

# SARC 2016-17

## SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2017-18



### Northlake Hills Elementary

Address: 32545 Ridge Route Rd. Castaic, CA 91384-4133

Principal: Erin Augusta, Principal

Phone: (661) 257-4560

Email: [eaugusta@castaicusd.com](mailto:eaugusta@castaicusd.com)

Web Site: [www.castaic.k12.ca.us/nhe/](http://www.castaic.k12.ca.us/nhe/)

CDS Code: 19643450101600

### Castaic Union

Superintendent: Steven Doyle

Phone: (661) 257-4500

Email: [sdoyle@castaicusd.com](mailto:sdoyle@castaicusd.com)

Web Site: [www.castaicusd.com](http://www.castaicusd.com)



## I DATA AND ACCESS

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

### 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.

## II ABOUT THIS SCHOOL

### District Contact Information Most Recent Year

District Name: Castaic Union  
 Phone Number: (661) 257-4500  
 Superintendent: Steven Doyle  
 E-mail Address: [sdoyle@castaicusd.com](mailto:sdoyle@castaicusd.com)  
 Web Site: [www.castaicusd.com](http://www.castaicusd.com)

### School Contact Information Most Recent Year

School Name: Northlake Hills Elementary  
 Street: 32545 Ridge Route Rd.  
 City, State, Zip: Castaic, CA 91384-4133  
 Phone Number: (661) 257-4560  
 Principal: Erin Augusta, Principal  
 E-mail Address: [eaugusta@castaicusd.com](mailto:eaugusta@castaicusd.com)  
 Web Site: [www.castaic.k12.ca.us/nhe/](http://www.castaic.k12.ca.us/nhe/)  
 County-District-School  
 (CDS) Code: 19643450101600

## School Description and Mission Statement (School Year 2017-18)

“Student achievement through student engagement” is the motto that drives all that we do at Northlake Hills Elementary School. Our culture is one that fosters learning for all and demonstrates our relentless focus on students and their learning.

We strive to enhance achievement, to build personal strengths, promote life-long learning and a positive self-concept by providing a safe and healthy environment in which the whole child can learn. We focus our program to meet multiple goals such as: (1) a rigorous instructional and assessment program, focusing on reading, writing, and math; (2) examination of student work and data to drive our instruction, spotlighting critical thinking, productive struggle and problem solving and (3) teach and support students to care about others, make good decisions, behave ethically and responsibly and learn to work both independently and collaboratively with others.

Northlake Hills Elementary School is a California Distinguished School and a Title I school. We have achieved 1:1 Chromebooks for our 4th-6th graders with 1:3 Chromebooks in K-3rd grade. All classrooms have SMARTboards. This year we implemented a universal screening program, iReady, for K- 6 grades in ELA and Math. Our Title I intervention teachers provide direct small group instruction to students in K-6th grades who struggle in reading and math. Additionally, different intervention opportunities have been created to meet the needs of struggling learners in classrooms and across grade levels. Our PE and Music instructors provide weekly classes for our students. Teachers use varied assessments and instruction to ensure students' progress towards benchmarks. Our parents are active in their child's education as evidenced by their tremendous involvement and participation at school.

### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Transitional Kindergarten	0
Kindergarten	69
Grade 1	80
Grade 2	64
Grade 3	83
Grade 4	89
Grade 5	105
Grade 6	86
Grade 7	1
<b>Total Enrollment</b>	<b>577</b>

### Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.6%
American Indian or Alaska Native	0%
Asian	2.3%
Filipino	1.6%
Hispanic or Latino	46.1%
Native Hawaiian/Pacific Islander	0.3%
White	44.2%
Two or More Races	4%
Socioeconomically Disadvantaged	36.6%
English Learners	18.4%
Students with Disabilities	9.9%
Foster Youth	0.3%

## 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 Credentials

Teachers	School 2015-16	School 2016-17	School 2017-18	District 2017-18
With Full Credential	23	22	24	89
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	0	0	0

NOTE: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2018

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	National Geographic "Reach for Reading" 2017	Yes	0%
Mathematics	Houghton Mifflin Harcourt Math/2015	Yes	0%
Science	Harcourt Brace 2000	No	0%
History-Social Science	Harcourt School Publishers/2006	Yes	0%
Foreign Language	N/A	N/A	0%
Health	N/A	N/A	0%
Visual and Performing Arts	SRA/McGraw-Hill	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

## School Facility Conditions and Planned Improvements

Northlake Hills Elementary School is the most recent addition to the Castaic Union School District. Construction was completed in August 2003 with occupancy immediately following. The school is maintained in very good condition. Recently, there have been lighting improvements as well as adding storage and restroom units to the school. The District replaced some of the carpet in the summer of 2017. For summer of 2018, the District is planning on repairing/replacing countertops as needed.

## School Facility Good Repair Status

Using the most recent 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 Overall Rating

Month and year in which data were collected: January 2018

System Inspected	Repair Needed and Action Taken or Planned		
	Good	Fair	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-
Interior: Interior Surfaces	-	✓	-
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-
Electrical: Electrical	✓	-	-
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-
Safety: Fire Safety, Hazardous Materials	✓	-	-
Structural: Structural Damage, Roofs	✓	-	-
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-

## Overall Facility Rate

Month and year in which data were collected: January 2018

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

## 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, which 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); and
- 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

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/ Literacy (grades 3-8 and 11)	54%	63%	58%	62%	48%	48%
Mathematics (grades 3-8 and 11)	44%	48%	43%	43%	36%	37%

NOTE: Scores are not shown 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.

