

Old Orchard Elementary

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	Old Orchard Elementary
Street	25141 North Avenida Rondel
City, State, Zip	Valencia, CA 91355-3205
Phone Number	(661) 291-4040
Principal	Daria Ramirez
Email Address	dramirez@newhallsd.com
School Website	
County-District-School (CDS) Code	19 64832 6066773

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

Old Orchard School Mission Statement: Empowering every child every day

Old Orchard School Vision: At Old Orchard, we collectively commit to ensure all students achieve at high levels and become lifelong learners. We provide a nurturing and safe student-centered learning environment where students are encouraged to take academic risks by fostering a positive, caring community which respects and values diversity.

School Profile/Context/Demographics/API:

Old Orchard Elementary is located in the city of Santa Clarita, a suburban community thirty miles northwest of downtown Los Angeles. It is one of ten schools in the Newhall School District. Old Orchard maintains an average enrollment of 525 students in Universal Prekindergarten (UPK)-6th grade. Universal Pre-Kindergarten through third grade have reduced class sizes with an average class size of 24 students. The school also has 4 students in grades 4-6 in our Classroom Enriched Classroom (CEC), which is part of our Special Day Program.

Old Orchard serves a population that is diverse in culture, ethnicity, and economics. The school serves a community that is 56% Hispanic, 33% White, one (1%) percent African American, one percent (1%) Filipino, and nine percent (9%) are classified as "other". Forty-one (41%) percent of our student body are classified as socioeconomically disadvantaged and twenty (20%) percent of students are classified as English Learners. While most students live within our school boundaries, Old Orchard proudly serves students that reside in the Newhall community, as well as students from across the district and outside of the district, as we have families that are enrolled in our Dual Language Immersion Program.

Old Orchard hosts a Regionalized Special Day Class (SDC) 5 program, also known as our Counseling Enriched Classroom (CEC), which offers embedded social-emotional supports as part of our students' learning environment. Using a team approach and collaborating with parents, our staff is dedicated to fostering students' social and emotional competencies of self-management, social awareness, relationship skills, and responsible decision-making. Through our partnership with the ERICS counseling program, we offer therapeutic supports for our students throughout the week, including community circles, pet therapy, art class, and martial arts.

2023-24 School Description and Mission Statement

Old Orchard established the first Dual Language Immersion (DLI) program in the Newhall School District during the 2019-2020 school year. The program prepares students to become bilingual and biliterate and develop their multicultural competency skills through a rigorous English and Spanish 50/50 instructional model, where both languages are of equal value. Students receive 50% of their instruction in English and 50% of their instruction in Spanish throughout the day. The program consists of native English Speakers (English Learners, English Proficient Bilingual Students, English Only Students) and native Spanish speakers. Our UPK class serves as our "Intro to Spanish" classroom where students begin the year with 90% of their instruction in English and 10% in Spanish, and by the end of the year, 50% of their instruction is in English and 50% is in Spanish. Our UPK cohort serves as the pathway for families that want to continue their bilingual journey in Kindergarten - 6th grade. By the time our students exit our Dual Language Immersion program, they will be equipped with the bilingual and biliterate skills to maximize their potential in a multicultural, diverse global society.

Our OWLS Positive Behavior Interventions and Supports (PBIS) program is grounded in a research-based framework. Our goal is to ensure consistency in behavioral expectations and positive reinforcements by offering a preventative, multi-tiered and equitable behavioral model for ALL students. The goal of our PBIS program is to create a shared vision with a common language, shared beliefs about behavior, and common behavior expectations that are clear to staff and students. Teachers and staff continue to teach and revisit school-wide expectations to our students in each school setting. Our PBIS incentives include opportunities for students to be recognized for their academic and social growth. We come together as a school community to celebrate the achievement of our Owls at our monthly "Proud Owl" assemblies and our Trimester Awards assemblies throughout the year. The effectiveness of our PBIS program is measured by multiple data points, including attendance data, office discipline referrals (ODRs), and suspension data. It is our goal to provide our students with a supportive and nurturing environment, where all students feel connected to school knowing they have a safe place to learn and grow.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	117
Grade 1	61
Grade 2	70
Grade 3	71
Grade 4	73
Grade 5	61
Grade 6	51
Total Enrollment	504

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4%
Male	51.6%
American Indian or Alaska Native	0.2%
Asian	0.2%
Black or African American	1.2%
Filipino	1.4%
Hispanic or Latino	55.6%
Two or More Races	6%
White	32.7%
English Learners	19.8%
Foster Youth	1%
Homeless	0.2%
Socioeconomically Disadvantaged	48%
Students with Disabilities	12.9%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

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)	19.60	100.00	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	0.00	0.00	9.00	3.30	18854.30	6.86
Total Teaching Positions	19.60	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)	27.70	96.52	263.70	96.35	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.48	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	0.00	0.00	7.00	2.56	15831.90	5.67
Total Teaching Positions	28.70	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 Benchmark Adelante, 2019, 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

12/09/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

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.

