

# North Park Middle School

4450 Durfee Ave. • Pico Rivera, CA 90660 • (562) 801-5137 • Grades 6-8

Priscilla Rodriguez, Principal

prodriguez@erusd.org

## 2013-14 School Accountability Report Card Published During the 2014-15 School Year

### El Rancho Unified School District

9333 Loch Lomond Dr.

Pico Rivera

(562) 942-1500

www.erusd.org

### District Governing Board

Delia Alvidrez

Rachel Canchola

Jose Lara

Alfred Renteria, Jr.

Aurora Villon, Ed.D.

### District Administration

Martin Galindo

**Superintendent**

Roxane Fuentes

**Assistant Superintendent,  
Educational Services**

Mark Matthews

**Director, Human Resources**

Ruben Frutos

**Assistant Superintendent, Business  
Services**

Katherine Aguirre

**Director, Special Education**

### Principal's Message

North Park Middle School's staff is committed to providing students with a rigorous curriculum that will prepare them to be college and career ready. We believe that our responsibility as educators is to develop critical thinkers and young adults with strong character.

We are a professional learning community that centers its work on student learning. We constantly collaborate to analyze student data to help inform and direct our instruction. We take student learning seriously and we value the time we have with them.

We also understand the social challenges that can occur during middle school and we have programs in place that provide students support and guidance. We have implemented the Olweus Bully Prevention Program. This is a research-based program that works to prevent bullying by changing the climate of our school and the way we communicate and behave with one another. The Character Counts Program focuses on the six pillars of character and teaches students that what matters most is who they are on the inside.

Our North Park families are extremely valuable and we believe that student success is better achieved when we include our parents and provide regular communication. We will continue to create opportunities that bring our parents onto campus and include them in their child's academic progress.

### School Mission Statement

North Park Middle School is dedicated to producing academically proficient students of strong character by engaging all stakeholders and establishing high expectations for all students. We value integrity and accountability and believe that all students have the potential to learn.

## About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (562) 801-5137.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Gr. 6	259
Gr. 7	274
Gr. 8	293
<b>Total</b>	<b>826</b>

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
<b>Black or African American</b>	0.0
<b>American Indian or Alaska Native</b>	0.0
Asian	0.4
Filipino	0.4
Hispanic or Latino	98.8
Native Hawaiian/Pacific Islander	0.0
White	0.5
Two or More Races	0.0
<b>Socioeconomically Disadvantaged</b>	<b>91.3</b>
English Learners	20.3
Students with Disabilities	9.2

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

North Park Middle School	12-13	13-14	14-15
<b>Fully Credentialed</b>	37	33	32
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	1	0
El Rancho Unified School District	12-13	13-14	14-15
<b>Fully Credentialed</b>	♦	♦	365
<b>Without Full Credential</b>	♦	♦	4
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

North Park Middle School	12-13	13-14	14-15
<b>Teachers of English Learners</b>	1	1	0
<b>Total Teacher Misassignments</b>	1	1	0
<b>Vacant Teacher Positions</b>	0	0	0

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

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.00	0.00
Districtwide		
<b>All Schools</b>	94.94	5.06
<b>High-Poverty Schools</b>	94.94	5.06
<b>Low-Poverty Schools</b>	0.00	0.00

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

The El Rancho Unified School District follows the State adoption guidelines and adoption cycles for textbooks in reading, math, social studies, science, and English language development (ELD) used in the elementary schools. Recommendation for adoption of textbooks is made through a District committee of teachers, administrators, and parents. Input from all school staff members and parents are vital to making the recommendation. The District Committee discusses the school's recommendations and votes for a textbook to be adopted. The recommendation is then taken to the school board, who makes the final decision on the adoption of all textbooks.

Textbooks are adopted from the most recent state-approved list and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Every student is assigned one textbook and workbook in the core subjects for use in class and to take home.

#### Textbooks and Instructional Materials

Year and month in which data were collected: October 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Reading, Houghton Mifflin (K-6) 2009 Timeless Voices, Prentice Hall (7-8) 2009 Timeless Themes, Prentice Hall (7-8) 2009
<b>Mathematics</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	California Standards-Driven Mathematics, CGP (6-7) 2010 Algebra I (Algebra Connections), CPM (8) 2010
<b>Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Focus on Earth Science California Edition, Glencoe/McGraw-Hill (6) 2009 Focus on Life Science California Edition, Glencoe/McGraw-Hill (7) 2009 Focus on Physical Science California Edition, Glencoe/McGraw-Hill (8) 2009
<b>History-Social Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	World History: Ancient Civilization, McDougal Littell (6) 2009 World History: Medieval and Early Modern Times, McDougal Littell (7) 2009 Creating America: Beginning through World War I, McDougal Littell (8) 2009
<b>ELD</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	High Point, Hampton-Brown (6-8) 2009

### School Facility Conditions and Planned Improvements (Most Recent Year)

North Park Middle School was built in 1956. North Park Middle School facilities are clean, safe, and well-maintained. The site consists of 39 classrooms, a cafeteria, adequate restroom facilities for staff and students, a library and computer center, a small conference room, and two locker rooms for physical education classes.

Our staff strives to provide a safe, clean, and well-maintained environment. The custodial staff consists of one full-time day custodian and two full-time night custodians, who perform basic duties of maintaining the cleanliness of the school campus. The grounds and maintenance crews from the District perform routine maintenance on a regularly scheduled basis. Our school completed several modernization projects within recent school years. The projects included the modernization of all restroom facilities, the insertion of a wheelchair lift in the cafeteria, and the installation of new AC/Heating systems in the 600/ Library building and the administrative office building.

