

# College Park Elementary School

## 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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	College Park Elementary School
<b>Street</b>	2380 Notre Dame Road
<b>City, State, Zip</b>	Costa Mesa, CA 92626
<b>Phone Number</b>	(714) 424-7960
<b>Principal</b>	Alice Formanek
<b>Email Address</b>	aformanek@nmusd.us
<b>School Website</b>	<a href="https://collegepark.nmusd.us/">https://collegepark.nmusd.us/</a>
<b>Grade Span</b>	P-6
<b>County-District-School (CDS) Code</b>	30-66597-6029300

### 2024-25 District Contact Information

<b>District Name</b>	Newport-Mesa Unified School District
<b>Phone Number</b>	(714) 424-5033
<b>Superintendent</b>	Dr. Wesley Smith
<b>Email Address</b>	superintendent@nmusd.us
<b>District Website</b>	www.nmusd.us

### 2024-25 School Description and Mission Statement

At College Park, we work diligently to create a safe and challenging learning environment with rigorous academic activities to allow each child the opportunity to reach his or her full potential. A special emphasis is placed on creating stimulating learning experiences that promote and encourage the acquisition of basic literacy and mathematics skills in tandem with critical thinking and problem-solving skills.

All staff members have the expectation that every College Park student become a lifelong reader. We are a collaborative professional learning community. We determine essential academic skills, academic behaviors, and social behaviors. We have

## 2024-25 School Description and Mission Statement

dedicated time wherein additional support teachers join the grade level teams to provide extra support in small groups or push-in to the classrooms. This support is targeted and systematic by the child and by the standard. Our Accelerated Reader program encourages students to read at school and at home with their families every day. Our 12,000 volume school library and classroom libraries, full of fiction and non-fiction books at various reading levels, support our goal of every student reading every day.

College Park is the home of the district's Mandarin Immersion program. In this alternative program, students receive a portion of the day's instruction in Mandarin, and a portion in English. When our students promote from the K-6 Mandarin Immersion academy they enroll at Costa Mesa Middle School to continue their Mandarin instruction. This will enable students to become bilingual and bi-literate in Mandarin Chinese and be part of the K-12 Mandarin Academy that continues at Costa Mesa Middle and High School. Students who continue in this path will receive the distinguished Seal of Bi-literacy upon graduating from high school.

Students in grades K-6 have access to Chromebooks which they use daily for instruction and research.

As part of our emphasis in fitness and wellness, students participate in Running Club each week.

College Park parents are encouraged to be involved in the education of their children. Our parent community is active and supports our school through PTA, helping in the classroom, assisting with special events, chaperoning field trips, and generally providing much needed behind-the-scenes help that keeps our school running smoothly. College Park Elementary School is an outstanding school for students to learn and grow.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	80
Grade 1	46
Grade 2	90
Grade 3	52
Grade 4	70
Grade 5	58
Grade 6	75
<b>Total Enrollment</b>	<b>471</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
Asian	0.8
Black or African American	0.8
Filipino	0.2
Hispanic or Latino	80.5
Native Hawaiian or Pacific Islander	0.6
Two or More Races	3.4
White	12.1
English Learners	28.9
Foster Youth	0.6
Homeless	9.8
Migrant	0.4
Socioeconomically Disadvantaged	81.3
Students with Disabilities	14.6

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.00	96.01	861.90	93.55	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	7.80	0.85	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	6.60	0.73	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	1.00	3.99	44.90	4.88	18854.30	6.86
<b>Total Teaching Positions</b>	25.00	100.00	921.40	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	26.10	99.24	869.90	93.80	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.90	0.10	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.80	0.31	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	3.80	0.42	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.20	0.76	49.80	5.37	15831.90	5.67
<b>Total Teaching Positions</b>	26.30	100.00	927.40	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	27.70	100.00	881.50	93.37	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.70	0.08	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	6.40	0.68	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	12.40	1.32	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	43.00	4.56	14303.80	5.15
<b>Total Teaching Positions</b>	27.70	100.00	944.20	100.00	277698	100

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
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	0.00	0

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

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

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	4.9	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 Newport-Mesa Unified School District follows the state's curriculum cycle to adopt/approve updated, high quality textbooks/instructional materials. Students are provided with an adequate supply of Board-approved textbooks/instructional materials for all subject areas. The reading/language arts and mathematics curricula are aligned with district and state content standards. Teachers also select supplementary instructional materials to meet the specific needs of their students. History/Social Science and Science curriculum instruction are aligned with district and state content standards. Individual schools support instruction by providing technology and a library/media center. Internet access is available in the library/media center and in all classrooms. Teachers and administrators have been trained to use technology and the internet as an instructional tool in the classroom. Each school continues to develop a way of integrating technology into curriculum and instruction.

