North Park Academy of the Arts
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	North Park Academy of the Arts
Street	4450 Durfee Ave.
City, State, Zip	Pico Rivera
Phone Number	(562) 801-7570
Principal	Keri Kimes, Ed.D
Email Address	kkimes@erusd.org
School Website	npaa.erusd.org
Grade Span	6-8
County-District-School (CDS) Code	19-64527-6061287

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Principal's Message

Our goal is to introduce students to areas of Visual and Performing Arts (VAPA) 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, Coding, Digital Music, Honor Band, Mariachi, Music, Beginning Dance, Advanced Dance, Robotics, and Spanish. We offer the AVID elective at all grade levels and are in our second year of implementation of AVID Excel to support

2024-25 School Description and Mission Statement

our Long-Term English Learners (LTELs). For the 24-25 school year, we are also offering a hands-on Paxton-Patterson Career Exploration lab-based class open to our 8th grade students, with many of the modules leading into CTE pathways at the high school.

As a school looking at the whole child, we have implemented the 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.

El Rancho Unified School District: Mission Statement - We Create Opportunities for Growth and Success

El Rancho Unified School District: Vision Statement - Inspiring Learners to Thrive in an Ever-Changing World

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	185
Grade 7	179
Grade 8	167
Total Enrollment	531

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	52.2
Non-Binary	0
American Indian or Alaska Native	0.2
Asian	1.3
Filipino	1.1
Hispanic or Latino	96
Two or More Races	0.2
White	1.1
English Learners	17.3
Foster Youth	0.4
Homeless	1.9
Socioeconomically Disadvantaged	89.1
Students with Disabilities	13.9

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	19.00	70.58	251.70	79.48	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	1.80	0.58	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.70	13.86	35.70	11.27	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	3.71	7.70	2.46	11746.90	4.23
Unknown/Incomplete/NA	3.20	11.86	19.60	6.19	14303.80	5.15
Total Teaching Positions	26.90	100.00	316.70	100.00	277698.00	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	2.60	3.60	3.7
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	2.60	3.60	3.7

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.80	0.00	1
Total Out-of-Field Teachers	0.80	0.00	1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.00	12.3	11.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 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. Recommendations 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 recommendations. 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 classroom and to take home.

Year and month in which the data were collected	December, 2024

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% |

Note: Cells with N/A values do not require data.

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	November, 2024

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	Floor tile needs replacement water damaged by doors, double pane window door needs replacement broken and removed. Work orders have been created to have the items fixed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Remove floor lamp, string of lights and daisy chained extension cords. outlet cover broken. Work order requests have been ordered.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Light fixtures dirty, restrooms dirty, toilet, sinks, urinals, graffiti on walls. Work orders have been prepared to fix the concerns.
Safety: Fire Safety, Hazardous Materials			X	Hanging objects from ceiling need to be removed, broken outlets covers and missing outlet plate and missing covers for old phone jacks. Work orders have been made to address the concerns.
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	26	28	38	38	46	47
Mathematics (grades 3-8 and 11)	16	16	24	26	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	529	519	98.11	1.89	27.55
Female	242	240	99.17	0.83	31.67
Male	287	279	97.21	2.79	24.01
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	507	499	98.42	1.58	26.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	80	74	92.50	7.50	2.70
Foster Youth	--	--	--	--	--
Homeless	13	10	76.92	23.08	--
Military	32	31	96.88	3.12	19.35
Socioeconomically Disadvantaged	467	459	98.29	1.71	26.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	78	77	98.72	1.28	1.30

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	529	522	98.68	1.32	16.28
Female	242	242	100.00	0.00	13.22
Male	287	280	97.56	2.44	18.93
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	507	500	98.62	1.38	15.80
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	80	80	100.00	0.00	6.25
Foster Youth	--	--	--	--	--
Homeless	13	10	76.92	23.08	--
Military	32	31	96.88	3.12	22.58

Socioeconomically Disadvantaged	467	462	98.93	1.07	15.37
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	78	75	96.15	3.85	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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	13.07	17.47	21.14	21.93	30.29	30.73

2023-24 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	169	169	100.00	0.00	17.16
Female	80	80	100.00	0.00	17.50
Male	89	89	100.00	0.00	16.85
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	161	161	100.00	0.00	16.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	13	13	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	13	13	100.00	0.00	0.00
Socioeconomically Disadvantaged	151	151	100.00	0.00	15.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	0.00

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.

