

# Dr. J. Michael McGrath 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

<b>School Name</b>	Dr. J. Michael McGrath Elementary
<b>Street</b>	21501 Deputy Jake Way
<b>City, State, Zip</b>	Newhall, CA, 91321-4687
<b>Phone Number</b>	(661) 291-4090
<b>Principal</b>	Traci Curtis
<b>Email Address</b>	tcurtis@newhallsd.com
<b>School Website</b>	
<b>County-District-School (CDS) Code</b>	1 9 64832 0100644

## 2023-24 District Contact Information

<b>District Name</b>	Newhall School District
<b>Phone Number</b>	(661) 291-4000
<b>Superintendent</b>	Dr. Leticia Hernandez
<b>Email Address</b>	lhernandez@newhallsd.com
<b>District Website</b>	www.newhallschooldistrict.com

## 2023-24 School Description and Mission Statement

Dr. J. Michael McGrath Elementary School is one of ten schools in the Newhall School District. It is located in the Santa Clarita Valley north of Los Angeles. McGrath consists of a core building housing the library, multipurpose room, and school offices; three two-story classroom buildings connected by walkways surrounding the core building; four portable classrooms; a kindergarten building; and a preschool facility. The certificated staff includes: the principal, one full time assistant principal, fifteen full-time classroom teachers, one full-time Learning Support Teacher, one full-time Response to Intervention (RTI) Teachers, two part-time Tier II/III intervention teachers, and one full-time Resource Specialist Program (RSP) teacher, Itinerant teachers include: two orchestra teachers one day a week, a choral music teacher one day a week, and an art teacher for grades 3rd - 6th one day per week. Support staff includes one part-time school psychologist, one full-time school counselor, one part-time Speech/Language contracted service provider, seven safety supervisors, one part-time itinerant Occupational Therapist (OT), and an itinerant Adaptive Physical Education (APE) teacher. Office staff consists of the office manager, one full-time office assistant, one full-time health assistant, one full-time community outreach, and a full-time Technology Site Support Technician. Class sizes for kindergarten through third grade average 28 and 30 for grades four through sixth. A State preschool program operates in its own building on campus, offering both morning and afternoon sessions. McGrath receives federal funds in addition to the state funding allocated by the District. All funding sources are incorporated into the School Plan for Student Achievement (SPSA) and overseen by the School Site Council. These funding sources support the School Plan's academic improvement goals. All students in K-6 who are at-risk or in need of support and/or intervention have access to the programs funded with federal money.

The school serves a residential population in the Newhall community. Housing in the community includes apartments, condominiums, single-family homes, and mobile homes. The current enrollment is 422 students. The school's English Language Learner (ELL) population represents 42% of the total student body; the socio-economically disadvantaged population represents 84% of the total school population. The students with disabilities population represents 11% of the school population.

To meet the varied academic, social and emotional needs of all of our students, McGrath Elementary has specialized school programs for students. These include Gifted and Talented Education (GATE), Response to Intervention (RTI), Afterschool RISE Program, Before School Word Club, school-wide technology initiatives, counseling services, Positive Behavior Intervention and Support (PBIS), Kelso Choices, Second Step Program, social skills groups, a theme of the month that promotes a Growth Mindset, as well as awards for attendance and academic achievement. At our school, our community

## 2023-24 School Description and Mission Statement

comes together so that students achieve success every day. We provide a safe environment for our students to thrive and reach their potential.

To support our programs at McGrath, we build capacity within our staff and as a result have many leadership teams on campus to support continued staff and student growth. The Grade Level Team Leaders (TL), Response to Intervention Team (RTI), Instructional Leadership Team (ILT), Positive Behavior Intervention and Support Team (PBIS), and English Learner Teacher Lead, are committed to working together to examine student performance data. The results of those analyses inform teaching, inquiry cycles, and support programs and practices to eliminate achievement gaps or extend learning. Trends also dictate the focus of future professional development for teachers.

These efforts combined with our opportunities for parent involvement have resulted in McGrath receiving the Title I Achieving Schools Award six years in a row from 2008 – 2013. The school was named a California Business for Education Honor Roll School six years in a row, 2009 – 2014. McGrath was designated a California Distinguished School in the Spring of 2010 for its outstanding academic achievement and for closing the achievement gap for all significant subgroups. McGrath School received the highest national award when designated as a National Blue Ribbon School for the 2010/2011 school year. In 2019 and 2020, McGrath received the Silver Award for PBIS. In 2019-2020, McGrath was named a top Los Angeles Public Innovates School and was placed on the Honor Roll by the Educational Results Partnership for getting students to grade-level and beyond. In 2022, McGrath was awarded the California Pivotal Practice Award for excellence in education during the Covid-19 Pandemic.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	61
Grade 2	63
Grade 3	64
Grade 4	73
Grade 5	75
Grade 6	90
<b>Total Enrollment</b>	<b>492</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.8%
Male	48.2%
Asian	3.5%
Black or African American	3.3%
Filipino	2.6%
Hispanic or Latino	80.7%
Two or More Races	3.3%
White	4.3%
English Learners	40.9%
Foster Youth	0.8%
Homeless	4.1%
Socioeconomically Disadvantaged	87.2%
Students with Disabilities	10.4%

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	41.10	97.63	262.00	96.15	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.50	0.55	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown</b>	1.00	2.37	9.00	3.30	18854.30	6.86
<b>Total Teaching Positions</b>	42.10	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	27.70	100.00	263.70	96.35	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.00	0.73	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	1.00	0.37	11953.10	4.28
<b>Unknown</b>	0.00	0.00	7.00	2.56	15831.90	5.67
<b>Total Teaching Positions</b>	27.70	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
<b>Total Teachers Without Credentials and Misassignments</b>	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
<b>Total Out-of-Field Teachers</b>	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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (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

<b>Science</b>	Amplify Science, adopted June 2023	Yes	0
<b>History-Social Science</b>	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.

