

Newhall 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 | Newhall Elementary |
| Street | 24607 Walnut Street |
| City, State, Zip | Newhall, CA 91321 |
| Phone Number | (661) 291-4010 |
| Principal | Jackeline Tapia |
| Email Address | jtapia@newhallsd.com |
| School Website | |
| County-District-School (CDS) Code | 19-64832-6020796 |

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

Newhall Elementary School is the first official school in the Newhall School District. Our K-6th campus encompasses 12 acres, which includes a State Preschool Program as well as the Newhall Family Theater for the Performing Arts. Newhall Elementary was first built in 1879; the site became a community gathering place, and continues to be a landmark in the Santa Clarita Valley. Newhall Elementary ensures high levels of academic success for all students. Newhall Elementary School is currently focused on providing Emergent Bilingual students access to College and Career Ready, grade level instruction in core academic subjects.

We serve the residents of the Newhall community. Housing includes apartments, condominiums, single-family homes, and mobile homes. The current enrollment is 536 students. Newhall's student population is 94.8% Hispanic (508 Students); 2.2% White (12 students); 0.6% Asian (3 students); 0.7% Filipino (4 students); 0.2% Black (1 students) and 1.5% "Other" (8 students). Our current Free/Reduced lunch percentage is 74.4% (399 students). The percentage of Socioeconomically Disadvantaged students is 89.7% (454 students). Our English Learner (EL) population represents 62.1% (333 students) of the total student body.

The certificated staff includes the principal, one full-time assistant principal, twenty-two classroom teachers, one Learning Support Teacher (LST), two full-time differentiation teachers (WIN Teachers), one part-time differentiation teachers (WIN Teachers), one Speech-Language Pathology Specialist, one part-time Speech-Language Pathology, and one Resource Specialist Program (RSP) teacher. Support staff includes a full-time school psychologist, five part-time SDC assistants, a part-time computer support technician, a full-time counselor, four curriculum reading specialists, one part-time science lab support technician, two behavior support specialists, and six safety supervisors. Office staff consists of the office manager and office assistant, one full-time community liaison, one part-time health assistant, and a part-time Library/Media Tech.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 46 |
| Grade 1 | 77 |
| Grade 2 | 76 |
| Grade 3 | 79 |
| Grade 4 | 80 |
| Grade 5 | 80 |
| Grade 6 | 98 |
| Total Enrollment | 536 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 47.4% |
| Male | 52.6% |
| American Indian or Alaska Native | 0.6% |
| Asian | 0.6% |
| Black or African American | 0.2% |
| Filipino | 0.9% |
| Hispanic or Latino | 94.8% |
| Two or More Races | 0.4% |
| White | 2.2% |
| English Learners | 61.8% |
| Foster Youth | 0.2% |
| Homeless | 1.7% |
| Socioeconomically Disadvantaged | 91% |
| Students with Disabilities | 13.8% |

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

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

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

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|------------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 40.30 | 94.16 | 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) | 1.50 | 3.50 | 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 | 1.00 | 2.34 | 9.00 | 3.30 | 18854.30 | 6.86 |
| Total Teaching Positions | 42.80 | 100.00 | 272.50 | 100.00 | 274759.10 | 100.00 |

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

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|------------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 25.80 | 96.27 | 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 | 3.73 | 7.00 | 2.56 | 15831.90 | 5.67 |
| Total Teaching Positions | 26.80 | 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 | 1.50 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 1.50 | 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) | 5 | 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 | 12/19/2023 |
|---|------------|

| 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) | 29 | 26 | 66 | 66 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 26 | 23 | 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 | 346 | 339 | 97.98 | 2.02 | 25.96 |
| Female | 171 | 166 | 97.08 | 2.92 | 27.11 |
| Male | 175 | 173 | 98.86 | 1.14 | 24.86 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 326 | 323 | 99.08 | 0.92 | 25.39 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 194 | 187 | 96.39 | 3.61 | 11.76 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 325 | 324 | 99.69 | 0.31 | 25.62 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 60 | 59 | 98.33 | 1.67 | 10.17 |

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 | 346 | 344 | 99.42 | 0.58 | 23.03 |
| Female | 171 | 170 | 99.42 | 0.58 | 18.34 |
| Male | 175 | 174 | 99.43 | 0.57 | 27.59 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 326 | 325 | 99.69 | 0.31 | 22.84 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 194 | 192 | 98.97 | 1.03 | 15.63 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 325 | 325 | 100.00 | 0.00 | 23.46 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 60 | 59 | 98.33 | 1.67 | 5.08 |

