

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Newhall Elementary	19-64832-6020796	April 19, 2023	May 9, 2023

School Mission

Newhall Elementary ensures high levels of academic success for all students.

School Vision

Newhall Elementary provides a comprehensive arts-integrated educational program partnering parents, staff, and community to inspire academic success for all students.

School Overview

Collective Commitments

We continue to be inspired by the John F. Kennedy Center for the Performing Arts' definition of arts integration as "an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject and meets evolving objectives" and we are committed to the following:

- Including the learning principles of Constructivism (experiential, evolving, collaborative, problem-solving, and reflective) in our lessons
- Engaging our students in constructing and demonstrating understanding as opposed to just memorizing and reciting knowledge
- Having students constructing and demonstrating their understandings through an art form
- Engaging students in a process of creating something original
- Connecting the art form to another part of the curriculum

School Demographics/Profile

Newhall Elementary School is the first official school in the Newhall School District. Our UPK-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. We serve the residents of the Newhall community. The housing includes apartments, condominiums, single-family homes, and mobile homes.

Our enrollment on Census Day was 536 students. Our Emergent Bilingual population represents 61.4% of the total student body.

School Staffing

Administration

- Principal
- Assistant Principal

Office Staffing

- Office Manager
- Office Assistant II
- Community Outreach
- Health Assistant (part-time)

Classroom Teachers

- 19 teachers

Special Education Staff

- 3 teachers
- Psychologist
- Resource Specialist
- 1.5 Speech Pathologist
- Adaptive PE (part-time)
- Occupational Therapist (part-time)
- Board Certified Behavior Analyst (part-time)
- 2 Behavior Support Specialist
- 6 Instructional Assistants

Other Support Staff

- 1 Learning Support Teacher
- 1 WIN teacher (full-time)
- 1 WIN teacher (part-time)
- 4 Curriculum Specialist
- 1.5 Counselors
- Computer Support Technician (part-time)
- Library/Media Technician (part-time)
- Science Lab Technician
- Project Manager
- 4 Safety Supervisors
- Day Custodian
- 2 Night Custodians

Education Partners (Formerly Stakeholders) Involvement in SPSA Development and Monitoring

The role of our School Site Council (SSC) was key to monitoring the implementation of the 2022-23 SPSA and developing the 2023-24 plan. On March 22, 2023 our SSC met to delegate the development of the 2023-24 plan to our school instructional Leadership Team (ILT) and approved it on April 19.

Our ILT has been crucial in shaping a collaborative culture of teaching and learning at our school. The ILT met on April 18, 2023 to assess the progress of the 2022-23 goals, analyze data, and write data-driven goals and actions for our 2023-24 school year.

Our teachers collaborated during our staff meeting on April 11, 2023. All teachers gave feedback on the proposed goals and actions.

The members of our English Language Advisory (ELAC) committee gave advice to our School Site Council during each meeting held this school year. The plan was shared and reviewed throughout the school year. Our ELAC parents provided feedback throughout the year.

Executive Summary

Reflection on Previous School Year

Successes and Celebrations

Newhall Elementary School (NES) is Happy and Proud this 2022-23 school year! We worked together to identify our students' academic, behavioral, and social-emotional strengths and challenges and focused on providing differentiated support for our students based on their needs. Our school-wide instructional focus was within the dimension of Curriculum and Pedagogy, specifically differentiated instruction for student learning. The NES staff centered on providing high-quality, differentiated core instruction. We analyzed our current reality, conducted learning walks, and determined the next steps to develop our collective commitments. All of these actions have helped build meaningful, productive relationships with every student and every colleague.

The summer before the start of this school year was a productive time for all. Newhall Elementary staff attended a two-day professional development on Capturing Kids' Hearts®. This training equipped our staff to implement transformational processes focused on social-emotional wellbeing, relationship-driven campus culture, and student connectedness. A group of certificated teachers, our school psychologist, counselor, and administrators attended the Professional Learning Communities at Work® Institute where we revisited the Professional Learning Communities at Work® process on how to build a school culture where learning thrives. Part of our staff conducted a 10-day intensive program to address language development for our English Learners, LEAP Summer Academy-Language Enrichment through the Arts Program. The Newhall staff formally trained in Kennedy Arts utilized this framework to develop and enrich language through the arts.