<b>Year and month of the most recent FIT report</b>	12/12/2023
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			



## School Facility Conditions and Planned Improvements

<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	48	48	66	66	47	46
<b>Mathematics</b> (grades 3-8 and 11)	36	39	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
<b>All Students</b>	297	291	97.98	2.02	47.93
<b>Female</b>	155	154	99.35	0.65	51.95
<b>Male</b>	142	137	96.48	3.52	43.38
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	11	11	100.00	0.00	81.82
<b>Black or African American</b>	15	15	100.00	0.00	53.33
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	240	235	97.92	2.08	44.44
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	12	12	100.00	0.00	58.33
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	101	95	94.06	5.94	21.05
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	13	12	92.31	7.69	25.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	263	259	98.48	1.52	46.51
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	34	34	100.00	0.00	8.82

## 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
<b>All Students</b>	297	294	98.99	1.01	39.12
<b>Female</b>	155	154	99.35	0.65	37.01
<b>Male</b>	142	140	98.59	1.41	41.43
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	11	11	100.00	0.00	63.64
<b>Black or African American</b>	15	15	100.00	0.00	33.33
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	240	238	99.17	0.83	35.29
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	12	12	100.00	0.00	58.33
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	101	98	97.03	2.97	21.43
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	13	13	100.00	0.00	15.38
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	263	262	99.62	0.38	35.88
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	34	34	100.00	0.00	8.82

## 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
<b>Science</b> (grades 5, 8 and high school)	31.91	37.84	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
<b>All Students</b>	75	74	98.67	1.33	37.84
<b>Female</b>	37	37	100.00	0.00	40.54
<b>Male</b>	38	37	97.37	2.63	35.14
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	60	59	98.33	1.67	33.90
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	28	27	96.43	3.57	18.52
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	62	62	100.00	0.00	30.65
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	12	12	100.00	0.00	8.33

## 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. Parents are critical stakeholders as they are their child's first teachers and are important partners in helping their child succeed. They attend school events, conference with teachers, ensure homework is completed and, overall, serve as the primary stewards of their children's education.

Our school's orderly, purposeful, child-centered environment is conducive to learning and achievement and continues to welcome students, parents and community members. The spirit on campus is inclusive and students are eager to share their school life with those important to them and those who reach out to support them. When on site, families of children volunteer in our classrooms and production center. Parents and guardians also serve on our Parent Teacher Association (PTA), our School Site Council (SSC) and our English Learner Advisory Committee (ELAC). We include parents in school events such as the Back to School Night, Latino Family Literacy, Trunk and Treat, dances, Sixth Grade Celebration Week, Family Nights, field trips, and Student of the Month Assemblies. We also collaborate with the community. The City of Santa Clarita provides Family Movie Nights for our families. College of the Canyons Performing Arts Center (COC PAC) provides "bus-in" field trips and workshops, and the SCV Education Foundation provides the Bag of Books program as well as Read with Me! Volunteers who support reading in classrooms and tutor students on campus. Costco and Walmart donate backpacks and school supplies to support our students' education. In addition, the Assistance League of Santa Clarita Valley provides clothing to our students through Operation School Bell. Other McGrath community supporters include the City of Santa Clarita Library, Community Center and Homework Help Center, Boys and Girls Club, Santa Clarita Valley YMCA, Samuel Dixon Health Center, The Salvation Army, Girl Scouts of Greater Los Angeles, Child and Family Center, Children's Bureau, Placerita Canyon Nature Center, Wm. S. Hart Museum, Santa Clarita Valley School Food Services Agency and the SCV Sheriff's Department.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	531	520	126	24.2
Female	275	270	64	23.7
Male	256	250	62	24.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	21	21	4	19.0
Black or African American	23	22	3	13.6
Filipino	14	14	2	14.3
Hispanic or Latino	415	409	103	25.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	18	17	4	23.5
White	25	23	4	17.4
English Learners	214	209	43	20.6
Foster Youth	6	6	3	50.0
Homeless	34	33	14	42.4
Socioeconomically Disadvantaged	460	454	116	25.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	62	62	13	21.0

### 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	0.09	2.48	3.01	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	3.01	0
Female	1.45	0
Male	4.69	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	8.7	0
Filipino	0	0
Hispanic or Latino	2.41	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	22.22	0
White	0	0
English Learners	2.8	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.83	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.06	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		4	
1	24		5	
2	24		5	
3	26	2	3	1
4	30		5	
5	26		5	
6	28		6	
Other	16	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	23	1	2	
1	21	1	2	
2	21		3	
3	24		3	
4	24		3	
5	32		3	
6	27		3	
Other	9	1		

## 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	25	0	2	0
1	26	0	2	0
2	25	0	2	0
3	26	0	2	0
4	30	0	2	0
5	30	0	2	0
6	30	0	3	0
Other	27	0	3	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	246

## 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	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
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	14119.63	4994.71	9124.95	79646.54
District	N/A	N/A	12948.19	\$79,459
Percent Difference - School Site and District	N/A	N/A	-34.6	2.3
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	32.2	-9.1

## Fiscal Year 2022-23 Types of Services Funded

- SITE: Instructional materials, school supplies, translators
- SITE SUPPLEMENTAL: RTI Tier II/Tier III Teachers
- Title I: Teachers, computer software, books, supplies
- Title III/LEP: Teachers, Translators
- INSTRUCTIONAL SERVICES: Teacher training, Substitutes
- RISE: After school academic support and enrichment teachers and supplies
- LOTTERY: Science Materials SITE: Instructional materials, school supplies, computer software

## 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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	20	25	90