

D. Russell Parks Junior High
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School
Year
California Department of Education

Address: 1710 Rosecrans Avenue
Fullerton, CA , 92833-
1912

Principal: Laura Makely

Phone: (714) 447-7785

Grade 7-8
Span:

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 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.

About This School

Laura Makely

📍 Principal, D. Russell Parks Junior High

About Our School



A diverse community of educational partners supports our junior high school of 788 students. D. Russell Parks Junior High School serves 7th and 8th grade students who thrive within a community of caring teachers, support staff, and parents. Surrounding small business owners, community members, administrators, parents, teachers, and students work together to ensure a rigorous and balanced teaching and learning experience. Parks's 3 administrators, 36 teachers, and 20 classified staff members work collaboratively with the extended community to serve our students. Several extended community members and teachers seek to send their children to our school on intra- and inter-district transfers, and Parks gladly accommodates as many families as possible. The Panther Family is one big, inclusive family and embraces a vision of #parksbest2years!

Parks's staff prioritizes learning over teaching with the Fullerton School District's **1:1 Visible Innovation Program**. The 1:1 VIP allows for a complete personalization of student learning. Learning is personalized with a blended educational technology model in a caring environment where mutual respect is practiced and valued. With the 1:1 VIP, we strive to give each and every child access to critical thinking skills that will allow students to effectively communicate, collaborate, investigate, solve problems, and achieve their full academic and creative potential.

The 1:1 VIP program works because of Parks's PBIS pillars: **Respectful, Responsible, and Purposeful**. These pillars empower Parks's students to flourish with multidimensional teaching and learning modalities. The strength in our pillars alongside the 1:1 VIP program encourages increased content knowledge, literacy skills, and success in student-led projects. It is not uncommon to walk around our campus and see a number of students tucked away in pockets of nature, atop hills, or on the theatron steps using a variety

of iPad applications to record a video, audio, or other multimedia presentation.

Parks's students have agency to access a digital curriculum that wraps around 21st century concepts highlighted by personalized learning. Students use digital assessment tools, multimedia collaboration platforms, and multi-dimensional learning modalities for gaining content knowledge and literacy skills necessary for college and career readiness. Students participate in our PATHFinder curriculum as agents of change ready to impact the world.

Throughout the years, Parks has earned several accolades including the following: California Distinguished School 2021, National School to Watch 2022, California Business for Education Excellence Scholar School 2009-2013, Common Sense Media Digital Citizenship Certified School 2015 - 2020, an API State Ranking of 10, and a Similar Schools Ranking of 9. One of Parks's teachers earned "Top 25 in Orange County," as well. Celebrating success gives Parks the power to continue in our great work, exceed expectations in optimism and hope, and achieve student success with our passion-powered 1:1 VIP program!

Contact

D. Russell Parks Junior High
1710 Rosecrans Avenue
Fullerton, CA 92833-1912

Phone: [\(714\) 447-7785](tel:7144477785)

Email: laura_makely@myfsd.org

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Fullerton Elementary
Phone Number	714-447-7400
Superintendent	Pletka, Bob
Email Address	bob_pletka@myfsd.org
Website	www.fullertonsd.org/parks

School Contact Information (School Year 2022–23)

School Name	D. Russell Parks Junior High
Street	1710 Rosecrans Avenue
City, State, Zip	Fullerton, CA , 92833-1912
Phone Number	(714) 447-7785
Principal	Laura Makely
Email Address	laura_makely@myfsd.org
Website	www.fullertonsd.org/parks
County-District-School (CDS) Code	30665066085286

