

SARC 2018-19

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2019-20



Northlake Hills Elementary

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

Principal: Vivian Fiss, Principal

Phone: (661) 257-4560

Email: vfiss@castaicusd.com

Web Site: <http://castaicusd.com>

CDS Code: 19643450101600

Castaic Union

Superintendent: Steven Doyle

Phone: (661) 257-4500

Email: sdoyle@castaicusd.com

Web Site: 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
 Web Site: 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: Vivian Fiss, Principal
 E-mail Address: vfiss@castaicusd.com
 Web Site: <http://castaicusd.com>
 County-District-School
 (CDS) Code: 19643450101600

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

It is the mission of Northlake Hills Elementary School to provide academic, social and emotional growth for the whole child. We will maintain high expectations and promote academic excellence for all students. We support a school environment in which all children feel welcomed, respected, trusted, and an important part of the school. We will provide a safe and healthy environment in which the whole child can learn. Our parent community feels welcomed and valued as full participants in their child's education.

Our focus is to meet multiple goals including: (1) a state standards-driven instructional and assessment program, focusing on reading, writing, and math; (2) examination of student work, focusing on creative thinking and problem solving, while using assessment results to guide instruction and; (3) providing for the needs of the whole child by teaching effective communication and character education.

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

Grade Level	Number of Students
Kindergarten	97
Grade 1	82
Grade 2	60
Grade 3	74
Grade 4	66
Grade 5	74
Grade 6	87
Grade 7	2
Total Enrollment	542

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

Student Group	Percent of Total Enrollment
Black or African American	2%
American Indian or Alaska Native	
Asian	2.4%
Filipino	2%
Hispanic or Latino	49.1%
Native Hawaiian/Pacific Islander	
White	40.4%
Two or More Races	4.1%
Socioeconomically Disadvantaged	38.9%
English Learners	19.6%
Students with Disabilities	11.6%
Foster Youth	0.6%
Homeless	

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	24	23	23	85
Without Full Credential	0	0	0	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

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, the carpet was replaced in some of the classrooms. Additionally, Northlake Hills now 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)	64%	63%	60%	61%	50%	50%
Mathematics (grades 3-8 and 11)	55%	57%	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	298	280	93.96%	6.04%	62.86%
Male	159	150	94.34%	5.66%	56.00%
Female	139	130	93.53%	6.47%	70.77%
Black or African American	—	—	—	—	—
American Indian or Alaska Native	—	—	—	—	—
Asian	—	—	—	—	—
Filipino	—	—	—	—	—
Hispanic or Latino	144	141	97.92%	2.08%	50.35%
Native Hawaiian or Pacific Islander	—	—	—	—	—
White	121	109	90.08%	9.92%	75.23%
Two or More Races	14	13	92.86%	7.14%	92.31%
Socioeconomically Disadvantaged	113	108	95.58%	4.42%	48.15%
English Learners	62	59	95.16%	4.84%	33.90%
Students with Disabilities	28	27	96.43%	3.57%	33.33%
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	298	282	94.63%	5.37%	57.45%
Male	159	150	94.34%	5.66%	58.67%
Female	139	132	94.96%	5.04%	56.06%
Black or African American	—	—	—	—	—
American Indian or Alaska Native	—	—	—	—	—
Asian	—	—	—	—	—
Filipino	—	—	—	—	—
Hispanic or Latino	144	142	98.61%	1.39%	43.66%
Native Hawaiian or Pacific Islander	—	—	—	—	—
White	121	109	90.08%	9.92%	73.39%
Two or More Races	14	13	92.86%	7.14%	92.31%
Socioeconomically Disadvantaged	113	108	95.58%	4.42%	37.04%
English Learners	62	61	98.39%	1.61%	29.51%
Students with Disabilities	28	27	96.43%	3.57%	44.44%
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	17.80%	31.50%	39.70%
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)

Northlake Hills Elementary School is a California Distinguished School. It is an exemplary school that implements many positive programs due to the enthusiasm and collaborative efforts of its staff and community. Our teachers are committed to all students succeeding. In Reading and Math, various interventions provide differentiated instruction for students. A variety of instructors provide learning opportunities to supplement our academic curriculum including PE, Science Enrichment, Music, and Intervention. Respect, Responsibility, and Results are our three key words for building character in our students. Our parents are active in their child's education, as evidenced by their tremendous involvement and events coordinated by our Northlake Volunteer Club.

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	1.0	1.2	0.5	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)

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+
K	24	1	1	1
1	26		3	
2	31		2	
3	27		3	
4	32		2	
5	31		3	
6	24	1	4	
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		4	
1	26		2	
2	29		3	
3	22	1	1	1
4	33		1	1
5	33		1	2
6	36			3
Other**	7	1		

* 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	24		4	
1	26		3	
2	23		2	
3	28		3	
4	22	1	1	1
5	29		2	
6	34		1	2
Other**	7	1		

* 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 (Secondary)

Subject	Avg. Class Size	2016-17 Number of Classes*		
		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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2017-18 Number of Classes*		
		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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2018-19 Number of Classes*		
		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.

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

Title	Ratio
Academic Counselors*	5420.0

* 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)	.1
Library Media Teacher (Librarian)	.2
Library Media Services Staff (Paraprofessional)	0
Psychologist	.6
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	.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.

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	\$4,774	\$199	\$4,428	\$69,300
District	N/A	N/A	\$707.23	\$69300
Percent Difference – School Site and District	N/A	N/A	144.93%	0.00%
State	N/A	N/A	\$7506.64	\$77619
Percent Difference – School Site and State	N/A	N/A	51.58%	11.32%

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

Types of Services Funded (Fiscal Year 2018-19)

District-supported as well as state and federal categorical programs and PTO 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.

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