.

#### Higher Education:

Students become lifelong learners by acquiring skills to analyze, interpret, apply, create, and to communicate effectively.

#### Self-Sufficient Individuals:

Students develop character values that promote integrity, respect for others, conflict resolution skills, and commitment to service beyond self.

We, at Castle Park High School, who teach, counsel, and care about our students, work hard to ensure students are prepared for college and/or career readiness. We have a clear vision and purpose based on the needs of the students and belief that all students can achieve high academic levels. CPH strives to continue to improve the high quality education for all students.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	345
Grade 10	364
Grade 11	382
Grade 12	342
<b>Total Enrollment</b>	<b>1,433</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47%
Male	53%
American Indian or Alaska Native	0.6%
Asian	1%
Black or African American	1.3%
Filipino	2.6%
Hispanic or Latino	85.4%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	1.1%
White	7.5%
English Learners	35.3%
Foster Youth	0.6%
Homeless	1.5%
Socioeconomically Disadvantaged	82.3%
Students with Disabilities	18.2%

### 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>	43.30	68.79	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>	0.50	0.79	6.00	0.37	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.30	0.56	57.40	3.48	12115.80	4.41
<b>Unknown</b>	18.80	29.85	443.50	26.88	18854.30	6.86
<b>Total Teaching Positions</b>	62.90	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>	59.20	85.25	1443.50	85.46	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	12.40	0.73	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.80	4.09	24.50	1.45	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.10	1.70	56.80	3.36	11953.10	4.28
<b>Unknown</b>	6.20	8.95	151.70	8.98	15831.90	5.67
<b>Total Teaching Positions</b>	69.50	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	1.50
Misassignments	0.50	1.20
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.50</b>	<b>2.80</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	0.00	1.10
Local Assignment Options	0.30	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.30</b>	<b>1.10</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)	0.9	0.5
<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)	1.3	0

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	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

	consistent with the textbook cycle in 2017-2018. High 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. High school texts for Integrated Math (IM) 1, IM 2, IM3, were approved by the Board of Trustees as being standards- based. Textbooks for Pre-Calculus with Trigonometry, Pre-Calculus, Calculus and Statistics were adopted consistent with the textbook cycle in 2015-2016. These books 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
<b>Science</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Textbooks for AP Biology were adopted consistent with the textbook cycle 2016-2017. High 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
<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. Textbooks for AP US History were adopted consistent with the textbook cycle 2016-2017. High 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
<b>Foreign Language</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle 2016-2017. High 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
<b>Health</b>	Textbooks and instructional materials were adopted consistent with the textbook cycle 2016-2017. High 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
<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

## 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 administration building, 80 classrooms, a gym and a library. The main campus was built in 1963. Additions were constructed in 1968, 1971, 1985, 1987 and 2000. Seven portable classrooms were constructed in 1985 and 1987. Eighteen permanent classrooms have been constructed.

The school opened in 1963 with an administration building, a cafeteria, 42 classrooms, a gym and a library.

### Maintenance and Repair

District maintenance staff ensures 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

11/17/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			AC out, WEST - Rusty AC Cover, 1 stained ceiling tile, Bubbly VCT Tiles due to root. EAST - 8 light fixture bulbs out, Rusty AC Vent, Stained floors on east side, AC not running, old AC/heatig unit (doesn't work properly)pipe rusted and corroded, ceiling tiles loose, missing and door near washer/dryer area, small shower has hole in concrete where wall used to be, exterior window screens torn, graffiti etched on mirror. exposed wires (capped) junction box cover plate missing,
<b>Interior:</b> Interior Surfaces			X	Hanging cable from ceiling, damaged wall NW entrance, loose ceiling tiles, dirty fan,melted therm., pealed paint replace carpet,NW door doesn't close, peeled paint on door, damage wall corner, peeled paint, replace 1 ceiling tile, broken light cover, SE wall peeled paint, light switch needs replacement, inside door chipped paint, loose tile on ceiling, doors-peeled paint inside, Paint chipped on cabinets, carpet stained, light diffuser cracked x 4. cracked windows x 2, 2 ethernet covers with no plug, peel paint on west wall,