Last updated: 1/21/23

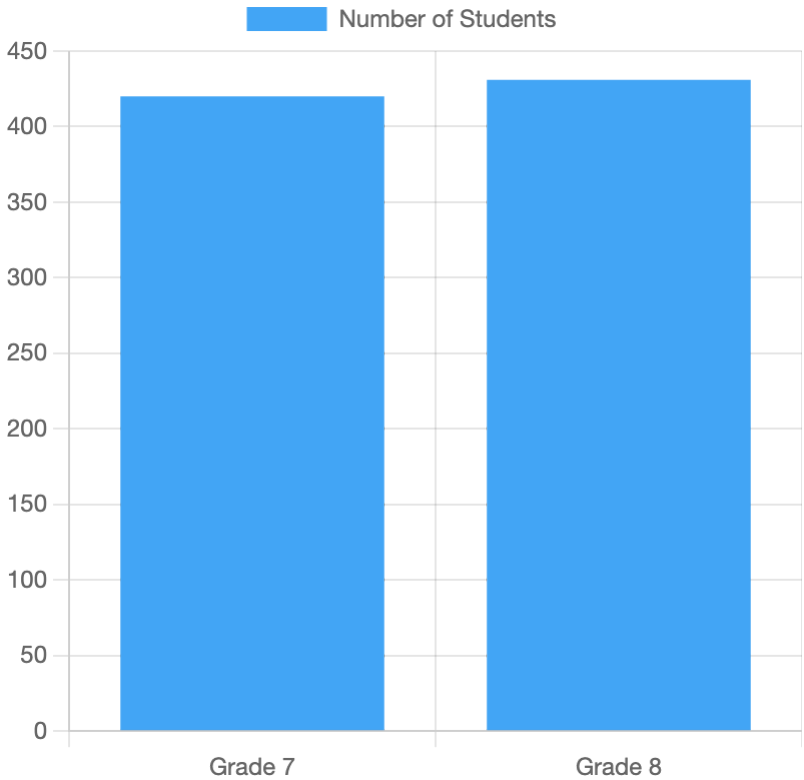
School Description and Mission Statement (School Year 2022–23)

The mission of D. Russell Parks Junior High School is to give students an awareness of personal responsibility and accountability while providing for their optimum intellectual, social, physical, and emotional growth.

Last updated: 1/31/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Grade 7	420
Grade 8	431
Total Enrollment	851



Last updated: 1/21/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	48.90%
Male	51.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.10%

Student Group (Other)	Percent of Total Enrollment
English Learners	11.40%
Foster Youth	0.00%
Homeless	0.50%
Migrant	0.00%

Student Group	Percent of Total Enrollment
Asian	36.80%
Black or African American	0.60%
Filipino	3.30%
Hispanic or Latino	41.00%
Native Hawaiian or Pacific Islander	0.10%
Two or More Races	6.20%
White	11.90%

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	49.00%
Students with Disabilities	8.00%

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

Teacher Preparation and Placement (School Year 2019–20)

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)	36.50	88.61%	464.40	92.23%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.00	0.20%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	2.10	0.42%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	2.40	0.49%	12115.80	4.41%
Unknown/Incomplete/NA	4.70	11.39%	33.40	6.65%	18854.30	6.86%
Total Teaching Positions	41.20	100.00%	503.60	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.

Last updated: 1/26/23

Teacher Preparation and Placement (School Year 2020–21)

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)	34.60	89.73%	444.20	89.46%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	2.10	0.43%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.03%	0.80	0.16%	11953.10	4.28%
Unknown/Incomplete/NA	3.90	10.25%	49.30	9.94%	15831.90	5.67%
Total Teaching Positions	38.60	100.00%	496.60	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.

Last updated: 1/26/23

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

Authorization/Assignment	2019– 20 Number	2020– 21 Number
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Last updated: 1/11/23

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

Indicator	2019– 20 Number	2020– 21 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Last updated: 1/11/23

Class Assignments

Indicator	2019– 20 Percent	2020– 21 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%
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%

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> McGraw-Hill K-8 	Yes	0
Mathematics	<ul style="list-style-type: none"> Houghton Mifflin Go Math K-8 McGraw Hill Geometry 8 	Yes	0
Science	<ul style="list-style-type: none"> Amplify 7-8 	Yes	0
History-Social Science	<ul style="list-style-type: none"> McGraw-Hill Impact/Impacto 7-8 (year adopted: 2019) 	Yes	0
Foreign Language	<ul style="list-style-type: none"> Asi se Dice! 7-8 Vista Higher Learning French 7-8 	Yes	0
Health	<ul style="list-style-type: none"> Dairy Council of California (grade appropriate materials) Too Good for Drugs (grades 4-6) Holt McDougal Decisions for Health 7 (2005) Teen Talk 7 	Yes	0
Visual and Performing Arts	<ul style="list-style-type: none"> "All the Arts for all the Kids" 	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	lessons/curriculum in visual art, music, dance, and theater <ul style="list-style-type: none"> • Instrumental music (grades 5-6) • Band and string instruments and musical scores (grades 7-8) 		
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/27/23

School Facility Conditions and Planned Improvements

The District takes great efforts to ensure that all schools are clean, safe, and functional. Listed below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Acacia Elementary School has 21 classrooms, a library media center, a computer lab and a multi-purpose room. The main campus was built in 1957. Additions were constructed in 1960 and 1965. Two portable classrooms were added in 1988 and two more were added in 1997 and another in 2013. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District has established cleaning standards for all schools in the district. A summary of these standards is available at the district maintenance office. The Maintenance and Operations staff works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air

conditioning, electrical systems, interior and exterior painting, and floor systems. During 2021-22, the District spent \$0 on Deferred Maintenance. For the 2022-23 school year, the District budgeted \$5 for Deferred Maintenance expenditures.

