



# Dr. J. Michael McGrath Elementary

21501 Deputy Jake Way • Newhall, CA, 91321-4687 • (661) 291-4090 • Grades K-6

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### **Newhall School District**

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### **District Governing Board**

Donna Rose

Ernesto Smith

Suzan T. Solomon

Isaiah Talley

Brian Walters

### **District Administration**

Mr. Jeff Pelzel

**Superintendent**

Mrs. Dee Jamison

**Assistant Superintendent of  
Instructional Services**

Mr. Deo Persaud

**Assistant Superintendent of  
Business Services**

Dr. Michelle Morse

**Assistant Superintendent of  
Human Resources**

### **School Description**

Dr. J. Michael McGrath Elementary School is one of ten schools in the Newhall School District. It is located in the Santa Clarita Valley north of Los Angeles. McGrath consists of a core building housing the library, multi-purpose room, and school offices; three two-story classroom buildings connected by walkways surrounding the core building; four portable classrooms; a kindergarten building; and a preschool facility. The certificated staff includes the principal, a full time assistant principal, one full-time Teacher on Special Assignment Tier II/III Intervention Teacher, one .80 Tier II/III intervention teacher, twenty-six full-time classroom teachers, two Special Education teachers, two part-time (.47) Tier II/III intervention teachers, three part-time Speech/Language contracted service providers, and one full-time Resource Specialist Program (RSP) teacher. Support staff includes a part-time (4-day) school psychologist, a full-time school counselor, three part-time Speech/Language contracted service providers, seven safety supervisors, three orchestra teachers one day a week, a choral music teacher one day a week, an itinerant art teacher for grades 3rd - 6th, three full-time Behavior Support Specialists (BSS), an itinerant Occupational Therapist (OT) one day per week, an itinerant Adaptive Physical Education (APE) teacher, and four part-time reading curriculum specialists. Office staff consists of the office manager, an office assistant, one part-time office assistant, one part-time health assistant, one full-time community liaison, one part-time English Language Assistant, a full-time Technology Site Support Technician and a production center coordinator. Reduced class sizes are in transitional kindergarten as well as kindergarten through third grade. The average class size in transitional kindergarten through third grade is 24. A State preschool program operates in its own building on campus. The preschool program has both morning and afternoon sessions. McGrath receives federal funds in addition to our state funding allocated by the District. All funding sources are incorporated into the School Plan for Student Achievement (SPSA) and overseen by the School Site Council. These funding sources support the School Plan's academic improvement goals. Although the data in this SPSA focuses on grades first, third and sixth, all students in TK-6 who are at-risk or in need of supports and/or intervention have access to the programs funded with federal money.

The school serves a residential population in the Newhall community. Housing in the community includes apartments, condominiums, single-family homes, and mobile homes. The current enrollment is 692 students. Our overall student population has increased from 669 in 2016/17 to 681 in 2017/18. The school's English Language Learner (ELL) population represents 40.8% of the total student body; the socio-economically disadvantaged population represents 86% of the total school population, and the students with disabilities population represents 13% of the school population. We currently have 86% of our students listed as socio-economically disadvantaged. This is down from 91% in 2016-17.

To meet the varied academic, social and emotional needs of all of our students, McGrath Elementary has specialized school programs for its students including Gifted and Talented Education (GATE), Response to Intervention (RtI), After School Enrichment and Safety Program (ASES), After School Academy (ASA), Before School Academy (BSA), After School Computer Lab, grade level Homework Clubs, school-wide technology initiatives, counseling services, practice Positive Behavior Intervention and Support (PBIS), Kelso's Choices, social skills groups, a theme of the month that promotes a Growth Mindset, a Student Council, STAR students, Student Valet, as well as awards for attendance and academic achievement. At our school, our community comes together so that students achieve success every day. We provide a safe environment for our students to thrive and reach their potential.

To support our programs at McGrath, we build capacity within our staff and as a result have many leadership teams on campus to support continued staff and student growth. The Grade Level Team Leaders (TL), Response to Intervention Team (RtI), Instructional Leadership Team (ILT), Positive Behavior Intervention and Support Team (PBIS), and English Learner Teacher Lead, are committed to working together to examine student performance data. The results of those analyses inform teaching and support programs and practices to eliminate achievement gaps or extend learning. Trends also dictate the focus of future professional development for teachers.

