Old Orchard Elementary

25141 North Avenida Rondel • Valencia, CA 91355-3205 • (661) 291-4040 • Grades K-6
Ken Hintz, Principal
khintz@newhall.k12.ca.us

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

Newhall School District
25375 Orchard Village Road, Suite 200
Santa Clarita, Ca 91355
(661) 291-4000
www.newhallschooldistrict.com

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

Old Orchard School Mission Statement

At Old Orchard, we collectively commit to:

- ensure all students achieve at high levels and become lifelong learners.
- provide a nurturing and safe student-centered learning environment where students are encouraged to take academic risks.
- foster a positive, caring community which respects and values diversity.

School Profile/Context/Demographics/API

Old Orchard is located in the city of Santa Clarita, a suburban community thirty miles northwest of downtown Los Angeles. The school is one of ten schools in the Newhall School District. Old Orchard maintains an average enrollment of 426 students in grades K – 6, and offers class size reduction in grades K through 3. The school also has 40 students in grades K-6 in four special day classrooms. Old Orchard serves a population that is diverse in culture, ethnicity, and economics. Forty-three (43%) percent of the students are economically disadvantaged. The majority of these students receive daily bus transportation to and from school. Fifty-seven (57%) percent of the students are Hispanic, thirty-four (34%) percent White, one (1%) percent African American, and one percent (1%) Asian. Thirty (30%) percent of the students are EL Learners.

For the 18-19 school year, it is anticipated that Old Orchard Elementary School staff will include: Serving All:

Administration	1 Principal 1 Assistant Principal
Office Staff	1 Office Manager 1 Attendance Clerk 1 Community Liaison- Part Time 1 Health Assistant- Part Time
Other Support Staff	1 Support Technician- Technology- Part Time 6 Safety Supervisors 1 Day Custodian 2 Night Custodians 2 Cafeteria Staff

K-6th Campus

Classroom Teachers	14
Intervention Staff	7 Curriculum Specialists 1 Behavior Support Specialist
Special Education Staff	1 Psychologist - Part Time 1 Resource Specialist 1 Speech and Language Pathologist
Other Support Staff	Technology Specialist 6 Safety Supervisors 1 Day Custodian 2 Night custodians 2 Cafeteria Staff

Special Day Class "SHINE" (Support/Honor/Inspire/Nurture/Encourage)

Administration	1 Program Coordinator
Special Day Class Teachers	4
Instructional Support Staff	13 Instructional Assistants 1 Behavior Support Specialist
Special Education Staff	1 Psychologist - Part Time 1 Adaptive PE Specialist - Part Time 1 Occupational Therapist - Part Time

Effective communication is vital to success. Old Orchard uses a variety of tools to share information, some of which are weekly announcements to students and staff, a school website, a school marquee, hallway bulletin boards, and an advanced school-to-home phone communication system (Blackboard Connect Ed). The Principal communicates with staff through a weekly calendar along with scheduled staff, team leader, and instructional leadership team meetings. Students share reports with one another about school-related activities through Student Council minutes read in the classroom. Annually, the school posts handbooks on its website for playground rules, progress reporting, parent volunteers, and a "Parent/Student handbook." The Principal attends all school Parent Teacher Organization (PTO) and School Site Council (SSC) meetings.

Old Orchard is successful because of its partnership with parents and the community. School-wide parent/teacher conferences are held twice a year. In Fall 2017, there was a 97% attendance rate to conferences. Back-to-School Night and Open House events are also well attended. The PTO, School Site Council, and English Learner Advisory Committee (ELAC) meetings are additional communication avenues for parents. Old Orchard is extremely fortunate to have a very dedicated and active PTO. It sponsors a variety of programs that benefit students and teachers in many ways. It is impossible to mention all of the programs this parent group promotes, but highlights include emergency preparedness, school-wide assemblies, field trips, science fairs, reading and writing programs, gifts for technology and the library, classroom volunteer programs, book fair, Fall Carnival, variety show, social events, food drives, yearbook, room representatives, teacher appreciation, after-school enrichment classes, and many others. In 2017-2018, the PTO fundraised $30,500 to support field trips, assemblies, and technology in the classroom.

Children at Old Orchard are recognized for both academic and social growth. At monthly flag ceremonies we celebrate social growth and bring our community together. Students receive character recognition awards based on the Character Counts program. At the end of each trimester, students receive academic awards and are honored at an award ceremony.

The Old Orchard school community is proud to be a part of a long tradition of excellence in the Newhall School District. One of the ways that we measure our school's performance is through the California School Dashboard (California School Dashboard Home). The Dashboard is an online tool that shows how local educational agencies and schools are performing on the state and local indicators included in California's school accountability system. California's new school accountability system provides a more complete picture of how schools are meeting the needs of all students. There are three important advantages to California's new approach:
- More than a single number: The multiple measures of student success define a quality education more broadly than a single test score.
- Equity: There is an increased focus on identifying and addressing disparities among student groups. Support for Local Decision Making: State accountability tools provide information to support local planning process around improving student performance.

The state indicators are based on data that is collected consistently across the state from districts through the California Longitudinal Pupil Achievement Data System (CALPADS) and testing vendors. The state indicators that are measured for elementary schools are:

- Academic Indicator (reported separately for English language arts/literacy and mathematics assessments)
- English Learner Progress
- Suspension Rate

There are five performance levels to indicate a school's performance in each of the state indicators. Schools strive to be in the green and blue performance levels.