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016–17)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	357	347	97.20%	62.82%
Male	194	188	96.91%	58.51%
Female	163	159	97.55%	67.92%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	11	11	100.00%	63.64%
Filipino	--	--	--	--
Hispanic or Latino	167	166	99.40%	48.80%
Native Hawaiian or Pacific Islander	--	--	--	--
White	155	147	94.84%	76.87%
Two or More Races	13	12	92.31%	75.00%
Socioeconomically Disadvantaged	128	127	99.22%	44.88%
English Learners	70	70	100.00%	40.00%
Students with Disabilities	36	34	94.44%	35.29%
Students Receiving Migrant Education Services				
Foster Youth				

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 CAAs 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.



### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	355	345	97.18%	47.54%
Male	192	186	96.88%	52.69%
Female	163	159	97.55%	41.51%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	11	11	100.00%	63.64%
Filipino	--	--	--	--
Hispanic or Latino	166	165	99.40%	29.09%
Native Hawaiian or Pacific Islander	--	--	--	--
White	155	147	94.84%	63.95%
Two or More Races	12	11	91.67%	81.82%
Socioeconomically Disadvantaged	126	125	99.21%	25.60%
English Learners	70	70	100.00%	22.86%
Students with Disabilities	35	33	94.29%	15.15%
Students Receiving Migrant Education Services				
Foster Youth				

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 CAAs 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.

## CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	79%	76%	77%	77%	56%	54%

### 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 2016-17)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	17.30%	35.60%	34.60%
7			

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.

## 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 for the school district and each school site.

### Opportunities for Parental Involvement - (School Year 2017-18)

Our parents are an integral part of the successful parent/teacher relationship at Northlake Hills Elementary School. Parents were key in purchasing the first Chromebooks in the district for Northlake students. Their extreme generosity has allowed us to offer PE and Music instructors for the benefit of our students. They also provide supplemental money for annual field trips. Our parent/school partnership offers many opportunities for families to come together: Bingo for Books, Monster Mash, Red Ribbon Week, Book Fairs, Yearbook, Child Welfare Program, STEM night, Father Daughter Dance, Mother Son Event and Teacher Appreciation Week. Additionally, parents representing a variety of student subgroups participated in several Strategic Planning and LCAP meetings during the 2017-18 school year.

## 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

Rate*	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.14	0.46	1.01	2.48	1.38	1.28	3.79	3.65	3.65
Expulsions	0.00	0.00	0.00	0.00	0.04	0.00	0.09	0.09	0.09

### School Safety Plan – Most Recent Year

Approved by the School Site Council, Northlake Hills Elementary School and the Castaic Union School District work collaboratively to develop a school safety plan under the SEMS guidelines. This plan is submitted to the Governing Board annually for review and approval.

As a school site, Northlake Hills, offers programs that promote positive self-concepts, problem solving and academic development such as Outstanding Eagles, SOAR tickets and Character Counts. We have implemented weekly behavior expectations and social skills. The school has a strong community support and an extensive parent volunteer program. We provide positive school environment through parent and staff surveys which reach a broader and more diverse sector of the school community.

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		Not in PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	.0%

NOTE: Cells with NA values do not require data.

## Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*			Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	15	6			25		3		24	1	1	1
1	23		4		30		2		26		3	
2	20	2	3		29		3		31		2	
3	21	1	4		31		3		27		3	
4	28		3		33		1	2	32		2	
5	28		4		29		3		31		3	
6					23	1	3		24	1	4	
Other	6	1			7	1						

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

## Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*			Avg. Class Size	2016-17 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

\* 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.

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	.08	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.60	N/A
Social Worker	0	N/A
Nurse	.20	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non - teaching)	1	N/A
Other	0	N/A

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

\* 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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (UnRestricted )	Average Teacher Salary
School Site	\$4040	\$9	\$4031	\$70484
District	N/A	N/A	\$4557	\$71568
Percent Difference – School Site and District	N/A	N/A	-11.54%	-1.51%
State	N/A	N/A	\$6574	\$74194
Percent Difference – School Site and State	N/A	N/A	-38.68%	-5.00%

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

### Types of Services Funded (Fiscal Year 2016-17)

District-supported as well as state and federal categorical programs and PTA funded programs at our school include: Standards-based textbooks and materials purchases; Gifted and Talented student instruction; English Language Learner instruction and services; School Improvement activities; library support; assemblies; grade level field trips; and computer lab expenditures.

We have also utilized our funding to provide more instructional support for our English Learner population as well as our struggling learners. We have focused on lowering student-to-teacher ratios during intervention instruction by hiring more adult support.

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39352	\$47034
Mid-Range Teacher Salary	\$63776	\$73126
Highest Teacher Salary	\$78313	\$91838
Average Principal Salary (Elementary)	\$106931	\$116119
Average Principal Salary (Middle)	\$118691	\$119610
Average Principal Salary (High)	\$0	\$115194
Superintendent Salary	\$175000	\$178388
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	7%	6%

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

## Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The Castaic Union School District dedicates a minimum of two full school days to staff development each year. Additional professional development is provided as needed TK-8.