

North Park Academy of the Arts

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

| | |
|--|--------------------------------|
| School Name | North Park Academy of the Arts |
| Street | 4220 Durfee Ave |
| City, State, Zip | Pico Rivera |
| Phone Number | 5628017570 |
| Principal | Keri Kimes, Ed.D |
| Email Address | kkimes@erusd.org |
| School Website | npaa.erusd.org |
| County-District-School (CDS) Code | 19-64527-6061287 |

2021-22 District Contact Information

| | |
|---------------------------------|-----------------------------------|
| District Name | El Rancho Unified School District |
| Phone Number | (562) 801-7310 |
| Superintendent | Frances Esparza, Ed.D. |
| Email Address | fesparza@erusd.org |
| District Website Address | www.erusd.org |

2021-22 School Overview

Principal's Message

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 6th-grade electives which include classes in art, dance, and music. In 7th and 8th grade students have VAPA offerings with the following classes: Beginning and Advanced Art, Beginning Band, Honor Band, Mariachi, Orchestra, Dance, Folklorico, Graphic Design, Multi-Media, and Coding. We also offer our students Project Lead the Way STEM classes by offering both a 7th and 8th-grade class. We have also implemented 7th grade AVID and will expand into 7th and 8th grade AVID sections next year.

We also have the 6th-grade transition program Where Everybody Belongs (WEB). This 8th-grade leadership program is focused on 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. We have begun implementation of AVID schoolwide strategies with an emphasis on college and career readiness. Finally, we implement the OLWEUS Bully Prevention Program, Second Step Social-Emotional Learning Program, and Positive Behavior Interventions and Supports (PBIS).

School Mission Statement

Students will be challenged to become college and career ready and life-long learners. The El Rancho Unified School District will actively partner with the community as its leading educational institution that provides a technology rich and innovative learning environment for all students.

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 6 | 164 |
| Grade 7 | 209 |
| Grade 8 | 218 |
| Total Enrollment | 591 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 44.7 |
| Male | 55.3 |
| American Indian or Alaska Native | 0.2 |
| Asian | 0.7 |
| Black or African American | 0.2 |
| Filipino | 1 |
| Hispanic or Latino | 96.1 |
| Native Hawaiian or Pacific Islander | 0.2 |
| Two or More Races | 0.2 |
| White | 1.4 |
| English Learners | 19 |
| Foster Youth | 1 |
| Homeless | 0.2 |
| Socioeconomically Disadvantaged | 77.3 |
| Students with Disabilities | 12.5 |

A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

| Authorization/Assignment | 2019-20 |
|--|---------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | |
| Intern Credential Holders Properly Assigned | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | |
| Unknown | |
| Total Teaching Positions | |

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2019-20 |
|--|---------|
| Permits and Waivers | |
| Misassignments | |
| Vacant Positions | |
| Total Teachers Without Credentials and Misassignments | |

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2019-20 |
|---|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | |
| Local Assignment Options | |
| Total Out-of-Field Teachers | |

2019-20 Class Assignments

| Indicator | 2019-20 |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | |

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

December, 2021

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|--|-----------------------------|--|
| Reading/Language Arts | StudySync, McGraw-Hill Education (6-8) Adopted 2018 StudySync (ELD), McGraw-Hill Education (6-8) Adopted 2018 | Yes | 0% |
| Mathematics | College Preparatory Mathematics (CPM) - Core Connections 1 (6-8) 2010 College Preparatory Mathematics (CPM) - Core Connections 2 (6-8) 2010 College Preparatory Mathematics (CPM) - Core Connections 3 (6-8) 2010 College Preparatory Mathematics (CPM) - Core Connections Integrated (8) 2010 College Preparatory Mathematics (CPM) - Core Connections Spanish (6-8) 2010 | Yes | 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 Spanish Focus on Earth Science California Edition, Glencoe/McGraw-Hill (6) 2009 Spanish Focus on Life Science California Edition, Glencoe/McGraw-Hill (7) 2009 Spanish Focus on Physical Science California Edition, Glencoe/McGraw-Hill (8) 2009 | Yes | 0% |
| History-Social Science | World History: Ancient Civilization, McDougal Littell (6) 2009 World History: Medieval and Early Modern Times, McDougal Littell (7) 2009 | Yes | 0% |

| | | | |
|---|---|--|--|
| | Creating America: Beginning through World War I, McDougal Littell (8) 2009 World History: Ancient Civilization, Spanish McDougal Littell (6) 2009 World History: Medieval and Early Modern Times, Spanish McDougal Littell (7) 2009 Creating America: Beginning through World War I, Spanish McDougal Littell (8) 2009 | | |
| Foreign Language | | | |
| Health | | | |
| Visual and Performing Arts | | | |
| Science Laboratory Equipment (grades 9-12) | | | |

School Facility Conditions and Planned Improvements

North Park Academy of the Arts was built in 1956. North Park Academy of the Arts facilities is 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 Air Conditioning and Heating systems in the 600 building as well as in the Library building and the administrative office building. We have a new Band Building and a state of the art Science lab. Our PE locker rooms are currently undergoing renovation for improved student access and utilization.

