

Pico Canyon Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

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.

2023-24 School Contact Information

School Name	Pico Canyon Elementary School
Street	25255 Pico Canyon Road
City, State, Zip	Stevenson Ranch, CA 91381
Phone Number	(661) 291-4080
Principal	Michele Krantz
Email Address	mkrantz@newhallsd.com
School Website	https://www.newhallschooldistrict.com/Pico
County-District-School (CDS) Code	19648320108027

2023-24 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

2023-24 School Description and Mission Statement

Pico Canyon Elementary School is located in Stevenson Ranch, a suburban community thirty miles north of Los Angeles. Pico Canyon opened its doors on August 21, 2003, and was designed to accommodate 950 students. Currently, 793 students are enrolled in grades kindergarten through sixth. Three portable buildings have been added to accommodate the addition of special education students with moderate to severe disabilities. The school is located in Los Angeles County and is situated adjacent to a county park.

Pico Canyon School serves a diverse neighborhood with a current student population comprised of Caucasian, 28% Asian, 27% Hispanic, 2% African American, and 12% multiple ethnicities. 14% percent of our students are English learners and 26% of our current student population is considered socio-economically disadvantaged. Surrounded by apartments, townhomes, single-family homes, and a park, the school has developed a strong school identity and culture. Pico Canyon School and its family community support the “Character Counts” traits and maintain a tradition of high expectations, academic excellence, and strong community support. The families in the Pico Canyon community take pride in the school’s learning environment and the continual development of a positive school culture and “Husky Pride.”

Pico Canyon has 822 students in Twenty-eight regular education classrooms and 31 students in three special day classrooms. In addition to the 31 classroom teachers, Pico Canyon has a resource specialist teacher, 1.6 speech and language teachers, a school psychologist five days per week, two school counselors five days a week, a learning support teacher assisted by a curriculum specialist, orchestra teachers one day a week, visual arts, chorus, and classroom music teachers four days per month, a part-time occupational therapist, and a part-time adaptive physical education teacher. Pico Canyon School has classes of an average of 26 or less in grades transitional kindergarten through third. Four kindergarten classrooms have implemented an early/late start program in which the teacher-to-student ratio is approximately 1 to 12 during critical core reading and mathematics instruction. During the overlap period where each teacher has all students, instruction centers around social studies, science, art, music, physical education, and computer technology. Staff members’ efforts, combined with the efforts of the parents and numerous volunteers, create and enhance a culture that is warm, caring, and focused on excellence for all students. In spring 2018, Pico Canyon was recognized as a California Distinguished School, highlighting a school where a community comes together to achieve the very best for children. Pico Canyon School has been recognized as a California Business for Education Excellence Honor Roll School eight times. In the fall of 2019, Pico Canyon School was recognized as a National Blue Ribbon School under the category of Academic Excellence.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	108
Grade 1	109
Grade 2	128
Grade 3	93
Grade 4	129
Grade 5	110
Grade 6	131
Total Enrollment	808

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8%
Male	50.2%
American Indian or Alaska Native	0.4%
Asian	23.1%
Black or African American	2%
Filipino	6.9%
Hispanic or Latino	27%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	9.5%
White	28.6%
English Learners	14.4%
Foster Youth	0.4%
Homeless	0.9%
Socioeconomically Disadvantaged	30%
Students with Disabilities	10.1%

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)	41.70	93.29	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	3.00	6.71	9.00	3.30	18854.30	6.86
Total Teaching Positions	44.70	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)	31.20	96.90	263.70	96.35	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	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	1.00	3.10	7.00	2.56	15831.90	5.67
Total Teaching Positions	32.20	100.00	273.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, 2017, Benchmark Education Company	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

School Facility Conditions and Planned Improvements

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 (Raptor) 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.

<https://www.doc-tracking.com/screenshots/22SARC/InputFormDataElements/School%20Facility%20Conditions%20and%20Planned%20Improvements.pdf>

Age of Schools

The Newhall School District includes 10 schools. Our newest school was constructed in 2005-2006. Eight schools are either less than 16 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.

Year and month of the most recent FIT report	12/18/2023
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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			

School Facility Conditions and Planned Improvements

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	77	75	66	66	47	46
Mathematics (grades 3-8 and 11)	75	70	62	62	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	478	468	97.91	2.09	75.21
Female	243	239	98.35	1.65	79.92
Male	235	229	97.45	2.55	70.31
American Indian or Alaska Native	--	--	--	--	--
Asian	108	108	100.00	0.00	84.26
Black or African American	12	12	100.00	0.00	50.00
Filipino	33	33	100.00	0.00	78.79
Hispanic or Latino	120	115	95.83	4.17	60.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	60	60	100.00	0.00	73.33
White	141	136	96.45	3.55	83.09
English Learners	66	63	95.45	4.55	52.38
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	156	152	97.44	2.56	61.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	46	92.00	8.00	28.26

