



North Park Academy of the Arts

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

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



El Rancho Unified School District

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Principal's Message

This is the first year for North Park Academy of the Arts. The school's transition process occurred last year. With collaboration from teachers, parents, students and administration, North Park became an academe of the arts. Our goal is to introduce students to areas of Visual and Performing Arts with the intent to further develop skills in creativity, communication, collaboration, and critical thinking. We want to increase student engagement and help foster the dreams and talents of our students. We have introduced a zero period to allow for students to make room in their schedule for one or more electives. We have implemented a 6th grade elective wheel which includes classes in art, drama, music, AVID strategies and Robotics. In 7th and 8th grade we have added to our existing VAPA offerings with the following new classes: Advanced Art, Advanced Guitar, Orchestra, Dance, Adventures in Media, Multi-Media, and Drama. We have also grown our Project Lead the Way STEM classes by offering both a 7th and 8th grade class. Finally, we have implemented the 6th grade transition program Where Everybody Belongs (WEB). This 8th grade leadership program is focused around the successful transition for 6th grade students to middle school. Selected 8th grade students are trained to mentor 6th grade students and provide support throughout the year. Every 6th grade student has a WEB leader and there are 50 8th grade WEB leaders.

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

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	220
Grade 7	265
Grade 8	277
Total Enrollment	762

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
American Indian or Alaska Native	0.1
Asian	0.5
Filipino	0.7
Hispanic or Latino	98.2
White	0.4
Socioeconomically Disadvantaged	88.3
English Learners	19.2
Students with Disabilities	12.1
Foster Youth	2.2

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 Academy of the Arts	13-14	14-15	15-16
With Full Credential	33	32	31
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	1	0	3
El Rancho Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	347
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	14

Teacher Misassignments and Vacant Teacher Positions at this School			
North Park Academy of the Arts	13-14	14-15	15-16
Teachers of English Learners	1	0	1
Total Teacher Misassignments	1	0	1
Vacant Teacher Positions	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

2014-15 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
This School	100.0	0.0
Districtwide		
All Schools	96.0	4.0
High-Poverty Schools	96.0	4.0
Low-Poverty Schools	0.0	0.0

* 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 2015-16)

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 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Reading, Houghton Mifflin (K-6) 2009 Timeless Voices, Prentice Hall (7-8) 2009 Timeless Themes, Prentice Hall (7-8) 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	California Standards-Driven Mathematics, CGP (6-7) 2010 Algebra I (Algebra Connections), CPM (8) 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	High Point, Hampton-Brown (6-8) 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

North Park Academy of the Arts 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. In addition, in 2016 we will begin construction on a brand new Band Building and state of the art Science lab.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 9/30/2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	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], Science California Standards Tests); 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	72	63	47	52	51	42	59	60	56

* Results are for 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	31	35	44
Math	18	22	33

* 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	18.00	34.00	16.80

* 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.

2014-15 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	42
All Student at the School	47
Male	50
Female	46
Asian	--
Filipino	--
Hispanic or Latino	46

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
White	--
Socioeconomically Disadvantaged	8
English Learners	16
Students with Disabilities	43
Foster Youth	--

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

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	213	206	96.7	32	38	24	6
	7	258	257	99.6	39	27	30	4
	8	276	265	96.0	28	44	26	2
Male	6	213	114	53.5	42	32	21	4
	7	258	135	52.3	48	24	24	4
	8	276	128	46.4	38	41	20	2
Female	6	213	92	43.2	18	46	27	9
	7	258	122	47.3	28	30	37	5
	8	276	137	49.6	20	47	31	3
Asian	7	258	3	1.2	--	--	--	--
	8	276	1	0.4	--	--	--	--
Filipino	6	213	2	0.9	--	--	--	--
	7	258	2	0.8	--	--	--	--
	8	276	1	0.4	--	--	--	--
Hispanic or Latino	6	213	203	95.3	31	39	24	5
	7	258	251	97.3	39	27	30	4
	8	276	262	94.9	29	44	25	2
White	7	258	1	0.4	--	--	--	--
	8	276	1	0.4	--	--	--	--
Socioeconomically Disadvantaged	6	213	183	85.9	32	38	24	5
	7	258	227	88.0	41	27	29	3
	8	276	226	81.9	29	47	23	2
Students with Disabilities	6	213	20	9.4	85	5	5	0
	7	258	29	11.2	83	14	3	0
	8	276	19	6.9	68	32	0	0