2023-24 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 requires only participation results 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	96.4%	97%	98.8%	97%	98.8%

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.

2024-25 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) each meet six times per year to advise and make decisions that affect our school's programs. These meetings are open for all stakeholders to 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 Academy of the Arts Band students. The Band Booster organization supports our music program through fundraising, potlucks to build community, attendance at multiple parades, and through ongoing participation in school-wide events. 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. The School Plan for Student Achievement (SPSA) goals include offering opportunities for parents and students to engage with the campus community at least once per month.

North Park Academy of the Arts is proud to invite parents onto our campus for events throughout the school year including band performances, dance performances, and demonstrations of student work. 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. Based on community input on the parent needs assessment, we plan to include additional events such as a Lotería night and/or paint night to engage our community in a more informal setting.

The 2024-2025 school year is our first year with a School-Community Liaison. This position focuses on strengthening the relationships between home and school and has taken the lead on English Language Advisory Council (ELAC) and a family needs/interest assessment. This will inform our offerings for families throughout the year. We kicked off the school year with a 6th grade Lunch With Your Lancer to welcome our new families and had our first ever Welcome Back Night for all families to get to know the school and available resources. This event included food trucks, games for students of all ages, music, and the opportunity to visit partnership booths for parents to ask questions regarding supporting their student(s).

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	557	552	111	20.1
Female	260	258	48	18.6
Male	297	294	63	21.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	533	528	105	19.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	101	101	25	24.8
Foster Youth	--	--	--	--
Homeless	13	13	7	53.8
Socioeconomically Disadvantaged	493	489	99	20.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	84	84	29	34.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	State Priority: School Climate

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 data.

| | Suspensions | | | | | | | | |
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
8.17	10.27	10.23	3.45	5.18	5.55	3.17	3.6	3.28

This table displays expulsions data.

| | Expulsions | | | | | | | | |
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.18	0.19	0	0.09	0.1	0.08	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.23	0.00
Female	6.15	0.00
Male	13.80	0.00
Non-Binary	0.00	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	10.32	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	10.89	0.00
Foster Youth	0.00	0.00
Homeless	15.38	0.00
Socioeconomically Disadvantaged	10.95	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	17.86	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

North Park Academy of the Arts 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 on campus. 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

2024-25 School Safety Plan

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 on campus. 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 Comprehensive School Safety Plan (CSSP) is reviewed at least twice annually, during the Pre-Service Days in August (August 13, 2024) and after updates are made in the Spring. The Comprehensive School Safety Plan (CSSP) was approved by our School Site Council (SSC) on February 20, 2024. Our Incident Command Lead Staff meet with administration in the Fall to insure their familiarity with their roles in the event of an emergency and all have radios in their classrooms to use for emergency communication.

North Park Academy of the Arts utilizes Project Based Intervention Support (PBIS), Second Step Social-Emotional Learning Curriculum, and Olweus Anti-Bullying Programs to develop interventions designed to increase school connectedness and reduce incidents which may create safety concerns on campus.

North Park Academy of the Arts is a secured campus. All visitors must enter and exit via the front school office using. 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 all of our students. All visitors to campus must show a picture ID and register through the Raptor system located in the front office.