In addition, our school's orderly, purposeful, child-centered environment is conducive to learning and achievement and continues to welcome students, parents and community members. The spirit on campus is inclusive and students are eager to share their school life with those important to them and those who reach out to support them. Relatives of children volunteer in our classrooms and production center and serve on our Parent Teacher Association (PTA), our School Site Council (SSC) and our English Learner Advisory Committee (ELAC). We include parents in school events like the Welcome to McGrath Orientation, Welcome Back Fair, the annual 6th grade softball game, field trips, and the annual Kindergarten Halloween Parade. We also partner with the community. The City of Santa Clarita provides Family Movie Nights for our families. College of the Canyons Performing Arts Center (COC PAC) provides "bus-in" field trips and workshops, and the SCV Education Foundation provides the Bag of Books program as well as Read with Me! volunteers who support reading in classrooms and tutor students on campus. Costco donates backpacks to support our children's education. Savia Church provides Back-to-School clothing as well as volunteers to support student learning and enrichment. In addition, the Assistance League of Santa Clarita Valley provides clothing to our students through Operation School Bell. Real Life/Vida Real/Savia Outreach provides backpacks and school supplies for our students and bicycles and helmets for the holidays. Other McGrath community supporters include the City of Santa Clarita Library, Community Center and Homework Help Center, the Boys and Girls Club, the Santa Clarita Valley YMCA, the Samuel Dixon Health Center, the Santa Clarita Soccer Center, the Girl Scouts of Greater Los Angeles, the Boy Scouts, the Child and Family Center, Placerita Canyon Nature Center, Wm. S. Hart Museum, Santa Clarita Valley School Food Services Agency and the SCV Sheriff's Department.

These efforts have resulted in McGrath receiving the Title I Achieving Schools Award six years in a row from 2008 – 2013. The school has also been named a California Business for Education Honor Roll School six years in a row, 2009 – 2014. McGrath was designated a California Distinguished School in the Spring of 2010 for its outstanding academic achievement and for closing the achievement gap for all significant subgroups. Finally, McGrath School received the highest national award when it was designated as a National Blue Ribbon School for the 2010/2011 school-year. Only four schools in Los Angeles County and 21 schools in California received this notable honor that year.

### 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.8
American Indian or Alaska Native	0.6
Asian	2.8
Filipino	2.3
Hispanic or Latino	81.6
Native Hawaiian or Pacific Islander	0.1
White	5.0
Socioeconomically Disadvantaged	84.5
English Learners	42.5
Students with Disabilities	9.4
Foster Youth	0.4

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	98
Grade 1	96
Grade 2	77
Grade 3	109
Grade 4	96
Grade 5	106
Grade 6	102
Total Enrollment	684

**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

<b>Teacher Credentials</b>			
<b>Dr. J. Michael McGrath Elementary</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>With Full Credential</b>	27	26	26
<b>Without Full Credential</b>	0	0	2
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
<b>Newhall School District</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>With Full Credential</b>	♦	♦	264
<b>Without Full Credential</b>	♦	♦	6
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

<b>Teacher Misassignments and Vacant Teacher Positions at this School</b>			
<b>Dr. J. Michael McGrath Elementary</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
 \*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Benchmark Advance, 2017, Benchmark Education Company <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	Bridges, Math Learning Center (K-5), adopted May 2016 College Preparatory Math (6), adopted May 2016 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	Harcourt Science (K-2, and 6) and Prentice Hall Science Explorer (6), adopted Spring 2008 STEMscopes (TK-5), approved spring 2016 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	Harcourt Brace Social Studies (K-6), adopted Spring 2007 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

### School Facility Conditions and Planned Improvements (Most Recent Year)

The Newhall School District is very concerned about the safety of our students, staff, parents, and community members. The following outlines the various steps the Newhall School District takes to ensure we have clean, safe, and well maintained schools.

#### Cleanliness

The Newhall School District provides custodial staffing so that every classroom at every school can be cleaned daily. We also clean all Preschools and Kindergarten bathrooms and offices on a daily basis. Our Director of Facilities routinely inspects our schools to ensure they are kept in a clean, safe and orderly condition. Our custodial staff has been directed to notify the school Principal or Office Manager of any safety hazard or maintenance issue that requires immediate attention. The Office Manager will submit a work order via our net-based work order program where the Director of Facilities reviews and distributes work orders to maintenance staff. Safety related work orders are labeled number one priority!

#### Weekly School Visits / Inspections

The Director of Facilities visits and inspects two schools every week

#### Security

We ask that all parents and visitors check in with the main office at each school. To assist staff in communicating on site, two-way radios are used by administrative staff, office staff, and safety supervisors. Each school provides playground supervision to ensure our students are properly supervised during recess and identify any safety or security concerns to the school administrative team.