## School Facility Conditions and Planned Improvements

			peel paint north wall, dusty vent/fan, storage sink one missing faucet handle, one broken tile, cylinder not reading master key, peeled paint inside door, Door hard to open, rusty damaged door frame, stained ceiling tile, peeled paint on door, stained wallpaper,, damaged walls, need painting, Stained, peeled paint on walls, stained and damaged ceiling tiles. Stained, old VCT tiles, exposed electrical cables/need cover plate, lots of storage bulk that needs to be decluttered, northeast restroom peeled paint walls, holes on walls, back stage doors damaged and vandalized, southeast restroom stained, dirty sink, excess paint on TP cover. Six lights out above stage, damaged ceiling above stage, 4 lights out bottom of stage, holes on wall in dressing room, old stained carpet and lots of trash inside the building. Kitchen Storage - Junction box cover plate missing, kitchen cabinets paint chipped, junction box cover plate broken, light diffusor cracked, door jams damaged and paint chipped,
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		chipped paint inside door, broken tile ceilings, 1 stained tile on ceiling, dirty floor, build up-- wax on side wall, chipped door paint, 2 stained ceiling tiles, door strip damaged
<b>Electrical</b>		X	Dirt fan, moldy carpet, leaking frig, doors need painting, Mosquito, peeled paint inside door, dirty fan hole in ceiling tile, peeled paint on walls, Electrical outlet covered w/tape, chipped paint insides dorr/frame, 2 loose ceiling tiles, peeled wallpaper/paint, transformer room: double door peel paint inside and outside, hanging old electrical tube, hole in south wall, cover ceiling expose insulation,
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	replace stained cover seat toilet, rusted drinking fountain in front, TECH STORAGE: 4 damaged tiles; S. wall paint peeled; BOOK STORAGE: 4 stains on ceiling, 5 damaged tiles, 8 missing vct tiles, 1 loose tile; MAIN LIBRARY: crack wall on main door ent.,5 blk stains on ceiling tiles, So wood cabinet broken on top,Ext. light out, broken urinal, broken soap dispenser, cracked toilet seat (2nd on Right), broken TP dispensing, rusted old handrails, rusty ramp, damaged VCT tiles & very dirty, 1 stained light cover, loose door handle on RR storage,
<b>Safety:</b> Fire Safety, Hazardous Materials	X		
<b>Structural:</b> Structural Damage, Roofs	X		concrete stairs going up from 1300 to gym have multiple cracks, Exterior concrete sidewalk cracked at north side of building, storage: roof access needs a lock, corner of 414 exterior wall needs paint (peel paint), roof leaks due to rain storm, doors need painting, peeled paint in/out, dirty/stained carpets (over 12 yrs old),stained wall/damaged wall paper,
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		exterior doors need paint, building needs paint throughout the building, corners damaged, cracked tile due to tree roots, fan dirty, peeled paint, too many stickers, dirty floors, 1 loose tile, 1 missing AV outlet, Damaged stucco, peeled paint, Asphalt damage near golf cart. Hole in wall ceiling, wall damage,exterior

## School Facility Conditions and Planned Improvements

				paint peeling on eave, old pipes for guard rails exposed leaving 2 holes.
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## 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)	42	47	50	48	47	46
<b>Mathematics</b> (grades 3-8 and 11)	12	10	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>	348	332	95.40	4.60	47.13
<b>Female</b>	177	168	94.92	5.08	52.69
<b>Male</b>	171	164	95.91	4.09	41.46
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	282	270	95.74	4.26	43.12
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	35	33	94.29	5.71	69.70
<b>English Learners</b>	107	96	89.72	10.28	6.32
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	280	274	97.86	2.14	48.35
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	59	57	96.61	3.39	17.54

## 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>	348	342	98.28	1.72	10.23
<b>Female</b>	177	173	97.74	2.26	10.40
<b>Male</b>	171	169	98.83	1.17	10.06
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	282	280	99.29	0.71	10.36
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	35	33	94.29	5.71	9.09
<b>English Learners</b>	107	105	98.13	1.87	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	280	276	98.57	1.43	11.59
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	59	57	96.61	3.39	0.00

## 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)	16.75	18.98	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	649	631	97.23	2.77	19.18
Female	312	308	98.72	1.28	16.23
Male	337	323	95.85	4.15	21.98
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	0.00
Filipino	18	16	88.89	11.11	43.75
Hispanic or Latino	547	533	97.44	2.56	18.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	18.18
White	53	53	100.00	0.00	24.53
English Learners	193	184	95.34	4.66	0.54
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	537	523	97.39	2.61	21.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	114	102	89.47	10.53	7.84

## 2022-23 Career Technical Education Programs

The Sweetwater Union High School District (SUHSD) offers eleven out of the fifteen Career Technical Education (CTE) industry sectors. Across all high schools within the district, our CTE programs offer a series of multiyear courses that seamlessly blend essential academic knowledge with technical and occupational expertise. This unique integration serves as a pivotal pathway for students, guiding them toward diverse post-secondary options and alternative and prosperous career paths.