Last updated: 1/31/23

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Attic access panel is loose in staff lounge
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	Replace light diffuser in room 203
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Replace faucet in Culinary
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2023

Overall Rating	Good
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Last updated: 1/26/23

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-
administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020– 21	School 2021– 22	District 2020– 21	District 2021– 22	State 2020– 21	State 2021– 22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	74%	N/A	57%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	56%	N/A	48%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: 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.

Note: 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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/22/23

**CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	852	837	98.24%	1.76%	74.43%
Female	414	402	97.10%	2.90%	78.11%
Male	438	435	99.32%	0.68%	71.03%
American Indian or Alaska Native	--	--	--	--	--
Asian	315	314	99.68%	0.32%	91.40%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
Filipino	27	27	100.00%	0.00%	88.89%
Hispanic or Latino	350	344	98.29%	1.71%	56.10%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	53	51	96.23%	3.77%	70.59%
White	100	94	94.00%	6.00%	84.04%
English Learners	99	99	100.00%	0.00%	41.41%
Foster Youth	0	0	0%	0%	0%
Homeless				--	
Military	--	--	--	--	--
Socioeconomically Disadvantaged	418	414	99.04%	0.96%	59.90%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	74	70	94.59%	5.41%	21.43%

Note: 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.

Note: 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.

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.

Last updated: 1/21/23

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	852	839	98.47%	1.53%	56.26%
Female	414	403	97.34%	2.66%	55.09%
Male	438	436	99.54%	0.46%	57.34%
American Indian or Alaska Native	--	--	--	--	--
Asian	315	314	99.68%	0.32%	82.17%
Black or African American	--	--	--	--	--
Filipino	27	27	100.00%	0.00%	74.07%
Hispanic or Latino	350	345	98.57%	1.43%	31.30%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	53	51	96.23%	3.77%	52.94%
White	100	95	95.00%	5.00%	61.05%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	99	99	100.00%	0.00%	15.15%
Foster Youth	0	0	0%	0%	0%
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	418	414	99.04%	0.96%	39.13%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	74	70	94.59%	5.41%	8.57%

Note: 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.

Note: 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.

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.

Last updated: 1/21/23

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020– 21	School 2021– 22	District 2020– 21	District 2021– 22	State 2020– 21	State 2021– 22
Science (grades 5, 8, and high school)	NT%	50.71%	NT%	40.13%	28.5%	29.47%

Note: 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 CAA divided by the total number of students who participated in both assessments.

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

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.

Last updated: 1/21/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	431	422	97.91%	2.09%	50.71%
Female	195	189	96.92%	3.08%	54.50%
Male	236	233	98.73%	1.27%	47.64%
American Indian or Alaska Native	--	--	--	--	--
Asian	153	152	99.35%	0.65%	65.13%
Black or African American	--	--	--	--	--
Filipino	13	13	100.00%	0.00%	61.54%
Hispanic or Latino	168	165	98.21%	1.79%	32.12%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	34	97.14%	2.86%	55.88%
White	58	54	93.10%	6.90%	64.81%
English Learners	43	43	100.00%	0.00%	4.65%
Foster Youth	0	0	0%	0%	0%
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	209	206	98.56%	1.44%	34.95%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with	44	41	93.18%	6.82%	12.20%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Disabilities					

Note: 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.

Last updated: 7/26/23

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

California Physical Fitness Test Results (School Year 2021–22)

Percentage of Students Participating in each of the five Fitness Components

Grade	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
5					
7	97%	98%	99%	98%	99%
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: 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.

Last updated: 1/21/23

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

Opportunities for Parental Involvement (School Year 2022–23)

Parks Junior High School has created several formal opportunities for parents to participate in the educational program. Parents are encouraged to be involved with the academic program in the following ways: School Site

Council, ELAC, DELAC, PTSA, and Core Community. Events such as 7th and 8th Grade Orientation, Back to School Night, Parent Nights, Parent Teacher Conferences, Parent Education Nights, and Coffee with the Principal provide opportunities for parents to learn about school events.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	870	864	97	11.2%
Female	426	423	51	12.1%
Male	444	441	46	10.4%
Non-Binary				
American Indian or Alaska Native	1	1	1	100.0%
Asian	318	317	2	0.6%
Black or African American	5	5	2	40.0%
Filipino	28	28	0	0.0%
Hispanic or Latino	360	357	67	18.8%
Native Hawaiian or Pacific Islander	1	1	0	0.0%
Two or More Races	54	53	11	20.8%
White	103	102	14	13.7%
English Learners	107	107	13	12.1%
Foster Youth	0	0	0	0.0%
Homeless	5	5	3	60.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	429	426	61	14.3%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	79	77	25	32.5%

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.