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	478	472	98.74	1.26	69.92
Female	243	241	99.18	0.82	70.54
Male	235	231	98.30	1.70	69.26
American Indian or Alaska Native	--	--	--	--	--
Asian	108	108	100.00	0.00	84.26
Black or African American	12	12	100.00	0.00	41.67
Filipino	33	33	100.00	0.00	69.70
Hispanic or Latino	120	118	98.33	1.67	55.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	60	60	100.00	0.00	65.00
White	141	137	97.16	2.84	76.64
English Learners	66	65	98.48	1.52	56.92
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	156	153	98.08	1.92	53.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	46	92.00	8.00	28.26

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	50.00	60.18	48.16	55.48	29.47	30.29

2022-23 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	117	115	98.29	1.71	59.13
Female	67	65	97.01	2.99	58.46
Male	50	50	100.00	0.00	60.00
American Indian or Alaska Native	0	0	0	0	0
Asian	31	31	100.00	0.00	70.97
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	25	96.15	3.85	44.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	17	100.00	0.00	58.82
White	38	37	97.37	2.63	54.05
English Learners	25	25	100.00	0.00	44.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	39	38	97.44	2.56	34.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	27.27

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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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	99%	100%	100%	100%	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.

2023-24 Opportunities for Parental Involvement

Our school believes that parents are critical collaborative education partners as they are their children's first teachers. During the school year, parents attend school events, conference with teachers, ensure homework is completed and, overall, serve as the primary stewards of their children's education. At Pico, parents can make a difference not only for their children but also for the entire school community. Parents do so by becoming members of our Parent-Teacher Association (PTA), School Site Council, or our English Learner Advisory Committee. All of these groups have one end goal which is to provide the best education to each of our students. 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 school-wide and classroom-level newsletters, calendars, and through frequent use of the ParentSquare messaging system. Results of school surveys are reviewed by all stakeholder groups, including school site staff, leadership, and the School Site Council. Visit us at www.picoelementary.com to find out more about organized opportunities for parent involvement.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	871	862	104	12.1
Female	432	428	51	11.9
Male	439	434	53	12.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	0	0.0
Asian	204	202	10	5.0
Black or African American	17	17	3	17.6
Filipino	58	58	3	5.2
Hispanic or Latino	235	232	50	21.6
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	85	85	12	14.1
White	248	244	25	10.2
English Learners	131	128	16	12.5
Foster Youth	3	3	1	33.3
Homeless	9	8	1	12.5
Socioeconomically Disadvantaged	282	278	51	18.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	101	100	20	20.0

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.08	0.48	1.15	0.15	0.67	0.91	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.15	0
Female	0.23	0
Male	2.05	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.98	0
Black or African American	0	0
Filipino	1.72	0
Hispanic or Latino	1.7	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.21	0
English Learners	1.53	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.42	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0.99	0

2023-24 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.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	24	1	6	
1	22	1	4	
2	23		6	
3	24		5	
4	30		5	
5	31		5	
6	37		4	1
Other	9	7		

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	23		4	
1	23		5	
2	23		4	
3	28		4	
4	27		4	
5	29		4	
6	40		3	1
Other	7	3		

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	27	0	4	0
1	25	0	4	0
2	27	0	4	0
3	26	0	3	0
4	30	0	4	0
5	27	0	4	0
6	40	0	3	1
Other	12	4	1	0

2022-23 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	808

2022-23 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.

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	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	10236.51	3073.95	7162.56	89326.92
District	N/A	N/A	12948.19	\$79,459
Percent Difference - School Site and District	N/A	N/A	-57.5	13.7
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	8.3	2.3

Fiscal Year 2022-23 Types of Services Funded

SITE SUPPLEMENTAL GRANT

o Extended Day / Intervention / Enrichment and GATE programs, personnel and instructional materials and supplies o Response to Instruction and Intervention program including a part-time certificated intervention teacher and supplies

o Teacher support / professional development and planning time to implement Common Core State Standards and associated instructional materials and supplies to focus upon Economically Disadvantaged, ELL, or foster children and CCSS parent outreach,

SITE BASE GRANT

o Operating supplies for office, library, media center, health office, administration, software licenses and facilities.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,080	\$54,215
Mid-Range Teacher Salary	\$75,402	\$86,843
Highest Teacher Salary	\$101,386	\$111,440
Average Principal Salary (Elementary)	\$134,090	\$140,851
Average Principal Salary (Middle)	\$0	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$216,320	\$252,466
Percent of Budget for Teacher Salaries	34.51%	33.16%
Percent of Budget for Administrative Salaries	5.78%	5.15%

Professional Development

This past summer, 22 staff members were trained in Capturing Kids' Hearts, where they learned tools and processes for building positive relationships with and among students. Tools to empower students, such as the Social Contract, create a classroom and school culture where students learn how to hold themselves and their peers to high levels of positive interaction. 7 of our staff members attended CKH Process Champion training in September, where they were able to deepen their practice and learn coach techniques to support their peers. Our 5D focus this year is SE4 which focuses on student engagement practices and structures. Staff participates in mini PD lessons to support the implementation of research based, effective strategies to engage students in their learning. In addition, members of our Instructional Leadership Team are attending ongoing professional development to improve our implementation of professional learning communities and RTI through Solution Tree. These team members are attending six session sessions during the year and then bring back their learning to their colleagues.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	20	25	90