#### School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 10/20/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	Remove electrical cords and plug in air fresheners in classrooms by 12/31/14

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 10/20/2014

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]		
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]		
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]		
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
	[ ]	[X]	[ ]	[ ]	

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Results for All Students - Three-Year Comparison**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
<b>Science</b>	79	73	63	51	53	51	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**STAR Results for All Students - Three-Year Comparison**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
<b>ELA</b>	44	47	48	45	50	50	54	56	55
<b>Math</b>	36	42	47	40	44	46	49	50	50
<b>HSS</b>	44	44	46	45	49	46	48	49	49

\* STAR Program was last administered in 2012-13. 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.

**Academic Performance Index Ranks - Three-Year Comparison**

API Rank	2010-11	2011-12	2012-13
<b>Statewide</b>	5	5	5
<b>Similar Schools</b>	6	6	7

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	25.5	19.0	28.9

\* 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.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	51
All Student at the School	63
Male	62
Female	64
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	63
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	62
English Learners	21
Students with Disabilities	
Students Receiving Migrant Education Services	

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	10	12	-2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	12	13	-2
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	15	14	-4
English Learners	4	10	-14
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement

Parents have a very important place in our school community. The School Site Council (SSC) and English Learner Advisory Committee (ELAC) meet monthly to make decisions that affect our school's programs. We also have an active Band Booster organization that dedicates itself to the North Park Band students. Our Advancement Via Individual Determination (AVID) program invites parents to an annual college planning event to inform parents of their opportunities and assist them with their students.

North Park also offers parents the opportunity to participate in an annual parent education conference hosted by the Hispanic Outreach Taskforce and Whittier College. The conference provides parents valuable information on the college application process, financial aid for college and academic support, and resources for students.

In addition, North Park has introduced Lancer Parent University. We offer parent classes throughout the year that help parents support their sons and daughters academic and social development. Topics covered include reading student transcripts, accessing online resources to help their sons and daughters, and bully prevention information. Parents who attend all three sessions are recognized at the end-of-the- year assembly.

For more information on how to become involved at the school, please contact Priscilla Rodriguez, Principal, at (562) 801-5137.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

North Park provides a safe, attractive campus that meets the needs of students and staff. Earthquake and fire drills are conducted regularly to prepare all students and staff. Each drill is reviewed by staff to assure effective preparedness in case of an emergency. The school maintains emergency supplies for all students and staff in case of a crisis. Key elements of the plan include monthly safety drills, crisis intervention plans, courses of action by the different readiness teams, emergency contact information, and evacuation routes and procedures. The School Safety Plan was last reviewed, updated, and discussed with school faculty November 2014.

North Park is a secured campus. All visitors must enter and exit via the front school office. School staff members supervise the campus and playgrounds before school, during lunch, and after school. In addition, District police units are available to further assure the safety of our students.

It is our goal to ensure North Park is a safe and conducive environment for learning.

### Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	9.0	13.8	13.2
Expulsions Rate	0.3	0.0	0.5
District	11-12	12-13	13-14
Suspensions Rate	6.6	5.7	4.4
Expulsions Rate	0.2	0.0	0.2
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

### D. Other SARC Information

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

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2008-2009
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	8	
Percent of Schools Currently in Program Improvement	66.7	

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.6
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	.7
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	382.5

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Gr. 6		23	23		27	21		33	37		16	11
English	26.4	24	27	9	11	7	6	11	13	11	7	5
Math	25.8	27	28	7	4	5	10	11	11	6	6	5
Science	32.4	34	32	2	1	2	2	4	2	14	12	14
SS	32.4	34	32	2	1	2	3	4	2	13	12	14

\* Number of classes indicates how many classrooms 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,431	\$41,243
Mid-Range Teacher Salary	\$62,802	\$64,893
Highest Teacher Salary	\$79,885	\$83,507
Average Principal Salary (ES)	\$96,384	\$103,404
Average Principal Salary (MS)	\$100,080	\$109,964
Average Principal Salary (HS)	\$129,684	\$120,078
Superintendent Salary	\$41,000	\$183,557
Percent of District Budget		
Teacher Salaries	38	40
Administrative Salaries	4	6

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

**FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$3,192	\$433	\$2,759	\$70,849
District	♦	♦	\$2,619	\$67,975
State	♦	♦	\$4,690	\$67,762
<b>Percent Difference: School Site/District</b>			5.3	4.2
<b>Percent Difference: School Site/ State</b>			-41.2	4.6

**Types of Services Funded at North Park Middle School**

The following programs and services are available in the district to support and assist students:

- After School Tutoring
- Saturday School
- English Learner Literacy Support Class (ELLSC)
- Extended Day Kindergarten
- Transitional Kindergarten
- Supplemental Educational Services (PI Years 2-5 only)
- Advancement Via Individual Determination (AVID)
- Language Arts and Mathematics Curriculum Councils
- Technology
- Advanced Placement Classes

**Professional Development provided for Teachers at North Park Middle School**

The El Rancho Unified School District provides professional development programs that provide a wide range of professional growth and support opportunities to serve the needs of teachers/staff at all learning stages:

- Beginning Teachers Support and Assessment (BTSA) program as approved by the State of California which provides experienced mentor support for all new teachers earning their California Clear Credential
- Peer Assistance Review (PAR) program for veteran teachers which provides seminars and individual coaching for teachers refreshing their skills and learning new strategies
- Certificated and Staff Training
- Site Administrator Training
- Common Core Professional Development Teams

We dedicate three full days and approximately 18 half days toward professional development at our school sites per year. The topics addressed at our trainings are based on teachers' need assessment surveys, student assessment data analysis, and district and schoolwide action plans. Our intern teachers are supported by university supervisors. Professional development at individual school sites are determined by the instructional focus. English Learner and special population trainings are offered on site as needed. In addition, teachers also attend off-site workshops or conferences.