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)	64	56	66	66	47	46
Mathematics (grades 3-8 and 11)	57	56	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	261	255	97.70	2.30	56.47
Female	124	121	97.58	2.42	56.20
Male	137	134	97.81	2.19	56.72
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	137	134	97.81	2.19	39.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	78.57
White	102	99	97.06	2.94	74.75
English Learners	39	36	92.31	7.69	13.89
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	122	118	96.72	3.28	40.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	30	100.00	0.00	23.33

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	261	257	98.47	1.53	56.03
Female	124	122	98.39	1.61	47.54
Male	137	135	98.54	1.46	63.70
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	137	136	99.27	0.73	44.12
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	85.71
White	102	99	97.06	2.94	67.68
English Learners	39	38	97.44	2.56	18.42
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	122	120	98.36	1.64	44.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	30	100.00	0.00	20.00

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)	44.83	47.54	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	63	61	96.83	3.17	47.54
Female	33	31	93.94	6.06	58.06
Male	30	30	100.00	0.00	36.67
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	28	28	100.00	0.00	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	25	92.59	7.41	64.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	26	100.00	0.00	34.62
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.

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	100%	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

One of the Newhall School District's main goals is to build a partnership among all stakeholders in supporting student achievement. School climate is greatly enhanced when there is increased parent involvement and strong home-school partnerships. Old Orchard's success is a direct result of our partnership with our parent community. Student connectedness is also supported through the efforts of our Parent Teacher Organization (PTO). We are fortunate to have a dedicated and active PTO that sponsors a variety of programs and events, including: family engagement nights, school-wide assemblies, field trips, reading and writing programs, technology and library needs, classroom volunteer programs, fundraising, food drives, yearbook, teacher and staff appreciation, enrichment classes, emergency preparedness, technology resources, school site needs and so much more.

Our goal for the 23-24 school year will continue to focus on building our partnership with parents and promote a shared commitment to support the success of all students. We will use Parent Teacher Conferences as an opportunity to share student goals and next steps on how students can achieve those goals. We will continue to seek parent input and welcome parent feedback through our School Effectiveness Survey, and the various parent meetings offered throughout the year, including our Parent-Teacher Organization (PTO), School Site Council, our English Learner Advisory Committee, our Title I Meetings and our Dual Language Immersion Parent Nights. Through our ongoing collaboration with parents, we will use every opportunity to gather input from families to make informed decisions on how to best support student learning.

Effective communication is an important aspect of our school community. Old Orchard uses a variety of tools to ensure parents receive school and district updates, as well as school-wide events and celebrations. For the 23-24 school year we will continue to offer multiple communication tools so parents can receive up-to-date information, including a school website, weekly parent newsletters, our school's social media account, and the use of ParentSquare, an online platform for all school-to-home communication. The Parent Square app features two-way communication, district-wide alerts and notices, as well as interactive features to keep families informed and connected. Our school's Community Outreach also serves as an incredibly valuable resource for our Spanish-speaking parent community and helps bridge our home-school communication.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	523	515	65	12.6
Female	253	250	33	13.2
Male	270	265	32	12.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	1	1	1	100.0
Black or African American	6	6	1	16.7
Filipino	7	7	2	28.6
Hispanic or Latino	293	288	34	11.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	32	31	5	16.1
White	169	167	16	9.6
English Learners	108	107	14	13.1
Foster Youth	5	5	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	258	255	42	16.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	84	80	14	17.5

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	0.00	0.67	0.96	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	0.96	0
Female	0.4	0
Male	1.48	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.78	0
English Learners	0.93	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.55	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.76	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	22	1	3	
1	21	1	2	
2	21		3	
3	17	1	2	
4	28		1	
5	25		1	
6	33			
Other	13	1	1	

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	21	2	2	
1	24		3	
2	23		3	
3	22	2	1	
4	30		2	
5	24		2	
6	23		2	
Other	18	2	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	23	0	5	0
1	20	1	2	0
2	23	0	3	0
3	23	0	3	0
4	24	2	0	0
5	30	0	2	0
6	25	0	2	0
Other	4	1	0	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	252

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)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
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	12674.4	4778.67	7895.74	71556.83
District	N/A	N/A	12948.19	\$79,459
Percent Difference - School Site and District	N/A	N/A	-48.5	-8.5
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	18.0	-19.8

Fiscal Year 2022-23 Types of Services Funded

Office Assistant, Office Supplies, Xerox Lease, Student and Teacher devices, Intervention Curriculum Specialists, Dual Language Immersion Professional Development & Resources, Grade Level Release Time, Supplemental Spanish Intervention resources, Instructional Supplies, Additional Spanish Books for Classroom Libraries and our School Library, Interpreter Services, Technology

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 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