CTE is dedicated to encouraging academic excellence, encouraging career exploration, refining career-ready skills, and developing leadership potential. Our primary goal is to equip students with the tools and experiences essential for successful transitions into both higher education and the professional realm. This preparation unfolds through meticulously crafted high-quality programs, where students receive comprehensive instruction encompassing the fundamental principles of college and career readiness: communication, collaboration, problem-solving, professionalism, job shadowing, internships, business partnerships and receiving industry certification(s). Additionally, CTE pathways integrate Common Core State and CTE standards, intertwining them with industry-specific knowledge and skill sets.

Castle Park High School offers programs in four industry sectors: Arts, Media and Entertainment (Design, Visual, and Media Arts), Building and Construction Trades (Residential & Commercial Construction), Health Sciences & Medical Technology (Patient Care) and Marketing, Sales and Services (Professional Sales). In addition, there is a California Partnership Academy - Bio-Technology (Bio Technology). The Academy model is a three-year program, grades ten through twelve, structured as a school-within-a-school. Each academy has a career technical focus which integrates academic and career technical education, and establishes business partnerships.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	512
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	71.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	93.72
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	38.97

## 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 9	90%	91%	92%	91%	94%

## 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

Each school year, Castle Park High School (CPH) strives to create a strong relationship with parents/guardians that is focused on their student's academic achievement. CPH regularly communicates with parents/guardians about what their children are learning, what they need in order to graduate, and what help their child will need to succeed in high school and beyond. We also provide opportunities for parents/guardians to have open conversations with the school principal and assistant principals during informational meetings. CPH builds partnerships with families by responding to parent/guardian concerns, honoring their contributions, and sharing decision-making responsibilities. CPH also maintains a Parent Center that provides parents and guardians with resources and supports to better help their student(s).

Parent/Guardian events such as Coffee with the Principal, Connecting with Parents, English Learner Advisory Committee (ELAC), Open House, School Site Council (SSC), Trojans Making a Difference/Title I Meeting, and Welcome Parent Meeting are just some of the ways CPH connects with families. CPH offers parent/guardian workshops such as Manpower, and ano a Mano to better serve families. CPH also funds parents/guardians attendance in conferences such as mine-CA Bilingual Education (CABE), FERIA, and other parent conferences.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism



## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	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
<b>Dropout Rate</b>	12.6	9.2	4.1	7.6	7	5.9	9.4	7.8	8.2
<b>Graduation Rate</b>	83.1	85.8	92.5	83.8	85.5	87.6	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	294	272	92.5
<b>Female</b>	135	128	94.8
<b>Male</b>	159	144	90.6
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	259	237	91.5
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00
<b>Two or More Races</b>	--	--	--
<b>White</b>	17	17	100.0
<b>English Learners</b>	97	90	92.8
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	11	7	63.6
<b>Socioeconomically Disadvantaged</b>	266	247	92.9
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	50	39	78.0

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1603	1519	238	15.7
Female	766	715	105	14.7
Male	837	804	133	16.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	8	8	0	0.0
Asian	16	16	1	6.3
Black or African American	21	21	8	38.1
Filipino	40	39	3	7.7
Hispanic or Latino	1370	1300	208	16.0
Native Hawaiian or Pacific Islander	6	5	0	0.0
Two or More Races	19	16	2	12.5
White	119	110	16	14.5
English Learners	605	578	102	17.6
Foster Youth	8	8	2	25.0
Homeless	21	21	5	23.8
Socioeconomically Disadvantaged	1309	1267	198	15.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	287	274	68	24.8

### 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	3.76	5.30	0.05	5.57	6.15	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	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	5.3	0
Female	5.22	0
Male	5.38	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	4.76	0
Filipino	5	0
Hispanic or Latino	5.47	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	5.88	0
English Learners	6.78	0
Foster Youth	0	0
Homeless	9.52	0
Socioeconomically Disadvantaged	5.42	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.18	0

## 2023-24 School Safety Plan

Each year, Sweetwater Union High School District (SUHSD) schools review and update their Comprehensive School Safety Plans. Administrators, teachers, and classified staff voluntarily meet as CPH Safety Committee to review and update the CPH Safety Plan. For the school year 2022-23, the CPH Safety Committee met on September 16, October 19, December 14, 2022, January 25, February 22, and March 15, 2023. Staff Trainings occurred on August 23 and September 7, 2022 and May 3, 2023. On November 16, 2022, the CPH Safety Plan was reviewed and submitted to the the School Site Council (SSC) members for approval. The plan was submitted to the district office for Board approval on February 21, 2023.

