

Wiley Canyon Elementary Safety Committee

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information	
School Name	Wiley Canyon Elementary Safety Committee
Street	24240 La Glorita Circle
City, State, Zip	Newhall, CA 91321-2304
Phone Number	(661) 291-4030
Principal	Marguerite Armstrong
Email Address	marmstrong@newhallsd.com
School Website	https://www.newhallschooldistrict.com/Domain/326
Grade Span	K-6
County-District-School (CDS) Code	19 64832 6020812

2024-25 District Contact Information	
District Name	Newhall School District
Phone Number	(661) 291-4000
Superintendent	Dr. Leticia Hernandez
Email Address	lhernandez@newhallsd.com
District Website	www.newhallschooldistrict.com

2024-25 School Description and Mission Statement
<p>Wiley Canyon School is a vibrant elementary school dedicated to fostering a nurturing and inclusive learning environment for all students. Serving grades TK-6, we emphasize academic excellence, social-emotional development, and creative exploration. Our committed staff collaborates with families to provide engaging, standards-based instruction that supports diverse learners. Enriched by programs in the arts, technology, and physical education, our Wiley Scholars develop the skills and confidence needed for lifelong learning. Together, we strive to empower every student to reach their fullest potential and thrive as responsible, compassionate members of their community.</p>

About this School

2023-24 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	39
Grade 1	54
Grade 2	55
Grade 3	51
Grade 4	60
Grade 5	62
Grade 6	60
Total Enrollment	381

2023-24 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	45.4
Male	54.6
American Indian or Alaska Native	0.3
Asian	2.9
Black or African American	0.3
Filipino	2.6
Hispanic or Latino	74
Native Hawaiian or Pacific Islander	0.3
Two or More Races	3.7
White	12.6
English Learners	36
Homeless	4.2
Socioeconomically Disadvantaged	75.9
Students with Disabilities	21.8

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.80	89.41	262.00	96.15	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.50	0.55	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown/Incomplete/NA	2.00	10.59	9.00	3.30	18854.30	6.86
Total Teaching Positions	18.80	100.00	272.50	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.80	87.93	263.70	96.35	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.02	2.00	0.73	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	1.00	0.37	11953.10	4.28
Unknown/Incomplete/NA	2.00	8.05	7.00	2.56	15831.90	5.67
Total Teaching Positions	24.80	100.00	273.70	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.80	86.87	245.90	94.26	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.38	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.00	1.15	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11746.90	4.23
Unknown/Incomplete/NA	3.00	13.13	11.00	4.22	14303.80	5.15
Total Teaching Positions	22.80	100.00	260.90	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2024	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, adopted 2017, Benchmark Education Company Benchmark Adelante added to our Dual Language Immersion campus, 2019	Yes	0
Mathematics	Bridges, Math Learning Center (K-5), adopted May 2016 College Preparatory Math (6), adopted May 2016	Yes	0
Science	Amplify Science, adopted June 2023	Yes	0
History-Social Science	Harcourt Brace Social Studies (K-6), adopted Spring 2007 Studies Weekly (K-6) is currently being used as a supplement	Yes	0

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

School Facility Conditions and Planned Improvements

The Newhall School District is fully committed to providing a safe and secure environment for our students, staff, parents, and community members. We take proactive and comprehensive measures to ensure our schools are clean, safe, and well-maintained. The following outlines the steps we take to uphold these high standards.

Cleanliness and Maintenance

The Newhall School District prioritizes maintaining clean, safe, and well-maintained campuses. Custodial staff ensure every classroom, preschool, kindergarten bathroom, and office is cleaned daily. To uphold high standards, the Director of Facilities, Maintenance, and Operations (FMO) routinely inspects schools to confirm they are in a clean, safe, and orderly condition. Custodians promptly report any safety hazards or maintenance concerns to the school principal or office manager. Using our efficient, web-based work order system, office managers submit maintenance requests, which are reviewed and assigned by the Director of FMO. Safety-related work orders are always given the highest priority.

Weekly School Visits and Inspections

School Facility Conditions and Planned Improvements

The Director of FMO conducts on-site inspections of two schools every week to ensure consistent adherence to safety and cleanliness standards.

Security
The Newhall School District is committed to creating secure learning environments. All parents and visitors are required to check in at the main office upon arrival, where our Visitor Management System (Raptor) screens all visitors for safety. To facilitate communication, two-way radios are used by administrative staff, office personnel, and safety supervisors. Additionally, playground supervision is provided at each school to ensure student safety during recess, promptly address concerns, and communicate with the administrative team as needed.

