SARC 2018-19

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2019-20

Castaic Elementary School

Castaic Elementary

Address: 30455 Park Vista Dr. Castaic, CA 91384-3728
Principal: Allison West, Principal
Phone: (661) 257-4530
Email: awest@castaicusd.com
Web Site: http://castaicusd.com
CDS Code: 19643456012033

Castaic Union

Superintendent: Steven Doyle
Phone: (661) 257-4500
Email: sdoyle@castaicusd.com
Web Site: www.castaicusd.com

SchoolCity.

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
Web Site:	www.castaicusd.com

School Contact Information
Most Recent Year

School Name:	Castaic Elementary
Street:	30455 Park Vista Dr.
City, State, Zip:	Castaic, CA 91384-3728
Phone Number:	(661) 257-4530
Principal:	Allison West, Principal
E-mail Address:	awest@castaicusd.com
Web Site:	http://castaicusd.com
County-District-School (CDS) Code:	19643456012033

School Description and Mission Statement (School Year 2019-20)

Castaic Elementary School has a long history of excellence, receiving the honor of California Distinguished School in 1994 and then again in 2002 and 2010. Our school is located in a middle socioeconomic residential neighborhood in a suburban community, north of Los Angeles, and serves students in grades TK through 6th. We have a strong school community that is invested in developing children who are lifelong learners and who will reach their full potential by becoming productive, contributing members to society. Castaic Elementary School has previously been known as the "Arts Integration" school for our district. While arts integration continues to be important on our campus, we are beginning to make the shift towards becoming a STEAM (Science, Technology, Engineering, Arts and Math) focused school. We have a science specialist that teaches hands-on science to all classes once a month. We've been proactive in increasing our student-to-chrome book ratio; we have been focusing on technology standards; we continue to integrate art throughout the curriculum; and much of our site based professional development has been centered on technology, science, math, and NGSS.   At Castaic Elementary School, we believe that active and meaningful learning prepares the whole child for a successful future in a changing world. Our goal is to help our students become critical thinkers and problem solvers through creativity and collaboration. We are in the fourth year of having "WIN" time in grades K – 6, which stands for "What I Need." WIN time is 45 minutes of reading instruction at each student's level, through small group instruction and an individualized online program called i-Ready. In all subject areas, teachers use varied assessments and instruction to insure students' progress towards state standards. There is a tremendous amount of support from our parents and community. This includes a strong parent volunteer program, active PTA participation, and community support in fundraising and donations.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	89
Grade 1	55
Grade 2	75
Grade 3	55
Grade 4	78
Grade 5	50
Grade 6	77
Total Enrollment	479

Student Enrollment by Student Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.7%
American Indian or Alaska Native	
Asian	6.9%
Filipino	6.7%
Hispanic or Latino	29%
Native Hawaiian/Pacific Islander	0.2%
White	49.5%
Two or More Races	6.1%
Socioeconomically Disadvantaged	18.6%
English Learners	5.4%
Students with Disabilities	16.9%
Foster Youth	0.8%
Homeless	0.4%

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	22	21	20	85
Without Full Credential	0	1	1	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	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 Other Instructional Materials (School Year 2019-20)

Year and month in which the data were collected: January 2020

Subject	Textbooks and other 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	Studies Weekly (K-5) Cengage National Geographic (6)	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%

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

School Facility Conditions and Planned Improvements

Castaic Elementary School was completed and opened in the fall of 1996. Castaic Elementary is maintained in good condition with no major deficiencies. During the summer of 2019, the carpet was replaced in some of the classrooms, as well as cement work done around the campus. Additionally, we had minor roof repairs done, along with some interior painting. Castaic Elementary School has an electronic camera and buzz-in system in its front office to provide for extra security.

School Facility Good Repair Status

Using the **most recently collected** 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 2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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

Year and month of the most recent FIT report: January 2020

	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 Standard					
	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
English Language Arts/ Literacy (grades 3-8 and 11)	59%	63%	60%	61%	50%	50%
Mathematics (grades 3-8 and 11)	50%	51%	44%	46%	38%	39%