#### Risk Manager

The Newhall School District employs a Risk Manager. This employee routinely visits all of our schools and inspects each school regularly. Our Risk Manager is also a Certified Playground Inspector and inspects each school's playground equipment. The inspection includes making sure the equipment is safe, has sufficient fall material, and that there are no loose nuts/bolts and any other potential hazard. If there are any safety concerns regarding the playground equipment, we prohibit the use of the equipment and have the problem resolved immediately.

#### Age of Schools

The Newhall School District includes 10 schools. Our newest school was constructed in 2005-2006. Eight schools are either less than 13 years old or have been "modernized" with local and State bond funds. "Modernization" may include utility infrastructure replacement, new carpeting, new lights, new windows and doors, new locks, new interior and/or exterior wall paneling, fire alarms, communications systems, internet infrastructure to all classrooms, storage, roof replacement, interior/exterior painting, library renovation, and bathroom renovation.

The district successfully passed Measure E, a \$60 million school construction and modernization bond, in 2011. Projects include the replacement of aging portable classrooms with permanent buildings, the renovation of Newhall Elementary School auditorium, upgrades to the district infrastructure including technology, energy management, communications and utility controls. A significant investment in classroom technology has been completed.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 12/11/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	57.0	56.0	69.0	71.0	48.0	50.0
Math	47.0	42.0	65.0	68.0	37.0	38.0

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

School Year 2017-18 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	417	411	98.56	55.96
Male	202	199	98.51	52.26
Female	215	212	98.60	59.43
Black or African American	17	17	100.00	64.71
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	347	343	98.85	53.64
White	22	22	100.00	63.64
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	351	345	98.29	52.17
English Learners	240	236	98.33	48.31
Students with Disabilities	39	37	94.87	27.03

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.

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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.3	23.1	26.0

\* 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: 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 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	417	413	99.04	42.37
Male	202	199	98.51	42.21
Female	215	214	99.53	42.52
Black or African American	17	17	100	47.06
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	347	346	99.71	40.17
White	22	22	100	50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	351	347	98.86	39.48
English Learners	240	239	99.58	35.98
Students with Disabilities	38	36	94.74	22.22

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 school site

### Opportunities for Parental Involvement (School Year 2018-19)

One of the Newhall School District's main goals is to build a partnership among all stakeholders in supporting student achievement. Parents are critical stakeholders as they are their child's first teachers. In the school years, parents are important partners in helping their child succeed. They attend school events, conference with teachers, ensure homework is completed and, overall, serve as the primary stewards of their children's education.

McGrath Elementary School has put in place the following parent-engagement activities based on parent feedback:

- A before-school Kindergarten/ Transitional Kindergarten orientation
- Back-to-School grade level presentations and classroom previews, grades TK through 6th
- Goal Setting Conferences for all parents in September and Parent Conferences in March
- Grade level workshops are held throughout the year for parents – topics include reading at home, how to help with homework, California State Standards for language arts and math as well as technology use
- Student celebration assemblies are held three times a year surrounding achievement, attendance and character
- Parent workshops are conducted through ELAC three times throughout the year
- A combined PTA/ELAC/SSC workshop is held two times throughout the year to give input into the District's LCAP plan as described below and to review the draft plan before submission
- Pajamarama Reading Night
- Bingo for Books Family Event
- Read Across America Family Events
- Family Movie Nights
- Monthly Family Restaurant Nights
- PTA Reflections Art Contest
- Science Innovations Fair

**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**

Every school in Newhall School District has a comprehensive safety plan that is reviewed and updated annually. For further information please contact Tim Palmer, District Safety Coordinator, at (661) 291-4196.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	2.6	2.8	3.4
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.8	1.2	1.1
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	NA
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	NA
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.8
Social Worker	NA
Nurse	0.25
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	.19
Average Number of Students per Staff Member	
Academic Counselor	NA

\* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	22	23	25		1		5	4	4			
1	24	24	24				4	3	4			
2	24	24	22				5	5	3			
3	23	25	24				5	4	5			
4	26	30	32				4	3	3			
5	29	32	27				2	3	4			
6	31	28	34				2	3		1		3
Other	31	29					1	1				

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

### Professional Development provided for Teachers

The Newhall School District provides professional development to staff in an effort to enable all students to become proficient or advanced in the Common Core California academic content standards as measured by the CAASPP test. Ongoing efforts in staff development focus on English Language Arts, English Language Development, Mathematics, Science, Guided Language Acquisition Design, Depth and Complexity Icons, Thinking Maps, and the NSD Coherent Writing Program.