Age of Schools and Modernization
The Newhall School District encompasses 10 schools, with the newest constructed in 2005-2006. Eight of the district’s schools are less than 16 years old or have been modernized using local and state bond funds. Modernization projects include upgrades such as:

- Utility infrastructure replacements,
- New carpeting, lighting, windows, and doors,
- Improved locks, fire alarms, and communications systems,
- Enhanced internet infrastructure for classrooms,
- Roof replacements, interior/exterior painting, and storage solutions,
- Renovations of libraries, classrooms, and bathrooms

Thanks to the successful passage of Measure E in 2011, a \$60 million school construction and modernization bond, the district has replaced aging portable classrooms with permanent buildings, upgraded the Newhall Elementary School auditorium, and enhanced technology, energy management, communications, and utility infrastructure. These investments ensure our facilities meet the needs of students and staff while supporting innovative learning environments.

Year and month of the most recent FIT report	12/06/2024
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	50	49	66	67	46	47
Mathematics (grades 3-8 and 11)	43	46	62	63	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	234	230	98.29	1.71	48.91
Female	110	109	99.09	0.91	49.54
Male	124	121	97.58	2.42	48.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	181	178	98.34	1.66	45.20
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	64.29
White	31	30	96.77	3.23	60.00
English Learners	54	52	96.30	3.70	21.15
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	183	180	98.36	1.64	44.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	55	100.00	0.00	5.56

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	234	230	98.29	1.71	46.09
Female	110	109	99.09	0.91	50.46
Male	124	121	97.58	2.42	42.15
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	181	178	98.34	1.66	40.45
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	64.29
White	31	30	96.77	3.23	63.33
English Learners	54	53	98.15	1.85	16.98
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	183	180	98.36	1.64	42.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	54	98.18	1.82	5.56

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	28.33	40.98	55.48	55.70	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	62	62	100.00	0.00	40.32
Female	29	29	100.00	0.00	41.38
Male	33	33	100.00	0.00	39.39
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	47	47	100.00	0.00	31.91
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	13	13	100.00	0.00	23.08
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	46	46	100.00	0.00	34.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2023-24 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	97%	100%

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement
One of Wiley Canyon’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 year, parents are important partners in helping their children 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 child but also for the entire school. These include membership in our Parent-Teacher Association (PTA), School Site Council, or our English Learner Advisory Committee.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	396	390	79	20.3
Female	180	177	29	16.4
Male	216	213	50	23.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	1	9.1
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	294	289	62	21.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	15	15	2	13.3
White	50	49	9	18.4
English Learners	139	139	26	18.7
Foster Youth	--	--	--	--
Homeless	19	19	6	31.6
Socioeconomically Disadvantaged	303	301	71	23.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	95	94	26	27.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.87	0.47	0.25	0.67	0.91	0.39	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.25	0.00
Female	0.56	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.34	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.33	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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 Arik Avanesyans, Assistant Superintendent of Business Services, at (661) 291-4166.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		2	
1	23		1	
2	26		2	
3	25		2	
4	28		2	
5	32		2	
6	28		3	
Other	9	4		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		2	
1	24		2	
2	24		2	
3	27		2	
4	25		2	
5	27		2	
6	32		2	
Other	11	4		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2		
1	25		2	
2	25		2	
3	24		2	
4	27		2	
5	29		2	
6	28		2	
Other	12	3		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	381

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15213.93	5653.84	9560.09	73203.79
District	N/A	N/A	12948.19	\$88,629
Percent Difference - School Site and District	N/A	N/A	-30.1	-19.1
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-11.9	-27.3

Fiscal Year 2023-24 Types of Services Funded

- Staff and materials for intervention and enrichment
- Supplemental instructional materials
- Social-emotional education
- Computer software, books, supplies
- Equipment purchase and replacement
- Professional development for staff
- Parent education
- After-school academic support programs

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$57,335	\$58,553
Mid-Range Teacher Salary	\$83,010	\$93,924
Highest Teacher Salary	\$110,910	\$119,489
Average Principal Salary (Elementary)	\$146,700	\$149,898
Average Principal Salary (Middle)	\$0	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$220,450	\$270,432
Percent of Budget for Teacher Salaries	33.12	31.93
Percent of Budget for Administrative Salaries	5.74	5.62

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	25	90	83