



Oak Hills Elementary

26730 Old Rock Road • Valencia, CA 91381-0775 • (661) 291-4100 • Grades K-6

Wendy Maxwell, 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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**Assistant Superintendent of
Instructional Services**

Mrs. Sheri Staszewski

**Assistant Superintendent of
Business Services**

Mrs. Amanda Montemayor

**Assistant Superintendent of
Human Resources**

School Description

Oak Hills is where we empower all students to be life-long learners that take risks, persevere, collaborate, and engage within our diverse community.

Oak Hills Vision Statement:

We are a reflective open-minded collaborative community that trusts and supports each other consistently to ensure all students learn.

ILT Purpose Statement:

The purpose of our Instructional Leadership team at Oak Hills is: to foster a school culture that supports one another and embraces the mindset that all students can learn at high levels. Our staff will work collaboratively to analyze data, address opportunity gaps, and share best practices to ensure all students have equitable access to high quality learning experiences.

“Excellence in Heart and Mind”

Oak Hills Elementary School opened to students on September 20, 2005 and is in its sixteenth year of operation. The school is located in the Westridge neighborhood of the Santa Clarita Valley and is one of ten schools in the Newhall School District.

School Population	557 students
English Language Learners	6%
White	42%
Asian	18%
Hispanic or Latino	25%
Two or More Races	8%
Black or African American	2%

For the 20-21 school year, it is anticipated that Oak Hills Elementary School staff will include:

Administration

1 Principal

1 Assistant Principal .5

Office Staff

Office Manager

Office Assistant – Part time

Community Outreach – Part time

Health Assistant – Part time

Other Support Staff

Support Technician Technology – Part time
Four Safety Supervisors
Day Custodian
Night Custodian
2 Cafeteria Staff

K-6th Campus:

Classroom Teachers 25

Intervention Staff

Two curriculum specialists – Part time
Two Behavior Support Specialists

Special Education Staff

Psychologist – 3 days
Resource Specialist
Speech and Language Pathologist

Other Support Staff

Counselor – Full time
Library/Media Technician
Support Specialist – Science

We are a reflective open-minded collaborative community that trusts and supports each other consistently to ensure all students' learning. The Oak Hills family believes in the achievement of all students and our staff works together to ensure that our school's academic success continues to grow. Our students' accomplishments are not only reflective of hard work, but of all teachers and specialists that adhere to the strong academics that we offer. School-wide Professional Learning Community (PLC) teams are committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. Over the last four years, Oak Hills academic data results have been analyzed and non-academic metrics have been monitored to identify trends in student performance. Oak Hills was the proud recipient of the 2019 National Blue Ribbon award for being an exemplary high performing school. There is much to be proud of as Oak Hills Elementary School and the entire Newhall School District continues to make progress in many areas.

We are in our third year of Oak Hills implementing PBIS on campus, following this research-based methods of clearly teaching expected behaviors, rewarding positive student choices, and intervening with students who need additional support to be successful. Our site follows four core behavior expectations – Have Respect , Own Your Actions Safely. Work Together, and Listen Attentively (HOWL). These behavior expectations are taught explicitly to students in all grades and are revisited throughout the year. In order to provide consistency in this program, the team created a handbook for staff that outlines the pillars of the program, and provides lessons that are used school-wide to teach behavior expectations. We also hold monthly incentive activities for students to earn using tickets they have earned for positive behavior. We have a Coyote Corner store which allows student to purchase incentives with their HOWL tickets that are earned.

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	70
Grade 1	62
Grade 2	86
Grade 3	87
Grade 4	94
Grade 5	113
Grade 6	108
Total Enrollment	620

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.5
Asian	21.1
Filipino	5.3
Hispanic or Latino	22.4
White	39.8
Two or More Races	8.1
Socioeconomically Disadvantaged	14
English Learners	10.5
Students with Disabilities	10.5
Foster Youth	0.2
Homeless	0.3

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 Oak Hills Elementary	18-19	19-20	20-21
With Full Credential	27	26	17
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 Oak Hills Elementary

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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: 12/11/2020

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.

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 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	80	N/A	69	N/A	50	N/A
Math	77	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	56	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.

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)

Oak Hills views parents as partners who work with staff to help every student to succeed both academically and socially. School-wide parent/teacher conferences are held twice a year and we have strong parent attendance at these meetings. Back to School Night and Open House events are also well attended. PTA, Foundation, School Site Council, and ELAC Advisory Committee meetings are additional involvement options for parents. Oak Hills is fortunate to have a very dedicated and active PTA and Foundation. Both of these groups sponsor a variety of programs that benefit students and teachers in many ways. Highlights thus far have been a virtual paint night, HOWL-O-WEEN event, STEM Challenges, and Virtual Animal Visit to their google classrooms. We will also be holding a virtual STEM Expo.

Continuing during the 20-21 school year, all students will participate in the AR program to be implemented with fidelity, as a means of promoting independent reading both in and out of the classroom. Each trimester when students meet their individual goals with comprehension accuracy, they will be recognized with a certificate and bookmark. We will also work to improve our attendance rate with the use of our Coyote attendance trophy (one for primary and one for upper) monthly attendance winners.

At Oak Hills, we continue to work hard and strive to meet the needs of all our students. We believe ALL children can learn and we embrace everyone's contributions to assist in this process. We are committed to supporting an on-going instructional program that encourages social awareness of the diversity within our community.

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	0.4	0.4	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	0.3	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	.6
Social Worker	NA
Nurse	.25
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
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	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21		3		18	1	2		22	1	2	
1	25		3		25		3		23		2	
2	24		3		23		3		24		3	
3	21	1	4		20	1	4		21	2	2	
4	31		3		29		3		30		3	
5	27	1	4		29		4		31		3	
6	26	1	3		28	1	4		30		3	
Other**	8	1			9	1			16	3	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/.

Types of Services Funded

Oak Hills Elementary receives funding from LCFF (Local Control Funding Formula) base and targeted funding. The School Site Council (SSC) continues to focus funding from these programs directly on student success and school improvement. Goals have been instrumental in guiding the development of Oak Hills' School Plan for Student Achievement. The School Site Council (SSC) members and staff established goals that are based on needs and requirements of the school and our belief that all children can be successful.

LCFF (Local Control Funding Formula) base and supplemental grant funds were used for Instructional Materials, technology licenses and support, a .47 curriculum specialist, after school intervention, and library books.

Title III: Specific Resources/Intervention for our Title III students

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	10364.47	3224.81	7139.65	75132.25
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	-10.9	-1.0
School Site/ State	-8.2	-11.4

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

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.