### Key Elements of the Plan:

- \* Protocols for all emergencies on campus
- \* Campus Maps
- \* Important Dates: drills, meetings, and district timelines
- \* Verification Forms
- \* Fire and Earthquake Safety
- \* Staff/District Assignments and Directories
- \* All District Policies pertaining to safety

## 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	27	33	13	26
Mathematics	26	21	13	23
Science	27	13	10	17
Social Science	27	26	10	27

## 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	25	27	23	21
Mathematics	24	23	24	11
Science	26	12	22	6
Social Science	28	20	11	29

## 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	24	31	21	19
Mathematics	26	19	17	16
Science	25	12	22	6
Social Science	27	21	20	21

## 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	358.25

## 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)	4
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
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	8127.25	737.56	7389.70	87,617.00
District	N/A	N/A	9754.53	\$91,566
Percent Difference - School Site and District	N/A	N/A	-27.6	-2.0
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	-13.3	-7.2

## Fiscal Year 2022-23 Types of Services Funded

Castle Park High School (CPH) provides a comprehensive system of academic, social, and personal support to ensure the well-being and success of our students.

General Operations - services, materials, and support to the general education program

Special Projects - funds from agencies (e.g., federal, state) earmarked for specific services, i.e. After-School enrichment and tutoring, equipment, instructional and supplemental materials for students, and student support and monitoring

Title I - Federal Funds that provide supplemental support to at-risk students who are Low-Income (LI), English Learner (ELs), Student with Disability (SWD), Foster Youth (FY), and Homeless Youth (HY). Title I is broadly utilized to serve all students by purchases of supplemental classroom supplies, equipment, and teaching and learning software. Title I is also utilized to provide supplemental staffing, extra-duty hours, and professional development for certificated staff to implement programs and strategies that mitigate learning loss or accelerate learning.

LCFF and LCAP - Local Control Funding Formula Funds/Local Control Accountability Plan support our EL (English Learners), FY (Foster Youth), LI (Low Income), and H (homeless) students.

## 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%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	21.9
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	2
English	3
Fine and Performing Arts	1
Foreign Language	2
Mathematics	2
Science	0
Social Science	7
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	17

## Professional Development

In the 2020-2021 school year, Professional Development consisted mostly of topics to support teachers in navigating the world of Distance and Hybrid Learning. PDs consisted of utilizing various platforms such as Google Classrooms, Microsoft Teams, and ZOOM. Teachers were trained on various software programs with built-in engagement and check for understanding mechanisms such as KAMI and Pear Deck. At the site-level, software programs such as IXL, Listenwise, and Scholastic were implemented. These programs continue to be utilized upon return to in-person learning. PDs on Social-Emotional Learning also abound during Hybrid/Distance Learning as social-emotional challenges brought about by the pandemic to staff, students, and families cannot be ignored. The same practices are still valued during in-person learning as CPH continues to support staff, students, and families with the transition.

Transitioning to in-person learning in the 2021-2022 school year, CPH continued to benefit from district PDs as well as site-based PDs. The 2021-2022 school year saw ramped-up engagement as the staff collaborated on various WASC activities to prepare for the December 2021 visit. CPH was granted a 6-year Accreditation Status with a mid-cycle visit. CPH WASC Action Plan is composed of 3 Goals: (1) Formalize the PLC process, (2) Establish a site Professional Development process, and (3) Increase parent involvement of EL students. CPH is focused on Explicit Direct Instruction for English Learners as a basis for professional development while the PLC process emphasizes the professional development goals. In other words, data from implementation of the PD impacts the PLC process. It is this symbiotic relationship between PLC and PD that propels CPH in a continuous cycle of improvement. During the same school year, teachers participated in district-led and/or district-funded PDs that emphasize English Learner strategies. For example, some math teachers participated in virtual QTEL - Quality Teaching for English Learners. As COVID restrictions ease, teachers participated in external conferences for professional growth; such as, AP by the Sea, AVID Summer Institute, CAFE, CDEA, CSLA, Educating for Careers, Every Child Counts, and Teaching and the Brain.

The book, Explicit Direct Instruction (EDI) for English Learners (Hollingsworth & Ybarra 2013) served as a guide for the CPH professional development in the 2022-2023 school year. The pre-service days and select Faculty Meetings focused on the following elements of EDI: Learning Objective, Activating Prior Knowledge, Concept Development, Checking for Understanding, Skill Development & Guided Practice, Relevance, and Closure and Independent Practice. In addition to this, SUHSD's Literacy Matrix (listening/speaking/reading/writing in all content areas) was embedded in each professional development. Some administrators and teachers also participated in district-led and/or district-funded PDs such as Solution Tree's PLC PDs. Some teachers also continued to participate in external conferences such as AP by the Sea, CA Association for Teachers of English (CATE for ELA teachers), CA Council for Social Studies (for H/SS teachers), CAFE, CPM Teacher

## Professional Development

Conference (for math teachers), Educating for Careers (Science), and Equity Conference.

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>	4	4	4