**Year and month in which the data were collected** 10/15/2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK: McGraw-Hill: Big Books & My Word Book, 2022  Grades K-6: McGraw-Hill: California Wonders, 2017 Grade K - Reading/Writing Workshop Texts (11 Units) Grade 1 - Reading/Writing Workshop Texts and Literature Anthology texts (4 Volumes) Grades 2-6 - Reading/Writing Workshop text and Literature Anthology text	Yes	0%
<b>Mathematics</b>	TK: The Math Learning Center: Bridges in Mathematics, 2017 TK student materials include manipulatives, number mats, and story collections.  Grades K-5 - Imagine Learning: Illustrative Math, 2024  Grade 6: McGraw-Hill: Illustrative Mathematics, Course 1, 2018	Yes	0%
<b>Science</b>	TK: McGraw-Hill: World of Wonders Literacy and Language Flip Chart, 2017  Grades K-6: Savvas Learning: Elevate Science, 2024	Yes	0%

	*Science Specialists supplement this curriculum with the hands-on, inquiry-based science kits.		
<b>History-Social Science</b>	TK: McGraw-Hill: World of Wonders Literacy and Language Flip Chart, 2017  Grades K-5: Studies Weekly: Social Science Consumables, 2023  Grade 6: McGraw-Hill: Impact California: World History and Geography, Ancient Civilizations, 2019	Yes	0%

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

## School Facility Conditions and Planned Improvements

COLLEGE PARK - 27,840 Classroom Sq. Ft.

This school was built in 1958. There are 19 permanent classrooms, a multi-purpose room and an administration building. The school was modernized in 2004. 10 portable classrooms were constructed between 1984 and 1999 and modernized in 2005.

285 work orders were completed for College Park in the 2023-2024 fiscal year. This site was last inspected on 06/20/24.

<b>Year and month of the most recent FIT report</b>	06/20/24
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	40	36	58	59	46	47
<b>Mathematics</b> (grades 3-8 and 11)	33	27	47	48	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	256	250	97.66	2.34	35.60
Female	113	110	97.35	2.65	38.18
Male	143	140	97.90	2.10	33.57
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	217	211	97.24	2.76	33.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	63.64
White	24	24	100.00	0.00	45.83
English Learners	71	65	91.55	8.45	10.77
Foster Youth	0	0	0	0	0
Homeless	29	26	89.66	10.34	34.62
Military	13	13	100.00	0.00	46.15
Socioeconomically Disadvantaged	216	210	97.22	2.78	29.05
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	47	47	100.00	0.00	6.38

## 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
<b>All Students</b>	256	256	100.00	0.00	27.34
<b>Female</b>	113	113	100.00	0.00	28.32
<b>Male</b>	143	143	100.00	0.00	26.57
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	217	217	100.00	0.00	23.04
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	11	11	100.00	0.00	54.55
<b>White</b>	24	24	100.00	0.00	50.00
<b>English Learners</b>	71	71	100.00	0.00	8.45
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	29	29	100.00	0.00	20.69
<b>Military</b>	13	13	100.00	0.00	30.77
<b>Socioeconomically Disadvantaged</b>	216	216	100.00	0.00	21.30
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	47	47	100.00	0.00	2.13

## 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
<b>Science</b> (grades 5, 8 and high school)	25.00	15.52	36.27	36.63	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
<b>All Students</b>	58	58	100.00	0.00	15.52
<b>Female</b>	23	23	100.00	0.00	13.04
<b>Male</b>	35	35	100.00	0.00	17.14
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	51	51	100.00	0.00	11.76
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	20	20	100.00	0.00	5.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	48	48	100.00	0.00	8.33
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	13	100.00	0.00	7.69

## 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 5	98	98	98	97	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.

#### 2024-25 Opportunities for Parental Involvement

Parent participation in school activities sends a strong message to children and their families that their education is important. Parent volunteers are invaluable and make a real difference in the lives of students.