Professional development in the core subjects is designed to support the instructional shifts in English Language Arts and Mathematics under the new California State Standards. The role of the classroom teacher shifts from an instructor to a facilitator of learning in this model. In this professional development, teachers are shown how to expect students to work collaboratively together to problem solve and communicate their learning based upon cited evidence and a deeper understanding of ideas. This instructional model demonstrates that student-to-student discourse is frequent and on-going throughout the arc of the lesson. Teachers engage in activities that illustrate how students must be given opportunities to explore and demonstrate their learning with manipulatives and other technology tools. Teachers engage in multiple professional development opportunities throughout the year and engage with Instructional Coaches to reinforce this work.

Guided Language Acquisition Design (GLAD) is an instructional model with clear, practical instructional strategies for developing metacognitive use of high level academic language and literacy skills. All new teachers to the district attend a total of 7 days of learning in this model. The structure, strategies, and classroom implications are invaluable in a multi-lingual setting. GLAD monthly meetings are held with the trainers and the trained teachers to celebrate successes and to discuss concerns and future plans.

Newhall School District's Coherent Writing Program (CWP) is another example of high quality and ongoing professional development provided to all teachers within the Newhall School District. Implementing the CWP entails comprehensive professional development; teachers receive an initial presentation (by teacher-leaders from the CWP's Writing Professional Development Committee) on a given genre, teach the genre to students, return for a follow-up session to score and analyze student work, and finally, administer a formative (benchmark) assessment, using the results to effect improved performance. All new teachers or teachers new to a grade level receive this training on three genres. After a full year of professional development, teachers attend "tune-up" sessions in subsequent years to learn/share new strategies through examination of their students' work. Overall, the intent is to increase teachers' sophistication in their pedagogy, year-to-year.

Thinking Maps, Tools for Learning is an additional high quality professional development opportunity for teachers within the Newhall School District. It is a powerful and distinctive thirty-hour hands-on course that provides teachers with a series of dynamic learning experiences in the 8 fundamental thinking processes. The course provides an intense study of visual-verbal learning maps, each based on a set of tools showing relationships. This course is carefully crafted, giving teachers the tools that enable them to promote continuous cognitive development. Thinking Maps can be used consistently across disciplines and grade levels to advance integrated thinking and interdisciplinary learning.

Depth and Complexity Icon Training is also offered through the district. This training gives teachers additional differentiation strategies to use. The strategies help students use high-level thinking skills to analyze text and write responses.

The Induction Program provides an effective transition into the teaching career for first- and second-year teachers. Each new teacher is paired with a support provider who provides intensive individualized support and assistance. An induction plan is in place for each participating beginning teacher and is based on an ongoing assessment of the development of the beginning teacher. This program ensures continuous improvement through ongoing research, development, and evaluation for the first two years of teacher service. Additionally, Newhall School District provides coaching opportunities before and during the school year to teachers new to the district (either beginning teachers or teachers coming from other districts). Administrators monitor and meet with new teachers over the course of the year, both individually and as a group, to provide an opportunity to ask questions, discuss needs, and clarify school goals and priorities.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,096	\$50,084
Mid-Range Teacher Salary	\$71,081	\$80,256
Highest Teacher Salary	\$92,976	\$100,154
Average Principal Salary (ES)	\$127,747	\$125,899
Average Principal Salary (MS)	\$0	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$198,204	\$222,447
Percent of District Budget		
Teacher Salaries	39.0	37.0
Administrative Salaries	6.0	5.0

\* 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

- SITE: Instructional materials, school supplies, computer software
- SITE SUPPLEMENTAL: Tier II & Tier III Teachers
- Title I: TOSA, Teachers, Translators, SIP Project Assistant, books, supplies
- Title III/LEP: Teachers, Translators
- INSTRUCTIONAL SERVICES: Teacher training, Substitutes
- ASES: After school academic support and enrichment teachers and supplies
- LOTTERY: Science Materials

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9096.6	2160.34	6936.27	85164.47
District	◆	◆	9658	\$74,761
State	◆	◆	\$7,125	\$80,910
Percent Difference: School Site/District			-32.8	13.0
Percent Difference: School Site/ State			-2.7	5.1

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.