Old Orchard Elementary

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Daria Ramirez, Principal
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2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Newhall School District
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Mrs. Dee Jamison
Assistant Superintendent of Instructional Services

Mrs. Sheri Staszewski
Assistant Superintendent of Business Services

Mrs. Amanda Montemayor
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.

Our Instructional Leadership Team Purpose Statement:

The purpose of the ILT at Old Orchard is to empower ALL staff to reflect on our practice, embrace change, and collectively ensure that ALL students learn at high levels.

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 405 students in grades K – 6, and offers class size reduction in grades K through 3. The school also has 13 students in grades K-6 in two special day classrooms. In addition, Old Orchard began a dual immersion program in the 2019-2020 school year. The program is a 50/50 model with 2 classes in Kindergarten and two classes in First grade. 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-two (52%) percent of the students are Hispanic, thirty-nine (39%) percent White, one (1%) percent African American, and one percent (1%) Asian. Twenty four (24%) percent of the students are English Language Learners.

For the 20-21 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 Outreach Support Person

 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: 18

Intervention Staff:

 7 Curriculum Specialists

 1 Behavior Support Specialist

Special Education Staff:

 1 Psychologist - Part Time

 1 Resource Specialist - Part Time

 1 Speech and Language Pathologist

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

Special Day Class Teachers: 2

Instructional Support Staff:

 4 Instructional Assistants

 1 Behavior Support Specialist

Special Education Staff:

 1 Psychologist

 1 BCBA

 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, Instagram, weekly newsletters, 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. During Distance Learning, administrators intensified communication with parents with more frequent emails, social media posts, and weekly Zoom parent 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 2019, there was a 93% attendance rate to conferences. Back-to-School Night was 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, drive-in movie night, social events, food drives, yearbook, room representatives, teacher appreciation, after-school enrichment classes, and many others. Unfortunately due to the Covid-19 epidemic some of our events were canceled this year. In 2019-2020, the PTO fundraised $22,058.00 to support field trips, assemblies, and technology in the classroom. Parents also volunteered 1772 hours of their time to support student learning in the classroom. Old Orchard partnered with College of the Canyons this year to provide English classes for our Spanish speaking families. Classes began in the winter and ran until COVID-19 interrupted the classes.

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.

Our OWLS PBIS program is grounded in a research based framework. Our PBIS program has made a positive impact at Old Orchard in terms of student behavior and adult behavior. It is preventative, multi-tiered and equitable for ALL students. We have created a shared vision with a common language, shared beliefs about behavior, and common behavior expectations that are clear to staff and students. Our staff, parents, and students have worked collaboratively to create common behavior expectations at school and at home during distance learning. Teachers and staff have explicitly taught expectations to our students in each school setting including the home setting. Our daily announcements include our PBIS OWLS Pledge, a review of school wide expectations and our weekly "I can" statement. PBIS incentives are offered for positive behavior choices, attendance, which has resulted in an improved attendance rate. We have included our stakeholders by creating a PBIS newsletter to share with teachers, and families. Our PBIS student store is run by bilingual PTO parents, who are able to support our Dual Language Immersion students, our School Counselor, our Assistant Principal and our Community Liaison. Our next steps include data collection, tier 2 supports, parent workshops and social emotional support for students who are having difficulty returning to the school setting.

Our Dual Language Immersion Program at Old Orchard combines native English Speakers and native Spanish Speakers for academic instruction taught through two languages. Our students receive instruction in English and Spanish throughout the day. We target balanced numbers of English Speakers and Spanish Speakers (English Learners, English Proficient Bilingual Students, English Only Students). 50% of instruction is in Spanish and 50% of instruction is in English. Students receive math and language arts instruction in both languages. Students receive standards based instruction equal to that of their grade level peers who are not in the Dual Language Immersion Program. Each classroom is led by a team of teachers pairing native English and native Spanish speaking teachers. Our students will develop high levels of proficiency in English in their first language and in their second language. Students are expected to develop academic performance at or above grade level expectations in both languages. Students will also develop positive levels of self-esteem and positive attitudes amongst students, families and communities. Students will become biliterate and develop bicultural skills. Our teachers and Dual Language Immersion Families are engaged in adult learning. We offer parent English Classes, additional parent engagement nights, morning meetings with teachers and administrators, additional newsletters, and more. "The best way to learn English is to have a strong foundation in your native language. You do not have to give up your home language to learn English," Old Orchard DLI Team Member.

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	94
Grade 1	73
Grade 2	63
Grade 3	53
Grade 4	50
Grade 5	51
Grade 6	63
Total Enrollment	447

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.4
Asian	0.7
Filipino	1.1
Hispanic or Latino	55.5
Native Hawaiian or Pacific Islander	0.2
White	35.6
Two or More Races	4.7
Socioeconomically Disadvantaged	40.9
English Learners	23.5
Students with Disabilities	14.3
Foster Youth	0.9
Homeless	0.2

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 for Old Orchard	18-19	19-20	20-21
With Full Credential	18	19	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Newhall School District	18-19	19-20	20-21
With Full Credential	♦	♦	257
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Old Orchard Elementary

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	2

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 2020-21)

Textbooks and Instructional Materials
Year and month in which data were collected: December 2020

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 *During the Covid-19 pandemic, digital learning curriculum was purchased for use in the 20-21 school year: Carnegie Math (gr 6) **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-6), approved spring 2016 *During the Covid-19 pandemic, digital learning curriculum was purchased for use in the 20-21 school year: Twig Science (TK-5) Smart NGSS (gr 6) **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 *During the Covid-19 pandemic, at-home materials were purchased for use in the 20-21 school year: Studies Weekly (K-6) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

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

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, Maintenance, and Operations (FMO) 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 FMO reviews and distributes work orders to maintenance staff. Safety related work orders are labeled number one priority!