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 CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	260	258	99.23%	0.77%	63.18%
Male	138	136	98.55%	1.45%	59.56%
Female	122	122	100.00%	0.00%	67.21%
Black or African American	–	–	–	–	–
American Indian or Alaska Native					
Asian	19	19	100.00%	0.00%	84.21%
Filipino	19	19	100.00%	0.00%	89.47%
Hispanic or Latino	72	70	97.22%	2.78%	50.00%
Native Hawaiian or Pacific Islander	–	–	–	–	–
White	125	125	100.00%	0.00%	62.40%
Two or More Races	18	18	100.00%	0.00%	88.89%
Socioeconomically Disadvantaged	50	50	100.00%	0.00%	44.00%
English Learners	23	22	95.65%	4.35%	31.82%
Students with Disabilities	37	37	100.00%	0.00%	13.51%
Students Receiving Migrant Education Services					
Foster Youth	–	–	–	–	–
Homeless	–	–	–	–	–

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	260	257	98.85%	1.15%	51.36%
Male	138	136	98.55%	1.45%	51.47%
Female	122	121	99.18%	0.82%	51.24%
Black or African American	–	–	–	–	–
American Indian or Alaska Native					
Asian	19	19	100.00%	0.00%	78.95%
Filipino	19	19	100.00%	0.00%	68.42%
Hispanic or Latino	72	70	97.22%	2.78%	38.57%
Native Hawaiian or Pacific Islander	–	–	–	–	–
White	125	124	99.20%	0.80%	50.81%
Two or More Races	18	18	100.00%	0.00%	77.78%
Socioeconomically Disadvantaged	50	50	100.00%	0.00%	32.00%
English Learners	23	22	95.65%	4.35%	36.36%
Students with Disabilities	37	37	100.00%	0.00%	8.11%
Students Receiving Migrant Education Services					
Foster Youth	–	–	–	–	–
Homeless	–	–	–	–	–

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 High School

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

NOTE: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

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 2018-19)

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	28.80%	34.60%	15.40%
7			
9			

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.

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 2019-20)

The PTA is an integral part of the successful parent/teacher bond at Castaic Elementary School. The PTA provides many programs: Friendship Week, Holiday Shop, Scholastic Book Fairs, yearbooks, family dances, assemblies, Teacher Appreciation Week and more. Due to fundraising efforts, the PTA has purchased numerous items, including Chromebooks and PE equipment for the benefit of our students. The PTA also provides money for annual field trips, artist residencies, and supporting weekly music and PE instruction. Additionally, parents representing a variety of student subgroups, participated in LCAP meetings during the 2018-19 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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Suspensions	0.5	0.4	1.2	1.3	1.5	1.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Castaic Elementary School and the Castaic Union School District work collaboratively to develop a school safety plan under the SEMS guidelines. In addition to the site Emergency Plan, we have a Safe School Plan that is reviewed and approved each year by school site stakeholder groups. It is then submitted to the Governing Board for review and approval.

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 (Elementary)

Grade Level	Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+
K	23	1	3	
1	30		2	
2	20	1	2	
3	26		2	
4	32		2	
5	26	1	3	
6	26	1	2	
Other**				

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

* * "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2017-18 Number of Classes*		
		1-20	21-32	33+
K	24	1	3	
1	22		3	
2	28		2	
3	22	1	2	
4	29		2	
5	25	1	2	
6	26	1	3	
Other**				

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

* * "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2018-19 Number of Classes*		
		1-20	21-32	33+
K	23	1	3	
1	26		2	
2	19	1	3	
3	25		2	
4	24	1	2	
5	29		2	
6	27	1		2
Other**				

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

* * "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018–19)

Title	Ratio
Academic Counselors*	1197.5

* 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.

Student Support Services Staff (School Year 2018–19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	.50
Library Media Services Staff (Paraprofessional)	0
Psychologist	.8
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	

* 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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5,396	$223	$5,173	$69,300
District	N/A	N/A	$7,077.23	$69300
Percent Difference – School Site and District	N/A	N/A	31.09%	0.00%
State	N/A	N/A	$7506.64	$77619
Percent Difference – School Site and State	N/A	N/A	36.80%	11.32%

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

Types of Services Funded (Fiscal Year 2018-19)

Many programs are provided through our Discretionary Funds, Student Council, PTA and parent involvement. We have interventions built within the day for students to receive differentiation at their level of ability. Our PTA and Discretionary Funds provide resources to take students on field trips and enrich instructional supplies. Our student council also makes contributions to school programs, site events, and grade level needs.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

This data is typically provided by the CDE and will be loaded once the CDE releases the information.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40938	$49378
Mid-Range Teacher Salary	$66346	$77190
Highest Teacher Salary	$81469	$96607
Average Principal Salary (Elementary)	$116504	$122074
Average Principal Salary (Middle)	$123474	$126560
Average Principal Salary (High)	$0	$126920
Superintendent Salary	$182052	$189346
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	8%	6%

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

Professional Development

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2