Last updated: 1/21/23

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 for School Year 2019–20 Only (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	3.24%	1.17%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions

Rate	School 2019– 20	School 2020– 21	School 2021– 22	District 2019– 20	District 2020– 21	District 2021– 22	State 2019– 20	State 2020– 21	State 2021– 22
Suspensions	3.24%	0.41%	2.07%	1.17%	0.07%	1.35%	2.45%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.05%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/21/23

Suspensions and Expulsions by Student Group (School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.07%	0.00%
Female	2.11%	0.00%
Male	2.03%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.94%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	3.89%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.97%	0.00%
English Learners	5.61%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	3.26%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	3.80%	0.00%

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

Last updated: 1/21/23

School Safety Plan (School Year 2022–23)

A comprehensive school safety plan was developed and approved prior to March 1, 2000 in compliance with Education Code Sections 33126, 35256, and 32286 as well as applicable District policies and regulations. Each year, prior to March 1, the school's safety plan is reviewed, updated and discussed with staff and School Site Council. Annually, the school's staff reports on the status of its safety plan with the school leadership team, PTA and School Site Council. Status reports and updates are reviewed at the beginning of each school year and again in December before the finished School Safety Plan is approved by the members of the School Site Council on March 1. The key elements of the plan include: a) providing a safe teaching and learning environment for all students and staff members, b) ensuring that all students are safe and secure while at school sponsored activities, c) making district programs and community resources available to students and parents, and d) creating a school where students, programs, and community members interact in an atmosphere of mutual respect that enhances the environment for learning. Each year the school submits along with the safety plan a detailed "action plan" which addresses the identified areas the staff and School Site Council has brought forward as critical areas of concern or how they should improve. A copy of the plan is available at all times in the school office and will provide a more detailed description of each element of the plan including specific actions, resources and time lines to be implemented by the school. Copies are also available at the District Office in the office of Child Welfare and Attendance.

Updated and reviewed with staff in August, 2022

Last updated: 1/21/23

D. Other SARC information

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	29.00	5	15	16
Mathematics	28.00	7	17	13
Science	31.00	4	13	18
Social Science	34.00		8	22

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	29.00	5	20	9
Mathematics	26.00	6	29	2
Science	30.00	1	20	12
Social Science	30.00		23	8

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	27.00	7	11	14
Mathematics	26.00	8	19	7
Science	29.00	5	12	14
Social Science	28.00	4	16	10

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/21/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	851

* 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.

Last updated: 1/27/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	1.00
Social Worker	0.00
Nurse	0.20

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.60
Resource Specialist (non-teaching)	3.50
Other	0.00

* 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.

Last updated: 1/27/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6172.00	\$39.00	\$6133.00	\$97174.31
District	N/A	N/A	\$5765.90	\$93395.00
Percent Difference – School Site and District	N/A	N/A	6.40%	-3.10%
State	N/A	N/A	\$6593.62	\$87271.00
Percent Difference – School Site and State	N/A	N/A	-7.00%	3.70%

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

Last updated: 1/26/23

Types of Services Funded (Fiscal Year 2021–22)

Primary Focus

- K-8 Intervention Programs
- K-8 English Language Development
- K-8 Writing Strategies
- K-8 Language Arts Strategies
- K-8 Mathematics Strategies
- K-8 Technology Integration
- K-8 Social Emotional Learning

Delivery of Professional Development

- Staff Development Day
- Workshops
- Conferences
- After-school Workshops
- In-class Coaching
- Virtual Workshops/Trainings
- Professional Learning Communities

Other Related Professional Development Activities

- Data-Driven instruction
- Technology Integration
- Designated/Integrated ELD
- Response to Intervention
- Thinking Maps
- Writer's Workshop
- Reader's Workshop
- NGSS Programs
- Mathematics Instructional Strategies
- English Language Arts Program
- Diversity, Equity, and Inclusion