Weekly School Visits / Inspections
The Director FMO visits and inspects two schools every week

Security
We ask that all parents and visitors check in with the main office at each school. The district also utilizes a Visitor Management System (LobbyGuard) to screen visitors. 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.

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)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- • Determination of repair status for systems listed
- • Description of any needed maintenance to ensure good repair
- • The year and month in which the data were collected
- • The rate for each system inspected
- • The overall rating

Year and month in which data were collected: 12/09/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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	**Exemplary**	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	59	N/A	69	N/A	50	N/A
Math	61	N/A	69	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	48	N/A	54	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)
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. During the school years, parents are important partners in helping their child succeed. They attend school events, conference with teachers, ensure homework is completed, volunteer in the classroom, serve on school committees and, overall, are the primary stewards of their children's education.

Our school welcomes this partnership and offers many ways (in addition to those listed above) parents can make a difference, not only for their own child, but also for the entire school. These include membership in our Parent-Teacher Association (PTA), Parent-Teacher Organization (PTO), school foundation, School Site Council, or our English Learner Advisory Committee. All of these entities have one thing in common: provide the best education to our students.

Our belief in strong parent involvement is backed by the District's Local Control Accountability Plan (LCAP**). Under Parent Involvement, the Plan calls for increased parent engagement (involvement in school programs/activities; feedback on school performance) through the following:

A. Track and increase parent volunteer hours
B. Track and increase attendance at school and District events
C. Track percentage of parent attendance at fall conferences and at Back-to-School Night
D. Track annual fundraising for each site
E. Implement new District/site website designs and a new messaging system
F. Provide each site a bilingual Community Liaison to maximize parent involvement in their child's education
G. Implement annual School Effectiveness surveys
H. Purchase and utilize transmitter/receivers for simultaneous translation

Our school staff and various parent committees seek input through parent education events, parent conferences, School Site Council and through other surveys. We keep parents well-informed through newsletters, calendars and through frequent use of the Blackboard Connect messaging system.

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 (School Year 2020-2021)

Every school in the Newhall School District has a comprehensive safety plan that is reviewed and updated annually. For further information please contact Sheri Staszewski, Assistant Superintendent of Business Services, at (661) 291-4166.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.2	1.6	1.1	0.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.6	0.4	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	NA
Library Media Services Staff (Paraprofessional)	.63
Psychologist	.5
Social Worker	NA
Nurse	.25
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	0.8
Other	.36

*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 Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	21	1	2		24		2	2	36			2
1	23		2		20	3			40		1	2
2	23		2		18	1	2		20	1		2
3	17	1	2		24		2		25		2	
4	31		2		18	1	2		25		2	
5	25	1	2		30		2		25		2	
6	24	1	2		19	2	2		30		2	
Other**	10	1							6	2		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	122.75	71.5	40

The Newhall School District continuously seeks to offer its staff growth opportunities through training, coaching, and conferences. District staff includes:

All classroom teachers
Non-classroom teachers
Paraprofessionals (instructional aides, teacher assistants, etc.)
Non-instructional support staff (clerical, custodial, technology, etc.)

Whether a teacher, administrator, academic or office support contributor, we strive to give our professionals occasions to progress. The Number of school days dedicated to staff development and continuous improvement noted above reflects the number of training events offered by the District to staff throughout the school year. Training days may be only a couple hours, half-day, or full day. During these growth moments, qualified substitute teachers are in the classroom to ensure students' courses run smoothly and progress as planned. In all, we work to minimize the time classroom teachers are away from their sites.

Teacher Professional Development

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. In addition to these offerings, teachers have the opportunity to attend workshops in technology use and arts integration.

Professional development is designed to support the instructional shifts in English Language Arts and Mathematics under the 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.

During the 20-21 school year, the district was operating under health guidelines due to the Covid-19 pandemic and professional development and the professional development focus was shifted in order to meet immediate needs. Teachers and staff were provided technology training in order to support a digital instructional model and use of various applications and digital curriculum. All professional development was conducted virtually and subsequently supported by weekly coaching office hours, an E-Learning site, and team and individual coaching meetings. No training was conducted during instructional time. In addition, a self-paced learning module was created as an additional way to support teacher needs, specifically in the area of science.

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 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$50,078	$51,004
Mid-Range Teacher Salary	$72,503	$82,919
Highest Teacher Salary	$94,756	$104,604
Average Principal Salary (ES)	$128,875	$131,277
Average Principal Salary (MS)		$136,163
Average Principal Salary (HS)		$128,660
Superintendent Salary	$200,000	$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	35.0
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 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	11945.73	3333.02	8612.71	73708.88
District	N/A	N/A	7960.92	$75,918
State	N/A	N/A	$7,750	$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	7.9	-3.0
School Site/ State	10.5	-13.3

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

Types of Services Funded

Office Assistant, Office Supplies, Xerox Lease, Computer Hardware and Computer Software, Intervention Curriculum Specialists, Professional Development, Instructional Supplies, Interpreter Services, Cultural Awareness assemblies, 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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.