



North Park Elementary School

23335 West Sunset Hills Dr. • Valencia, CA 91355 • (661) 294-5370 • Grades K-6

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Saugus Union Elementary School District

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District Governing Board

David Powell
Christopher Trunkey
Paul De La Cerda
Judy Egan Umeck
Julie Olsen

District Administration

Joan Lucid, Ed. D.
Superintendent
Isa DeArmas, Ed. D.
**Assistant Superintendent
Education Services**

Nick Heinlein
**Assistant Superintendent
Business**

Jennifer Stevenson, Ed. D.
**Assistant Superintendent
Human Resources**

School Description

In our quest for excellence, the North Park family empowers students, staff and parents to educate children to become responsible citizens contributing to the positive improvement of our world in the "twenty first century." This mission statement is the foundation on which North Park builds its school culture where high expectations, academic excellence, and pride resonate throughout the campus. "Family" is very important to our teachers, classified employees, site administrators, school psychologist, parents, and students, where all believe that it takes the entire community to empower children to reach their potential in a safe, caring, dynamic learning environment.

Recognized as "A California Gold Ribbon School," North Park has an upbeat, enthusiastic atmosphere where children and adults enjoy coming each day. Ideas are freely shared and encouragement is always given. The North Park community firmly believes that "Learning is a Celebration." Parent volunteers are integral to North Park's success and are encouraged to help staff and children celebrate accomplishments and promote the expectation that all children can and will learn!

About the SARC

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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	82
Grade 1	99
Grade 2	93
Grade 3	92
Grade 4	121
Grade 5	124
Grade 6	135
Total Enrollment	746

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.1
American Indian or Alaska Native	0.3
Asian	8.2
Filipino	7
Hispanic or Latino	24
Native Hawaiian or Pacific Islander	0.3
White	54
Two or More Races	1.2
Socioeconomically Disadvantaged	15.5
English Learners	7.6
Students with Disabilities	15
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
North Park Elementary School	14-15	15-16	16-17
With Full Credential	35	35	32
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saugus Union Elementary School District	14-15	15-16	16-17
With Full Credential	♦	♦	442
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
North Park Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Textbooks and Instructional Materials Year and month in which data were collected: 9/30/2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Scott Foresman K-6 Certified 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	McGraw Hill K-6 Certified 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	MacMillan McGraw-Hill K-5, Harcourt 6 Certified 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Scott Foresman K-5, Harcourt 6 Certified 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Students, staff, and parents take pride in our school. Our custodians ensure a clean, safe environment where learning takes place. Students participate in character-building programs which help instill a sense of pride in our campus while reinforcing environmental responsibility. Playground supervisors work closely with staff to see that children enjoy safe activities.

A district/school safety committee inspects the campus on a regular basis. Students take part in monthly fire and earthquake drills to ensure preparedness in the event of an emergency. As part of our disaster preparedness plan North Park has instituted a community supply system to support students and staff in the event of a disaster. Emergency food, water, first aid and search and rescue supplies are available if needed.

The district-operated parent-supported childcare program and Fun for Fours Program on campus provides reasonably priced, safe, supervised before and after school care.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 6/24/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/24/2016

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. 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 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	85	77	76	80	82	79	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	12.6	32.8	30.3

* 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	61	63	60	64	44	48
Math	48	48	48	52	34	36

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	122	118	96.7	76.3
Male	66	65	98.5	73.9
Female	56	53	94.6	79.3
Asian	14	13	92.9	92.3
Hispanic or Latino	26	25	96.2	68.0
White	69	67	97.1	79.1
Socioeconomically Disadvantaged	22	22	100.0	77.3
Students with Disabilities	20	18	90.0	44.4

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	93	93	100.0	60.2
	4	122	116	95.1	60.3
	5	122	119	97.5	68.1
	6	137	133	97.1	61.4
Male	3	42	42	100.0	47.6
	4	70	66	94.3	51.5
	5	66	65	98.5	61.5
	6	74	70	94.6	55.1
Female	3	51	51	100.0	70.6
	4	52	50	96.2	72.0
	5	56	54	96.4	75.9
	6	63	63	100.0	68.3
Asian	5	14	13	92.9	84.6
	6	13	13	100.0	76.9
Filipino	6	15	15	100.0	50.0
Hispanic or Latino	3	26	26	100.0	57.7
	4	28	27	96.4	44.4
	5	26	25	96.2	64.0
	6	28	27	96.4	40.7
White	3	53	53	100.0	58.5
	4	67	62	92.5	67.7
	5	69	68	98.5	69.1
	6	72	69	95.8	66.7

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Socioeconomically Disadvantaged	3	16	16	100.0	31.3
	4	22	22	100.0	31.8
	5	22	22	100.0	63.6
	6	19	19	100.0	42.1
Students with Disabilities	3	14	14	100.0	21.4
	4	13	12	92.3	8.3
	5	20	18	90.0	22.2
	6	32	28	87.5	18.5