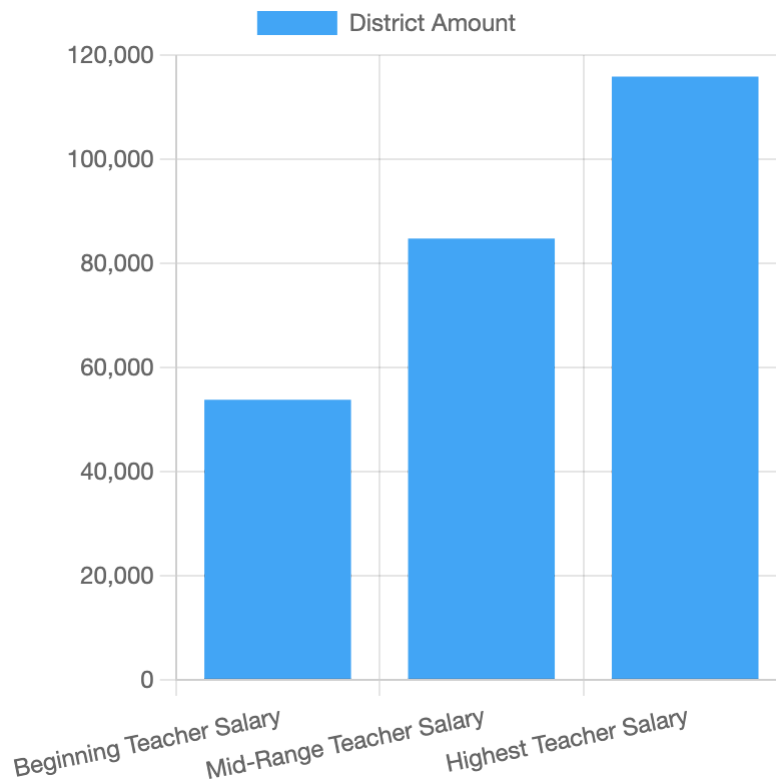
Last updated: 1/31/23

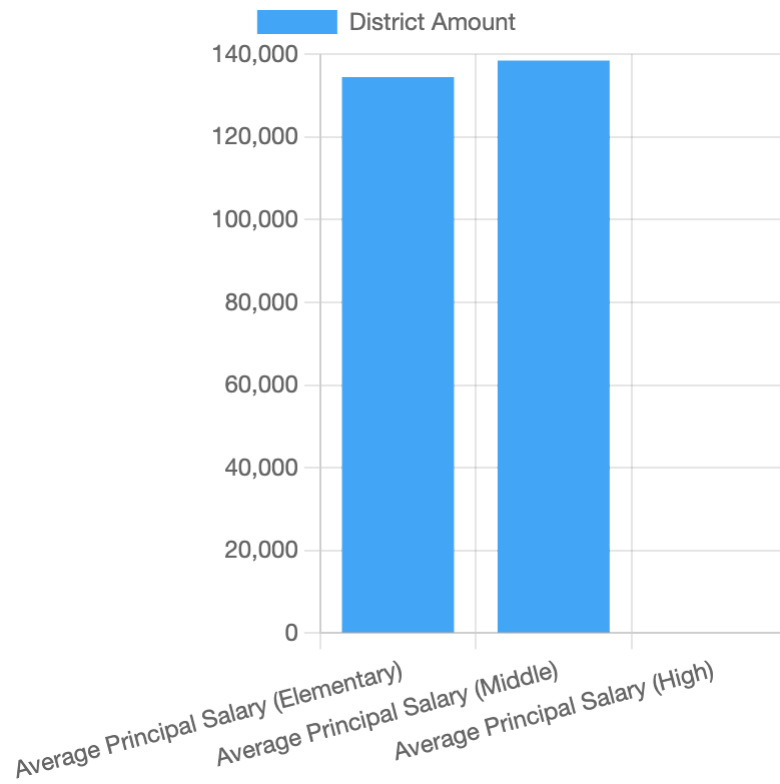
Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53803.00	\$52640.75
Mid-Range Teacher Salary	\$84751.00	\$83981.39
Highest Teacher Salary	\$115867.00	\$107521.97
Average Principal Salary (Elementary)	\$134410.00	\$136246.56

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$138444.00	\$142247.57
Average Principal Salary (High)	\$0.00	\$139199.00
Superintendent Salary	\$282881.00	\$242165.89
Percent of Budget for Teacher Salaries	33.80%	34.07%
Percent of Budget for Administrative Salaries	5.98%	5.47%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.





Last updated: 1/21/23

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Last updated: 1/26/23

Professional Development

Measure	2020– 21	2021– 22	2022– 23
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

Last updated: 1/27/23