Year and month of the most recent FIT report

12/21/2020

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | | | X | Paint and weather repairs needed. Request for work needed is on file. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| 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 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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 592 | NT | NT | NT | NT |
| Female | 266 | NT | NT | NT | NT |
| Male | 326 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 570 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | -- | NT | NT | NT | NT |
| White | -- | NT | NT | NT | NT |
| English Learners | 111 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | -- | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 462 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 74 | NT | NT | NT | NT |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 592 | NT | NT | NT | NT |
| Female | 266 | NT | NT | NT | NT |
| Male | 326 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 570 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | -- | NT | NT | NT | NT |
| White | -- | NT | NT | NT | NT |
| English Learners | 111 | NT | NT | NT | NT |
| Foster Youth | -- | NT | NT | NT | NT |
| Homeless | -- | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 462 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 74 | NT | NT | NT | NT |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

| ERUSD Interim Assessment Student Groups | ERUSD Interim Assessment Total Enrollment | ERUSD Interim Assessment Number Tested | ERUSD Interim Assessment Percent Tested | ERUSD Interim Assessment Percent Not Tested | ERUSD Interim Assessment Percent At or Above Grade Level |
|---|---|--|---|---|--|
| All Students | 593 | 552 | 93% | 7% | 19% |
| Female | 268 | 264 | 98.5% | 1.5% | 23% |
| Male | 325 | 283 | 87% | 13% | 17% |
| American Indian or Alaska Native | 11 | 1 | 9% | 91% | 100% |

| | | | | | |
|--|-----|-----|-------|-------|-------|
| Asian | 14 | 10 | 71.4% | 28.6% | 40% |
| Black or African American | 9 | 9 | 100% | 0% | 44% |
| Filipino | 9 | 9 | 100% | 0% | 33% |
| Hispanic or Latino | 528 | 528 | 100% | 0% | 19.5% |
| Native Hawaiian or Pacific Islander | 2 | 1 | 50% | 50% | 0% |
| Two or More Races | 16 | 1 | 6% | 94% | 0% |
| White | 8 | 5 | 62.5% | 37.5% | 0% |
| English Learners | 136 | 132 | 97% | 3% | 19% |
| Foster Youth | 13 | 13 | 100% | 0% | 15% |
| Homeless | 5 | 5 | 100% | 0% | 60% |
| Military | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | 117 | 117 | 100% | 0% | 18% |
| Students Receiving Migrant Education Services | 0 | 0 | N/A | N/A | N/A |
| Students with Disabilities | 41 | 31 | 75.6% | 24.4% | 3% |

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

| ERUSD Interim Assessment Student Groups | ERUSD Interim Assessment Total Enrollment | ERUSD Interim Assessment Number Tested | ERUSD Interim Assessment Percent Tested | ERUSD Interim Assessment Percent Not Tested | ERUSD Interim Assessment Percent At or Above Grade Level |
|--|--|---|--|--|---|
| All Students | 593 | 522 | 88% | 12% | 10% |
| Female | 268 | 253 | 94.4% | 5.6% | 11% |
| Male | 325 | 269 | 82.7% | 17.3% | 9% |
| American Indian or Alaska Native | 11 | 1 | 9% | 91% | 100% |
| Asian | 14 | 9 | 64.2% | 35.8% | 22% |
| Black or African American | 9 | 9 | 100% | 0% | 22% |
| Filipino | 9 | 8 | 88% | 12% | 0% |
| Hispanic or Latino | 528 | 501 | 94.8% | 5.2% | 8% |
| Native Hawaiian or Pacific Islander | 2 | 1 | 50% | 50% | 0% |
| Two or More Races | 16 | 1 | 6.2% | 93.8% | 0% |
| White | 8 | 5 | 62.5% | 37.5% | 0% |
| English Learners | 136 | 125 | 91.9% | 8.1% | 5% |
| Foster Youth | 13 | 11 | 84.6% | 15.4% | 0% |
| Homeless | 5 | 5 | 100% | 0% | 20% |
| Military | N/A | N/A | N/A | N/A | N/A |

| | | | | | |
|--|-----|-----|-------|------|-----|
| Socioeconomically Disadvantaged | 117 | 113 | 96.5% | 3.5% | 9% |
| Students Receiving Migrant Education Services | 0 | 0 | N/A | N/A | N/A |
| Students with Disabilities | 41 | 41 | 100% | 0% | 0% |

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|---|-----------------------|-----------------------|-------------------------|-------------------------|----------------------|----------------------|
| Science (grades 5, 8 and high school) | N/A | NT | N/A | NT | N/A | 28.72 |

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 216 | NT | NT | NT | NT |
| Female | 97 | NT | NT | NT | NT |
| Male | 119 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 209 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | NT | NT | NT | NT |
| English Learners | 34 | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | NT | NT | NT | NT |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 168 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 20 | NT | NT | NT | NT |

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| Grade 5 | N/A | N/A | N/A |
| Grade 7 | N/A | N/A | N/A |
| Grade 9 | N/A | N/A | N/A |

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.

