North Park Academy of the Arts
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

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

2023-24 District Contact Information

District Name	El Rancho Unified School District
Phone Number	(562) 801-7310
Superintendent	Marco Villegas, Ed.D.
Email Address	marcovillegas@erusd.org
District Website	www.erusd.org

2023-24 School Description and Mission Statement

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. Our students have a variety of elective offerings, with an emphasis on VAPA: Art, Beginning Band,

2023-24 School Description and Mission Statement

Honor Band, Mariachi, Music, Beginning Dance, Folklorico, Advanced Dance, Graphic Design, Multi-Media, Drama, Film and Media Studies, Robotics, Spanish, and Coding. Our AVID elective expanded into sixth grade last year, realizing our goal of offering AVID at all grade levels. For the 23-24 school year, we implemented AVID Excel to support our Long-Term English Learners (LTELs) to open the school. For second semester, we will be implementing a Paxton-Patterson Lab to provide an elective class allowing students hands-on experience with career-focused content.

As a school looking at the whole child, we have implemented Second Step Social-Emotional Learning Program and Positive Behavior Interventions and Supports (PBIS). Our full time Mental Health Counselor and two full time School Counselors provide additional supports both within and beyond academics. Our staff is focusing on AVID strategies to increase equity and access to learning for all students.

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	170
Grade 7	169
Grade 8	160
Total Enrollment	499

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7%
Male	53.3%
American Indian or Alaska Native	0.2%
Asian	1.6%
Filipino	0.4%
Hispanic or Latino	96.2%
White	1.6%
English Learners	16.4%
Foster Youth	0.8%
Homeless	1%
Socioeconomically Disadvantaged	89.6%
Students with Disabilities	16.2%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.80	82.07	290.90	84.51	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	0.56	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.60	8.97	20.30	5.92	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	2.76	11.90	3.48	12115.80	4.41
Unknown	1.80	6.21	19.00	5.52	18854.30	6.86
Total Teaching Positions	29.00	100.00	344.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.60	84.83	288.60	83.37	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.80	1.11	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.60	12.41	37.80	10.93	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	5.80	1.69	11953.10	4.28
Unknown	0.80	2.76	10.00	2.89	15831.90	5.67
Total Teaching Positions	29.00	100.00	346.20	100.00	279044.80	100.00

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	2.60	3.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.60	3.60

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

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.80	0.00
Total Out-of-Field Teachers	0.80	0.00

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11	12.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

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

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

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, 2023

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	Amplify for all grades - 2022	Yes	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 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	Yes	0%

School Facility Conditions and Planned Improvements

North Park Academy of the Arts was built in 1956. The site consists of 39 classrooms, a cafeteria, 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 Music Building and a state of the art Science lab. Our PE locker rooms reopened in August, 2022 after undergoing renovation for improved student access and utilization.

Year and month of the most recent FIT report	2/07/2023

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	Daisy chained extension cords; outlet cover broken, request for work needed is on file.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Student restrooms have a warped door, epoxy floor damage, damaged walls, interior needs to be repainted, request for work needed is on file.
Safety: Fire Safety, Hazardous Materials			X	Fire alarm strobe light covered; pull station obstructed - these have been rectified.
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).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	32	26	39	38	47	46
Mathematics (grades 3-8 and 11)	20	16	22	24	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	505	503	99.60	0.40	26.44
Female	236	234	99.15	0.85	32.05
Male	269	269	100.00	0.00	21.56
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	484	482	99.59	0.41	25.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	80	80	100.00	0.00	2.50
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	457	456	99.78	0.22	25.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	80	79	98.75	1.25	6.33

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	506	503	99.41	0.59	15.90
Female	236	234	99.15	0.85	13.25
Male	270	269	99.63	0.37	18.22
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	485	482	99.38	0.62	15.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	80	80	100.00	0.00	2.50
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	458	456	99.56	0.44	14.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	80	79	98.75	1.25	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	20.53	13.07	18.80	21.14	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	163	161	98.77	1.23	13.66
Female	67	66	98.51	1.49	7.58
Male	96	95	98.96	1.04	17.89
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	159	157	98.74	1.26	13.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	23	23	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	149	147	98.66	1.34	12.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	31	96.88	3.12	6.45

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	96%	98%	98%	98%	98%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents have a very important place in our school community. The School Site Council (SSC) meets six times per year 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. We have an active Band Booster Club that dedicates itself to the North Park Band students. Parent Nights are offered monthly by the counseling, technology, and administration teams. These are offered in-person with live-streaming for families unable to attend. A SPSA goal includes offering opportunities for parents and students to engage with the campus community at least once per month.