It is our goal to ensure North Park Academy of the Arts is a safe and conducive environment for learning for all students

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	
Science	24	3	11	
Social Science	22	5	10	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	20	9	7	3
Mathematics	23	5	8	2
Science	25	4	6	4
Social Science	25	4	7	3

2023-24 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	531

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$94,324
Percent Difference - School Site and District	N/A	N/A	-146.3	15.1
State	N/A	N/A	$10,771	$94,694
Percent Difference - School Site and State	N/A	N/A	-151.7	14.7

Fiscal Year 2023-24 Types of Services Funded

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

At North Park Academy of the Arts, our mission to support student success and it is driven by strategic use of General Funds and Title I resources, allowing us to offer a diverse range of programs that enhance academics, school connectedness, and social-emotional wellbeing. These resources enable us to implement initiatives that meet the needs of all students, ensuring equitable access to education and enrichment opportunities.

Academics
To foster academic excellence, North Park Academy of the Arts provides accelerated classes in English Language Arts and Math for 7th and 8th graders, offering students a chance to challenge themselves and excel. Academic counseling and after-school tutoring are available to ensure individualized support for academic growth. Through the Advancement Via Individual Determination (AVID) program and the integration of AVID tutors, we prepare students for college readiness and success. Our English Language Development students are leveled by language ability level, with our Long-Term English Learners (LTELs) participating in AVID Excel to support both their ongoing language and literacy development with a goal of reclassification. Co-taught electives are designed to promote inclusion for students with IEPs, ensuring that every student thrives in the classroom. Tools like interim assessments, Language Arts, Math, and Science cohorts, as well as innovative technology platforms such as Desmos, Quizzes, Kahoot!, and Magic Bus support data-driven instruction. We also take pride in our robust music program and the Successful Educational Achievement (SEA) program through our partnership with the Emily Shane Foundation, which provide students with creative outlets and interdisciplinary learning opportunities.

School Connectedness
Creating a sense of belonging and community is essential to our students' overall success. North Park Academy of the Arts hosts after-school connectedness programs, including movie nights and parent welcome events, to foster meaningful connections among students, families, and staff. In-school assemblies celebrate student achievements through honor roll recognition and award ceremonies, while ASB activities such as spirit weeks, fun Fridays, karaoke nights, and festivals enrich the school culture. Extracurricular opportunities abound, with dance and music performances, Needlepoint Club, Robotics, Running Club, Newspaper, and Yearbook programs ensuring that every student can find their niche on campus. The ThinkTogether After School Program provides additional academic and enrichment activities, ensuring students remain engaged beyond the regular school day.

In addition to our student-centered programs, North Park Academy of the Arts is committed to fostering strong partnerships with families through parent information nights. These events cover a variety of topics, including school safety, technology use, bullying prevention, transitioning to middle school, 8th-grade information, CAASPP assessments, and math strategies. We also tailor sessions to address areas of interest identified through parent surveys, ensuring that our families feel informed and engaged. These events are hosted by our administrative and counseling teams, with support from teachers and district staff, these events provide valuable insights and resources to empower parents as active participants in their child's educational journey.

Social-Emotional Wellbeing and Mental Health

Fiscal Year 2023-24 Types of Services Funded

Recognizing the importance of mental health and emotional resilience, North Park Academy of the Arts implements a comprehensive range of supports. Counselors push-in to classrooms and deliver lessons address students' social-emotional needs, while the Second Step SEL curriculum teaches essential skills for managing emotions and building positive relationships. The Promise Program and small groups focusing on academic and SEL needs provide targeted interventions for students requiring additional assistance. Positive Behavioral Interventions and Supports (PBIS) guide our school culture, promoting a positive and inclusive learning environment for all.

Through the careful allocation of resources, North Park Academy of the Arts ensures that every student has the tools and opportunities needed to succeed academically, socially, and emotionally.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$58,153	$58,855
Mid-Range Teacher Salary	$88,149	$92,519
Highest Teacher Salary	$118,132	$114,665
Average Principal Salary (Elementary)	$150,110	$142,791
Average Principal Salary (Middle)	$152,039	$151,078
Average Principal Salary (High)	$163,405	$167,094
Superintendent Salary	$240,000	$281,086
Percent of Budget for Teacher Salaries	28.98	30.99
Percent of Budget for Administrative Salaries	4.44	5.37

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 2024-2025 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

Professional Development

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. Teachers on Special Assignment (TOSA)s 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	40	40	40