



# North Park Elementary School

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

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<http://northpark.saugusud.org>

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Saugus Union Elementary School District

24930 Avenue Stanford  
Santa Clarita, CA 91355  
(661) 294-5300  
[www.saugusud.org](http://www.saugusud.org)

#### 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

North Park aims to provide a nurturing, well-rounded education that meets the academic, social, emotional, and physical needs of our students. Through our implementation of Positive Behavioral Interventions and Supports (PBIS) our students and staff recognize North Park Elementary is a safe and positive learning community that encourages respect, responsibility, and academic success for all students. These are the foundations on which North Park builds its school culture where high expectations, academic excellence, and pride resonate throughout the campus. The North Park community firmly believes that all students deserve an excellent education that prepares them for the challenges of living and working in a 21st century global community.

Recognized as a California Distinguished School and a 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. Relationship is very important to our teachers, classified employees, administration, parents, and students. Our belief is that it takes the entire community to empower children to reach their potential. Parent volunteers are integral to North Park's success and are encouraged to help staff and students 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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	99
Grade 1	66
Grade 2	98
Grade 3	97
Grade 4	92
Grade 5	123
Grade 6	123
<b>Total Enrollment</b>	<b>698</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.7
American Indian or Alaska Native	0.3
Asian	7.9
Filipino	6.4
Hispanic or Latino	24.6
Native Hawaiian or Pacific Islander	0.3
White	54
Two or More Races	0.4
Socioeconomically Disadvantaged	16.2
English Learners	7.6
Students with Disabilities	12.8
Foster Youth	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			
North Park Elementary School	15-16	16-17	17-18
With Full Credential	35	32	27
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saugus Union Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	398
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
North Park Elementary School	15-16	16-17	17-18
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.

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

Textbooks and Instructional Materials Year and month in which data were collected: 9/29/2017	
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
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

**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: 7/10/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 7/10/2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X				
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
		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 Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>Science</b>	77	76	82	79	60	56

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

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
<b>ELA</b>	63	61	64	62	48	48
<b>Math</b>	48	46	52	51	36	37

\* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>5</b>	13	30.9	39

\* 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 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	437	424	97.03	61.23
Male	235	228	97.02	54.82
Female	202	196	97.03	68.72
Black or African American	24	24	100	41.67
American Indian or Alaska Native	--	--	--	--
Asian	33	33	100	78.79
Filipino	25	25	100	64
Hispanic or Latino	106	101	95.28	57.43
Native Hawaiian or Pacific Islander	--	--	--	--
White	243	235	96.71	61.97
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	76	76	100	50
English Learners	39	38	97.44	55.26
Students with Disabilities	62	56	90.32	14.55
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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	437	422	96.57	45.5
<b>Male</b>	235	228	97.02	44.3
<b>Female</b>	202	194	96.04	46.91
<b>Black or African American</b>	24	24	100	25
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	33	33	100	78.79
<b>Filipino</b>	25	25	100	56
<b>Hispanic or Latino</b>	106	101	95.28	37.62
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	243	233	95.88	45.06
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	76	76	100	36.84
<b>English Learners</b>	39	38	97.44	44.74
<b>Students with Disabilities</b>	62	55	88.71	9.09
<b>Foster Youth</b>	--	--	--	--

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.

### **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 schoolsite.

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

North Park encourages active parent involvement in the educational decisions and processes of our school. Our active and supportive parent community enhances the overall educational experience for all children. 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 the English Learner Advisory Committee (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.

#### **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.

#### **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	2014-15	2015-16	2016-17
Suspensions Rate	0.1	0.0	0.1
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.3	0.3	0.2
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 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)	0.4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.6
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	1
Resource Specialist	1.8
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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	22	22	20	1	1	1	4	4	4			
1	22	22	26	1	1		2	2	3			
2	28	28	28				3	3	3			
3	24	24	24	1	1	1	4	4	3			
4	32	32	31				3	3	3			1
5	27	27	25	1	1	1	4	4	4			
6	29	29	27	1	1	1	2	2	4	2	2	

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

#### 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, programs have been developed statewide and are in use in our district. The Induction program extends individual support and training and supports success in the practice of teaching.

Professional growth activities are planned annually based on current needs and input received from staff. Many workshops on professional effectiveness and classroom skills focus on English Language Arts and Math as aligned with the Common Core State Standards. Professional development is offered throughout the year centering on technology and its integration in the classroom. In addition, our teachers participate in professional development activities to refine their practice in regard to feedback, student dialogue, and lesson elements along with other highly effective teaching practices and current research on teaching and the brain.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,461	\$48,678
Mid-Range Teacher Salary	\$76,924	\$78,254
Highest Teacher Salary	\$90,931	\$96,372
Average Principal Salary (ES)	\$125,330	\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$184,497	\$212,818
Percent of District Budget		
Teacher Salaries	40%	38%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,427	\$2,541	\$5,886	\$70,751
District	♦	♦	\$6,076	\$78,879
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			-3.1	-10.3
Percent Difference: School Site/ State			-10.5	-9.7

\* Cells with ♦ do not require data.