The following data is from Old Orchard's Fall 2017 Dashboard Report.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)	(orange)	Medium 1.5%	Increased +0.9%
English Learner Progress (1-12)	(green)	Medium 68%	Increased Significantly +10.2%
English Language Arts (3-8)	(yellow)	Medium 9.2 points above level 3	Declined Significantly -15.8 points
Mathematics (3-8)	(green)	High 0.4 points above level 3	Maintained -1.1 points

Performance Levels:
(Red) Red (Lowest Performance) (Orange) Orange (Yellow) Yellow (Green) Green (Blue) Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

This report shows us that our student scores were green in math showing that we maintained from the previous year. Our English learner progress score was also green showing a significant increase from the previous year.

Our English Language Arts scores were yellow. This was a significant decline from the previous year. English Language Arts and English Language development have become grade level areas of focus for improvement this year and into the upcoming year that will be addressed in this document.

Finally, though our suspension rate was orange, it had increased slightly from the previous year. School climate and its impact on suspension rate is a topic that will be addressed throughout this document. We know that students are more successful when they have the support that they need at school to both be safe and to feel safe.

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 Grade Level	
Grade Level	**Number of Students**
Kindergarten	62
Grade 1	47
Grade 2	48
Grade 3	48
Grade 4	67
Grade 5	77
Grade 6	74
Total Enrollment	423

2017-18 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	1.4
American Indian or Alaska Native	0.2
Asian	1.4
Filipino	0.7
Hispanic or Latino	53.2
Native Hawaiian or Pacific Islander	0.2
White	37.4
Socioeconomically Disadvantaged	44.4
English Learners	23.6
Students with Disabilities	17.5
Foster Youth	0.9

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			
Old Orchard Elementary	**16-17**	**17-18**	**18-19**
With Full Credential	20	19	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Newhall School District	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	264
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Old Orchard Elementary	**16-17**	**17-18**	**18-19**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

* 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**
Reading/Language Arts	Benchmark Advance, 2017, Benchmark Education Company **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Bridges, Math Learning Center (K-5), adopted May 2016 College Preparatory Math (6), adopted May 2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Harcourt Science (K-2, and 6) and Prentice Hall Science Explorer (6), adopted Spring 2008 STEMscopes (TK-5), approved spring 2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Harcourt Brace Social Studies (K-6), adopted Spring 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)
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: 12/10/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

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

Subject	2017-18 CAASPP Results for All Students					
	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	53.0	56.0	69.0	71.0	48.0	50.0
Math	56.0	57.0	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

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.

Subject	CAASPP Test Results in Science for All Students					
	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	17.6	17.6	33.8

* 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.

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	266	263	98.87	56.27
Male	134	132	98.51	46.21
Female	132	131	99.24	66.41
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	141	141	100.00	43.26
Native Hawaiian or Pacific Islander	--	--	--	--
White	97	94	96.91	72.34
Two or More Races	15	15	100.00	73.33
Socioeconomically Disadvantaged	121	121	100.00	37.19
English Learners	79	78	98.73	30.77
Students with Disabilities	60	57	95.00	24.56
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 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	266	263	98.87	57.41
Male	134	132	98.51	53.79
Female	132	131	99.24	61.07
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	141	141	100	42.55
Native Hawaiian or Pacific Islander	--	--	--	--
White	97	94	96.91	74.47
Two or More Races	15	15	100	73.33
Socioeconomically Disadvantaged	121	121	100	38.84
English Learners	79	78	98.73	34.62
Students with Disabilities	60	57	95	22.81
Foster Youth	--	--	--	--

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)
Old Orchard is successful because of its partnership with parents and the community. School-wide parent/teacher conferences are held twice a year. In 2017-2018, there was a 96% attendance rate to conferences. Back-to-School Night and Open House events are also well attended. The PTO, School Site Council, and English Learner Advisory Committee (ELAC) meetings are additional communication avenues for parents. Old Orchard is extremely fortunate to have a very dedicated and active PTO. It sponsors a variety of programs that benefit students and teachers in many ways. It is impossible to mention all of the programs this parent group promotes, but highlights include emergency preparedness, school-wide assemblies, field trips, science fairs, reading and writing programs, gifts for technology and the library, classroom volunteer programs, fall carnival, variety show, social events, jacket drive, yearbook, room representatives, teacher appreciation, after-school enrichment classes, and many others. In 2017-2018, the PTO fundraised $30,500 to support field trips, assemblies, and technology in the classroom. Parents also volunteered 1,381 hours of their time to support student learning in the classroom.

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 the 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	0.6	1.5	2.2
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)	0.63
Psychologist	1.0
Social Worker	NA
Nurse	0.25
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	0.8
Other	0.61
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	23	22	21		1	1	3	2	2			
1	22	24	23				2	2	2			
2	22	22	23				3	2	2			
3	21	19	17	1	1	1	2	3	2			
4	32	25	31		1		2	2	2			
5	22	24	25	1	1	1	2	2	2			
6	19	24	24	2	1	1	1	2	2	1		
Other	7		10	2		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/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	13726.93	3675.78	10015.15	120640.43
District	♦	♦	9658	$74,761
State	♦	♦	$7,125	$80,910
Percent Difference: School Site/District			3.6	47.0
Percent Difference: School Site/ State			33.7	39.4

* 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.

Types of Services Funded

Office Assistant, Health Assistant, Office Supplies, Xerox Lease, Computer Hardware and Computer Software, Intervention Curriculum Specialists, Professional Development, Instructional Supplies, Interpreter Services, Enrichment Classes.

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.