North Park is proud to invite parents onto our campus for events throughout the year including band performances, dance performances, art galleries and project based learning showcases. We also offer honor roll assemblies, Lunch With Your Lancer where families can join their students during the school day for lunch, and activities designed to help our families be involved in both the academic and social aspects of their child's educational experience.

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	526	515	114	22.1
Female	247	243	47	19.3
Male	279	272	67	24.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	8	8	1	12.5
Black or African American	0	0	0	0.0
Filipino	3	3	0	0.0
Hispanic or Latino	505	494	111	22.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	9	9	2	22.2
English Learners	89	86	20	23.3
Foster Youth	5	5	0	0.0
Homeless	6	6	1	16.7
Socioeconomically Disadvantaged	481	471	100	21.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	90	86	23	26.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.33	8.17	10.27	0.04	3.45	5.18	0.20	3.17	3.60
Expulsions	0.00	0.18	0.19	0.00	0.09	0.10	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.27	0.19
Female	4.86	0
Male	15.05	0.36
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	10.1	0.2
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	11.24	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	10.19	0.21
Students Receiving Migrant Education Services	0	0
Students with Disabilities	11.11	0

2023-24 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. Students are invited to complete post-drill surveys to ensure their voices are heard as we continually reflect on and refine our safety plans. The school maintains emergency supplies for all students and staff in case of a crisis. Key elements of the plan include regular safety drills, crisis intervention plans, courses of action by the different readiness teams, emergency contact information, and evacuation routes and procedures. Staff meetings always contain a segment dedicated to safety training. The School Safety Plan is reviewed at least twice annually, during the Pre-Service Days in August (August 15, 2023) and after updates made in the Spring. The Comprehensive School Safety was approved by our School Site Council on September 14, 2022.

North Park utilizes PBIS to develop interventions designed to increase school connectedness and reduce incidents which may create safety concerns.

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

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

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	14	4	1
Mathematics	22	7	9	
Science	21	11	5	
Social Science	21	9	7	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	12	7	1
Mathematics	21	8	8	0
Science	24	3	11	0
Social Science	22	5	10	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	249.5

2022-23 Student Support Services Staff

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

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

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$2,061.02	$580.44	$1,480.58	$109,723.53
District	N/A	N/A	$9,547.84	$86,561
Percent Difference - School Site and District	N/A	N/A	-146.3	29.1
State	N/A	N/A	$7,607	$87,362
Percent Difference - School Site and State	N/A	N/A	-126.7	27.6

Fiscal Year 2022-23 Types of Services Funded

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

- Accelerated Classes
- Academic Counseling
- After School Tutoring
- After School School Connectedness Programs
- Art
- AVID (Advancement Via Individual Determination)
- Dance
- Enrichment Courses
- Interim Assessments
- Language Arts, Math, and Science Cohorts
- Mental Health Counselor
- Music
- Project Lead the Way (PLTW)
- Positive Behavioral Interventions and Supports (PBIS)
- Robotics
- Second Step SEL curriculum
- Small groups for academic and SEL needs
- ThinkTogether After School Program
- Technology

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$53,229	$54,190
Mid-Range Teacher Salary	$80,686	$85,111
Highest Teacher Salary	$108,130	$104,999
Average Principal Salary (Elementary)	$114,930	$132,492
Average Principal Salary (Middle)	$132,361	$140,987
Average Principal Salary (High)	$140,043	$153,884
Superintendent Salary	$223,600	$255,503
Percent of Budget for Teacher Salaries	30.86%	32.09%
Percent of Budget for Administrative Salaries	4.45%	5.25%

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 2023-2024 school year includes five non-instructional days for professional development The professional development days focused on technology platforms, mental health, and instructional strategies. Professional development is planned and implemented in a variety of settings, which include course-alike, department based, site based, and district-wide. Our school has an early release, where staff have an opportunity to collaborate weekly. This time is critical in building teacher and staff capacity with current and relevant pedagogy, curriculum, and data

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.

Through PD and collaboration, the analysis of data leads to the identification of professional learning priorities. This includes whole group instruction, small group differentiated instruction, and designated English language development for 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 is 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.

ELA, math, science, and social studies/history teachers meet monthly in district wide cohorts for data analysis, collaboration, and alignment. TOSAs in these content areas are available to provide departmental, individual, and push-in support in addition to the monthly cohorts.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	12