2021-22 Opportunities for Parental Involvement

Parents have a very important place in our school community. The School Site Council (SSC) meets monthly to advise and make decisions that affect our school's programs. The SSC has meetings that any parent can attend. 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. If COVID protocols allow, we will have a Spring parent college field trip that allows parents and guardians to visit a campus and speak with current college students. We have an active Band Booster Club that dedicates itself to the North Park Band students. Coffee with the Principal is held several times a year as are Parent Night's presented by the counseling, technology, and administration teams. Due to ongoing COVID protocols, these events are currently being held in a virtual format.

North Park looks forward to inviting parents onto our campus for events throughout the year including band performances, dance performances, art galleries and project based learning showcases once pandemic restrictions are lifted. Until that time, these events have transitioned to virtual events.

For more information on how to become involved at the school, please contact Dr. Keri Kimes, Principal, at (562) 801-7570

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 599 | 595 | 39 | 6.6 |
| Female | 269 | 268 | 16 | 6.0 |
| Male | 330 | 327 | 23 | 7.0 |
| American Indian or Alaska Native | 1 | 1 | 0 | 0.0 |
| Asian | 4 | 4 | 0 | 0.0 |
| Black or African American | 1 | 1 | 1 | 100.0 |
| Filipino | 6 | 6 | 1 | 16.7 |
| Hispanic or Latino | 576 | 572 | 36 | 6.3 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 0 | 0.0 |
| Two or More Races | 1 | 1 | 0 | 0.0 |
| White | 8 | 8 | 1 | 12.5 |
| English Learners | 117 | 117 | 8 | 6.8 |
| Foster Youth | 8 | 8 | 0 | 0.0 |
| Homeless | 3 | 3 | 2 | 66.7 |
| Socioeconomically Disadvantaged | 468 | 465 | 33 | 7.1 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 77 | 76 | 5 | 6.6 |

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|--------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 5.04 | 0.33 | 2.90 | 0.04 | 3.47 | 0.20 |
| Expulsions | 0.14 | 0.00 | 0.09 | 0.00 | 0.08 | 0.00 |

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|--------------------|----------------|------------------|---------------|
| Suspensions | 2.77 | 2.16 | 2.45 |
| Expulsions | 0.00 | 0.08 | 0.05 |

2020-21 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| All Students | 0.33 | 0.00 |
| Female | 0.37 | 0.00 |
| Male | 0.30 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.35 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.43 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 1.30 | 0.00 |

2021-22 School Safety Plan

North Park provides a safe, attractive campus that meets the needs of students and staff. Earthquake, fire, and lockdown 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 in March 2021.

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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 | 7 | 13 | 2 |
| Mathematics | 22 | 12 | 9 | |
| Science | 27 | 4 | 6 | 7 |
| Social Science | 24 | 5 | 11 | 3 |

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 | 26 | 6 | 13 | 1 |
| Mathematics | 27 | 2 | 14 | |
| Science | 26 | 4 | 5 | 8 |
| Social Science | 27 | 2 | 13 | 1 |

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 | 26 | 4 | 14 | 1 |
| Mathematics | 26 | 3 | 10 | 3 |
| Science | 26 | 2 | 14 | |
| Social Science | 26 | 2 | 13 | 1 |

2020-21 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 | 295.5 |

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 2 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 2 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | 0 |
| Other | 1.4 |

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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 | \$4,422.04 | \$407.95 | \$4,014.09 | \$87,869.00 |
| District | N/A | N/A | \$9,682.40 | \$79,462 |
| Percent Difference - School Site and District | N/A | N/A | -82.8 | 10.0 |
| State | | | \$8,444 | \$81,044 |
| Percent Difference - School Site and State | N/A | N/A | -71.1 | 8.1 |

2020-21 Types of Services Funded

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

- After School Tutoring
- After School School Connectedness Programs
- Interim Assessments
- Math Cohort
- Language Arts, Mathematics Cadres
- Science, and Visual and Performing Arts Curriculum Councils
- Technology
- Accelerated Classes
- Project Lead the Way (PLTW)
- Positive Behavioral Interventions and Supports (PBIS)
- Robotics
- AVID (Advancement Via Individual Determination)
- Music
- Enrichment Courses