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

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	93	93	100.0	46.2
	4	122	116	95.1	48.3
	5	122	119	97.5	44.5
	6	137	133	97.1	51.1
Male	3	42	42	100.0	40.5
	4	70	66	94.3	50.0
	5	66	65	98.5	52.3
	6	74	70	94.6	51.4
Female	3	51	51	100.0	51.0
	4	52	50	96.2	46.0
	5	56	54	96.4	35.2
	6	63	63	100.0	50.8
Asian	5	14	13	92.9	69.2
	6	13	13	100.0	69.2
Filipino	6	15	15	100.0	40.0
Hispanic or Latino	3	26	26	100.0	46.1
	4	28	27	96.4	33.3
	5	26	25	96.2	36.0
	6	28	27	96.4	37.0

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	3	53	53	100.0	41.5
	4	67	62	92.5	48.4
	5	69	68	98.5	42.6
	6	72	69	95.8	52.2
Socioeconomically Disadvantaged	3	16	16	100.0	25.0
	4	22	22	100.0	36.4
	5	22	22	100.0	40.9
	6	19	19	100.0	31.6
Students with Disabilities	3	14	14	100.0	7.1
	4	13	12	92.3	8.3
	5	20	18	90.0	16.7
	6	32	28	87.5	17.9

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

There are many opportunities for parents to become actively involved at North Park. Joining the PTA, assisting a teacher in the classroom, chaperoning a field trip, serving on the School Site Council, volunteering in the office, being a member of ELAC, attending a GATE Parent Night, or helping in the library are just a few examples of how parents can volunteer at North Park. These activities are critical in supporting North Park's on-going programs. Please contact Barb Karpp at the 661-294-5370 if you would like more information about how you can become actively involved at North Park.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

North Park Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. North Park's Parent/Student Handbook outlines district and school policies and procedures concerning emergency situations, playground behavior, and special services. Fire Drills are conducted monthly. Disaster preparedness drills are conducted quarterly and include earthquake and lock down.

North Park Elementary School is a closed campus. During school hours, the entrance is secured to ensure visitors check in with the front office. All visitors are required to sign in and wear a visitor's badge during their stay, and check out at the front office upon departure.

A comprehensive School Safety Plan developed under SB18 guidelines addresses each of the following four goals:

- All students and staff members are provided a safe teaching and learning environment.
- All students are safe and secure while at school and when traveling to and from school.
- District programs and approved community resources are made available to students and parents.
- Schools provide the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

Suspensions and Expulsions

School	2013-14	2014-15	2015-16
Suspensions Rate	1.3	0.1	0.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	0.4	0.3	0.3
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		33.3

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.8
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	1.2
Resource Specialist	2
Other	0
Average Number of Students per Staff Member	
Academic Counselor	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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	25	22	22	1	1	1	3	4	4			
1	27	22	22		1	1	2	2	2			
2	28	28	28				4	3	3			
3	26	24	24	1	1	1	4	4	4			
4	25	32	32	1			4	3	3			
5	29	27	27		1	1	5	4	4			
6	28	29	29	1	1	1	4	2	2		2	2

Professional Development provided for Teachers

Since 1988, California has sought to provide intensive learning experiences for beginning teachers. To provide an effective transition into the teaching career for first-year and second-year teachers, several programs have been developed statewide and are in use in our district. The Beginning Teacher Support and Assessment (BTSA) program extends individual support and training and support success in the practice of teaching.

Professional growth activities are planned annually based on current needs and input received from staff. Workshops on professional effectiveness and classroom skills focus on English Language Arts and Math as aligned with the Common Core State Standards.

Committees comprised of teachers and administrators reviewed the Common Core State Standards and have developed Standards-Based Units of Study (SBUS) for mathematics, language arts, history-social science and science.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,461	\$44,573
Mid-Range Teacher Salary	\$76,924	\$72,868
Highest Teacher Salary	\$90,931	\$92,972
Average Principal Salary (ES)	\$128,272	\$116,229
Average Principal Salary (MS)		\$119,596
Average Principal Salary (HS)		\$121,883
Superintendent Salary	\$184,497	\$201,784
Percent of District Budget		
Teacher Salaries	41%	39%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

State and federal specially-funded programs at our school include: Standards-based Textbooks and Materials purchases, Gifted and Talented student instruction, English Language Learner services, and School Improvement activities.

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.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,750	\$206	\$5,544	\$61,089
District	♦	♦	\$5,855	\$79,884
State	♦	♦	\$5,677	\$75,137
Percent Difference: School Site/District			-5.3	-23.5
Percent Difference: School Site/ State			-2.3	-18.7

* Cells with ♦ do not require data.