There are three main areas for parental involvement at College Park which include PTA, English Learner Advisory Committee (ELAC), and School Site Council (SSC). The College Park PTA hosts family events to build community that bring families together to partner in their child's education. Our ELAC and SSC help us make important decisions about our educational programming, school safety, and school climate. Parents are welcome and encouraged to volunteer their time in classrooms and the library. Parents also volunteer during Thursday Running Club. Finally, we welcome parents to come learn more about the textbooks and resources we use with our English Language Arts/English Language Development and Math programs. Details about all parent events will be shared with our parent community via ParentSquare and our school's website.

For more information about opportunities to become involved in the school, please contact the Administrative Assistant, Frances Garcia at (714) 424-7960.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	503	496	111	22.4
Female	247	245	62	25.3
Male	256	251	49	19.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	403	398	86	21.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	16	16	2	12.5
White	62	61	16	26.2
English Learners	153	148	26	17.6
Foster Youth	--	--	--	--
Homeless	58	57	21	36.8
Socioeconomically Disadvantaged	412	406	93	22.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	87	86	25	29.1

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

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
2.08	1.39	1.39	2.87	3.36	2.59	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	0	0	0.04	0.05	0.02	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.39	0.00
Female	0.00	0.00
Male	2.73	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	1.49	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.25	0.00
White	0.00	0.00
English Learners	0.65	0.00
Foster Youth	0.00	0.00
Homeless	1.72	0.00
Socioeconomically Disadvantaged	1.46	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.15	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

State education code requires schools to review and update the Comprehensive School Safety Plan (as needed) at least once each year. These plans must be submitted to the local Board of Education for adoption by March 1st. In Newport-Mesa Unified School District, plans are reviewed with staff at the beginning of the school year, evaluated and revised December through

## 2024-25 School Safety Plan

January, then submitted to the Board of Education in February. By following this cycle, schools open each August with a fully approved Comprehensive School Safety Plan in place for fall-winter and allows for training and adjustments through mid-year.

Creating and maintaining a safe and orderly environment is essential for learning. We maintain a comprehensive school safety plan and have emergency preparedness coordinators to train and instruct our staff. Our safety plan addresses disaster preparedness, school rules, routines and procedures, and College Park's physical and social environment. Our school safety team meets to address safety issues for students and employees. College Park participates in school-wide fire drills every month as well as secure, lockdown, and earthquake drills throughout the year.

The 2024-2025 School Safety Plan was approved by the School Site Council on January 17, 2024 and approved by the Local Board of Education on February 13, 2024. The plan was last updated and reviewed with faculty on August 14, 2024.

## D. Other SARC Information Information Required in the SARC

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

## 2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	5	7	
1	9	8	1	
2	11	5	2	
3	17	4	8	
4	24	4	8	
5	22	4	8	
6	22	4	8	

## 2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	12		
1	22	4	8	
2	19	9		
3	24		12	
4	19	12		
5	24	4	8	
6	22	4	8	

## 2023-24 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	4	5	
1	15	9		
2	22	4	11	
3	17	12		
4	23	4	8	
5	19	4	8	
6	25	4	8	
Other	3	1		

## 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	471

## 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)	.875
Psychologist	0.6
Social Worker	.14
Nurse	.4
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	6

## 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	\$13,459	\$3,960	\$9,499	\$92,426
District	N/A	N/A	\$10,483	\$109,509
Percent Difference - School Site and District	N/A	N/A	-4.6	-16.9
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-12.6	-5.6

## Fiscal Year 2023-24 Types of Services Funded

The types of programs and services available at the school that support and assist students include:

- Mandarin Immersion program
- After school enrichment programs - Project Kids Connect
- Intervention and remediation in small group and whole group settings via Fulltime Support Teachers
- Brainstorm STEM enrichment for TK - 6 grade students
- Recess Art
- Meet the Masters Art Lessons
- Parent education and family nights
- Student/Family Primary Language Support
- Supplemental instructional materials in core content areas
- Translation for Home-School Communication

## 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
<b>Beginning Teacher Salary</b>	\$59,754	\$59,551
<b>Mid-Range Teacher Salary</b>	\$102,690	\$93,855
<b>Highest Teacher Salary</b>	\$143,242	\$120,219
<b>Average Principal Salary (Elementary)</b>	\$164,114	\$151,525
<b>Average Principal Salary (Middle)</b>	\$177,460	\$158,215
<b>Average Principal Salary (High)</b>	\$192,390	\$171,087
<b>Superintendent Salary</b>	\$376,300	\$300,043
<b>Percent of Budget for Teacher Salaries</b>	26.98	31
<b>Percent of Budget for Administrative Salaries</b>	5.07	4.91

## Professional Development

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4