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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 |
|--|-----------------|--|
| Beginning Teacher Salary | \$48,725 | \$51,029 |
| Mid-Range Teacher Salary | \$73,860 | \$78,583 |
| Highest Teacher Salary | \$98,982 | \$99,506 |
| Average Principal Salary (Elementary) | \$123,006 | \$124,576 |
| Average Principal Salary (Middle) | \$124,828 | \$131,395 |
| Average Principal Salary (High) | \$135,128 | \$144,697 |
| Superintendent Salary | \$215,004 | \$240,194 |
| Percent of Budget for Teacher Salaries | 33% | 34% |
| Percent of Budget for Administrative Salaries | 5% | 6% |

Professional Development

The district provides professional learning opportunities to meet the needs of administrators, teachers, and support staff at all levels of the organization. Teachers have opportunities through Beginning Teachers Support and Assessment (BTSA), Peer Assistance Review (PAR) for veteran teachers, site, district, and county led PD, and conferences. Classified staff have opportunities through site, district, and county led PD, and conferences. Site administrators have opportunities through District and LACOE provided PD as well as conferences.

El Rancho Unified School District began the 2021-2022 school year with a full-day of professional development. The topics addressed were based on the district's distance learning needs assessment survey. The professional development days focused on technology platforms, mental health, and instructional strategies.

Embedded in the bell schedule, Wednesday afternoons are used for site-based or district-based professional learning opportunities. The focus during the professional learning opportunities includes the use of technology resources and platforms, instructional best practices, social-emotional learning and mental health practices, data analysis, and teacher collaboration and planning.

Professional development is determined by in-depth data analysis and aligned to the instructional focus areas. English learners and special population training are offered on-site and at the district level as needed. In addition, teachers and support staff also have the opportunity to participate in virtual and in-person workshops or conferences.

Traditionally, the analysis of data led to the identification of professional learning priorities. This includes whole group instruction, small group differentiated instruction, and designated English language development supported strengthening language arts instruction. Professional learning in mathematics focused on the Standards for Mathematics Practice, in conjunction with problem-solving and modeling and data analysis. All schools participated in professional learning opportunities centered on data literacy. Professional development has traditionally been provided during modified day schedules, pupil-free days, release days, and conferences/workshops outside the district. Professional learning is supported through in-class coaching, teacher-principal meetings, observations, and demonstration lessons.

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

| Subject | 2019-20 | 2020-21 | 2021-22 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 12 | 12 | 2 |

El Rancho Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

| | |
|---------------------------------|-----------------------------------|
| District Name | El Rancho Unified School District |
| Phone Number | (562) 801-7310 |
| Superintendent | Frances Esparza, Ed.D. |
| Email Address | fesparza@erusd.org |
| District Website Address | www.erusd.org |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 4294 | 531 | 12.37 | 87.63 | 57.39 |
| Female | 2060 | 273 | 13.25 | 86.75 | 65.17 |
| Male | 2234 | 258 | 11.55 | 88.45 | 49.21 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 19 | 1 | 5.26 | 94.74 | -- |
| Black or African American | 17 | 1 | 5.88 | 94.12 | -- |
| Filipino | 21 | 1 | 4.76 | 95.24 | -- |
| Hispanic or Latino | 4174 | 524 | 12.55 | 87.45 | 57.28 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 16 | 1 | 6.25 | 93.75 | -- |
| White | 43 | 3 | 6.98 | 93.02 | -- |
| English Learners | 728 | 23 | 3.16 | 96.84 | 13.64 |
| Foster Youth | 38 | 6 | 15.79 | 84.21 | -- |
| Homeless | 42 | 0 | 0.00 | 100.00 | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 3119 | 363 | 11.64 | 88.36 | 54.21 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 528 | 39 | 7.39 | 92.61 | 7.89 |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 4294 | 507 | 11.81 | 88.19 | 31.85 |
| Female | 2060 | 254 | 12.33 | 87.67 | 39.11 |
| Male | 2234 | 253 | 11.32 | 88.68 | 24.49 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 19 | 0 | 0.00 | 100.00 | -- |
| Black or African American | 17 | 0 | 0.00 | 100.00 | -- |
| Filipino | 21 | 1 | 4.76 | 95.24 | -- |
| Hispanic or Latino | 4174 | 502 | 12.03 | 87.97 | 31.56 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 16 | 2 | 12.50 | 87.50 | -- |
| White | 43 | 2 | 4.65 | | -- |
| English Learners | 728 | 27 | 3.71 | 96.29 | 3.85 |
| Foster Youth | 38 | 5 | 13.16 | 86.84 | -- |
| Homeless | 42 | 0 | 0.00 | 100.00 | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 3119 | 349 | 11.19 | 88.81 | 29.33 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 528 | 37 | 7.01 | 92.99 | 2.78 |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