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) | 11.70 | 13.41 | 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 | 82 | 82 | 100.00 | 0.00 | 13.41 |
| Female | 42 | 42 | 100.00 | 0.00 | 11.90 |
| Male | 40 | 40 | 100.00 | 0.00 | 15.00 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 78 | 78 | 100.00 | 0.00 | 14.10 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 51 | 51 | 100.00 | 0.00 | 3.92 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 80 | 80 | 100.00 | 0.00 | 12.50 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 16 | 16 | 100.00 | 0.00 | 12.50 |

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

At Newhall Elementary, we understand the importance of building partnerships with families. Parents feel welcomed to volunteer at our school and participate in school events. There are many ways for parents to get involved at our school. We have parent participation in our School Site Council, English Language Advisory Committee (ELAC), Emergency Preparedness Committee, and our Parent Teacher Association (PTA). Each classroom has a parent representative/volunteer. All meetings are held in English and Spanish and offer the perfect opportunity for two-way communication.

Parents and teachers are partners in their student's education. Goal setting conferences with parents and students are in the fall with the purpose of discussing areas of success, areas of challenge and identifying next steps for academic success.

Our user-friendly electronic newsletter, Weekly Eagle Update, is shared every Friday with opportunities for parent involvement. The link to our newsletter, surveys, and frequent text messages are sent to the community ParentSquare. ParentSquare is an easy-to-use communication tool that combines multiple communication streams into one easy-to-use interface for families and staff.

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 571 | 559 | 94 | 16.8 |
| Female | 266 | 262 | 44 | 16.8 |
| Male | 305 | 297 | 50 | 16.8 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 4 | 4 | 2 | 50.0 |
| Asian | 3 | 3 | 0 | 0.0 |
| Black or African American | 2 | 2 | 1 | 50.0 |
| Filipino | 5 | 5 | 2 | 40.0 |
| Hispanic or Latino | 536 | 525 | 87 | 16.6 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 4 | 3 | 0 | 0.0 |
| White | 14 | 14 | 2 | 14.3 |
| English Learners | 348 | 343 | 46 | 13.4 |
| Foster Youth | 4 | 4 | 1 | 25.0 |
| Homeless | 13 | 12 | 2 | 16.7 |
| Socioeconomically Disadvantaged | 533 | 525 | 87 | 16.6 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 93 | 90 | 16 | 17.8 |

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 | 0.09 | 0.33 | 2.28 | 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 | 2.28 | 0 |
| Female | 0.38 | 0 |
| Male | 3.93 | 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 | 2.05 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 7.14 | 0 |
| English Learners | 2.01 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 2.25 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 3.23 | 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 | 5 | |
| 1 | 20 | 2 | 3 | |
| 2 | 20 | 4 | 2 | 1 |
| 3 | 22 | 2 | 4 | |
| 4 | 29 | | 5 | |
| 5 | 26 | | 5 | |
| 6 | 27 | | 5 | |
| Other | 7 | 2 | | |

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 | 25 | | 3 | |
| 1 | 23 | | 3 | |
| 2 | 23 | | 3 | |
| 3 | 35 | | 2 | 1 |
| 4 | 24 | | 3 | |
| 5 | 30 | | 3 | |
| 6 | 27 | | 3 | |
| Other | 11 | 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 | 22 | 0 | 2 | 0 |
| 1 | 25 | 0 | 3 | 0 |
| 2 | 24 | 0 | 3 | 0 |
| 3 | 26 | 0 | 3 | 0 |
| 4 | 31 | 0 | 2 | 0 |
| 5 | 30 | 0 | 2 | 0 |
| 6 | 30 | 0 | 3 | 0 |
| Other | 14 | 3 | 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 | 536 |

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 | 1 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 2 |
| 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 | 13066.44 | 4865.79 | 8200.64 | 86521.15 |
| District | N/A | N/A | 12948.19 | \$79,459 |
| Percent Difference - School Site and District | N/A | N/A | -44.9 | 10.5 |
| State | N/A | N/A | \$7,607 | \$89,574 |
| Percent Difference - School Site and State | N/A | N/A | 21.7 | -0.9 |

Fiscal Year 2022-23 Types of Services Funded

After School Safety, Enrichment, and Education Program- RISE AFTER SCHOOL currently operates our after school programs as part of the state's ASES (After School Education and Safety) grant. We serve a super snack to all our students, help with homework, and provide enrichment activities like art, STEM, culture, sports, dance, fitness, languages, cooking and nutrition.

Art classes are also available after school hours. Our partnership with CalArts, through the Art Pilots program, provides students with the opportunity to explore different visual arts media.

WIN Time is our reading intervention program. There is an intervention period embedded in the Master Schedule for each grade level. WIN Time is led by our Learning Support Teacher and a group of certificated and classified staff. The WIN Team is trained in the critical components of reading instruction in order to teach all students to be strong readers. Screening and continuous progress monitoring determine our intervention cycles.

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 |