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	213	208	97.7	46	35	15	4
	7	258	258	100.0	37	40	17	5
	8	276	264	95.7	56	31	8	5
Male	6	213	114	53.5	46	36	12	4
	7	258	136	52.7	39	39	16	6
	8	276	127	46.0	64	21	9	5
Female	6	213	94	44.1	45	33	19	3
	7	258	122	47.3	35	42	19	4
	8	276	137	49.6	50	39	6	5
Asian	7	258	3	1.2	--	--	--	--
	8	276	1	0.4	--	--	--	--
Filipino	6	213	2	0.9	--	--	--	--
	7	258	2	0.8	--	--	--	--
	8	276	1	0.4	--	--	--	--
Hispanic or Latino	6	213	205	96.2	46	35	15	4
	7	258	252	97.7	38	40	17	4
	8	276	261	94.6	57	31	7	5
White	7	258	1	0.4	--	--	--	--
	8	276	1	0.4	--	--	--	--
Socioeconomically Disadvantaged	6	213	184	86.4	47	34	15	3
	7	258	227	88.0	39	40	15	5
	8	276	225	81.5	57	33	6	3
Students with Disabilities	6	213	20	9.4	80	10	5	0
	7	258	29	11.2	83	14	0	3
	8	276	19	6.9	95	5	0	0

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Foster Youth	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

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 advise and make decisions that affect our school's programs. Our Advancement Via Individual Determination (AVID) program invites families to Parent Nights throughout the year to learn about the AVID program. This includes an annual college planning event to inform parents of their opportunities and support them in preparing their son/daughter to be college ready. We also have an active Band Booster organization that dedicates itself to the North Park Band students.

North Park invites parents onto our campus for many events throughout the year including band performances, dance performances, art galleries and project based learning showcases.

In addition, North Park has facilitates Lancer Parent University classes throughout the year. We offer parent classes 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. In addition to classes we take parents to visit a college campus. Parents who attend all three sessions are recognized at the end-of-the-year assembly. 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.

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 2015.

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	2012-13	2013-14	2014-15
Suspensions Rate	13.83	13.21	7.30
Expulsions Rate	0.00	0.45	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	5.69	4.36	4.04
Expulsions Rate	0.03	0.18	0.02
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 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	61.5	

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	24	27	28	11	7	5	11	13	7	7	5	9
Math	27	28	13	4	5	5	11	11		6	5	
Science	34	32	27	1	2	4	4	2	8	12	14	8
SS	34	32	26	1	2	4	4	2	11	12	14	6

* 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.

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	1.0
Resource Specialist	.3
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.

Professional Development provided for Teachers

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
- Buck Institute for Education - Project-Based Learning (PBL)
- Digital Learning Coaches

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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,130	\$42,315
Mid-Range Teacher Salary	\$63,860	\$66,451
Highest Teacher Salary	\$81,231	\$85,603
Average Principal Salary (ES)	\$105,444	\$105,079
Average Principal Salary (MS)	\$104,056	\$111,005
Average Principal Salary (HS)	\$121,608	\$121,310
Superintendent Salary	\$198,996	\$189,899
Percent of District Budget		
Teacher Salaries	38%	39%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

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, Mathematics and Science Curriculum Councils
- Technology
- Advanced Placement Classes
- Project Lead the Way (PLTW)

DataQuest

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

Internet Access

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,552	\$272	\$4,280	\$72,542
District	♦	♦	\$1,536	\$69,720
State	♦	♦	\$5,348	\$69,257
Percent Difference: School Site/District			178.6	4.2
Percent Difference: School Site/ State			-41.2	4.6

* Cells with ♦ do not require data.