Our 2022-23 Single Plan for Student Achievement (SPSA) had clear goals and steps to ensure all students had access to a rigorous curriculum, highly effective teaching, and embedded academic and behavioral support. Following our SPSA, we revisited our Professional Learning Communities Process. We discussed what we are "tight" about, worked in collaborative teams and took collective responsibility for student learning rather than working in isolation, monitored student learning through an ongoing assessment process, and used the results of assessments to improve core instruction and provide systematic interventions and enrichment.

As a staff we revised our Integrated and Designated English Language Development structures. Our English Language Development Lead facilitated collaborative time to analyze each student's language development data, find areas of strength and growth, and plan instruction. Our goal is that our Emergent Bilingual students experience a coherent, articulated, and aligned set of practices across grade levels. This year, we recognized 26 students who began their school journey with foundations in a language other than English and met all the criteria for reclassification. In the 2021-2022 summative English Language Proficiency Assessments for California (ELPAC) results 22.26% of all students scored a Level 4, Well Developed, an approximate 10% increase from the previous year. The ELPAC data continues to inform our instruction and continuous improvement.

We held Data Analysis Meetings by grade level. These data meetings allowed grade-level teams to analyze progress monitoring data and plan Tier 2 targeted and Tier 3 intensive intervention cycles to meet individual student needs. We continued to use measures, like the Core Phonics Survey, to get an inventory of phonics skills students have learned. Our Learning Support Teacher facilitated this collaborative time and provided guidance on areas of focus and resources to improve reading.

The Positive Behaviors Intervention and Supports (PBIS) team lead the efforts to revisit the framework and go back to the basics. We focused on reteaching the school-wide behavior

expectations throughout the school year during assemblies, leading expectation stations, and delivering classroom lessons. We continued to celebrate student behavioral growth with our Eagle tickets and various rewards like our Eagle Store, Eagle Phone Calls Home, and trimester-themed parties. We are going for silver statewide recognition!

Our Student Support Services team continued developing and implementing Tier 1 instruction delivering at least one lesson, per classroom, each month. They led tier 2 interventions, like our Check-In/Check-Out (CICO), and provided training to our teachers on Social Emotional Learning strategies that can be used with our students, such as self-management and anxiety/calming strategies. Multiple referrals were made to our community partners like Child and Family and Children's Bureau. Newhall Elementary student support services personnel met monthly to review special cases and calibrate daily expectations and procedures. Another important collaboration was held with the William S. Hart Union High School District Department of Counseling.

Our Happy and Proud Trimester Award Ceremonies were held each trimester to celebrate Scholarly Behaviors and Academic Achievement. As our ELAC president shared, "This was a wonderful opportunity to celebrate growth and feel recognized for the effort made during the trimester. I am proud to have seen my son and daughter recognized in the Newhall Family Theatre."

This school year, 73 Newhall Elementary School families were identified as experiencing homelessness. Most of these families are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason. NES focused on providing support and resources to the identified families by inviting them to visit our Resource Center ("La Tiendita") where families could have a dignified shopping experience. Through community donations "La Tiendita" offers clothes, food, and personal care items. In collaboration with Feed SCV, a local nonprofit organization, our school counselors continue to deliver weekly Snack Packs to our identified families. The Snack Pack provides nutritional food for students who do not have enough to eat through the weekend.

In years past, attendance was of minimal concern with our student population. Over the past 4 years, with school closures, COVID-19 restrictions, and maladaptive behaviors, attendance has increasingly become a concern for our community. With the use of the Attention2Attendance (A2A) and Aeries monitoring system, our administration has monitored progress and conducted frequent check-ins with parents/families to improve attendance. In partnership with our school counselors, an attendance parent presentation was offered to the NES families. In the following year, we plan to continue using A2A to notify parents and house conferencing information as well as run Aeries reports to inform teachers, parents, and administrators of ongoing progress.

We know that children learn best when the significant adults in their lives (parents, teachers, and other family and community members) work together to encourage and support them. This school year we made it our priority to strengthen our partnerships with families. Parent Engagement was on the move again at Newhall Elementary School! Through our School Site Council (SSC) we were able to monitor the progress of our Single Plan for Student Achievement. The Newhall Elementary School Parent Teacher Association (PTA) was key in fostering a caring school climate by including all families in fundraising events, monthly meetings, and fun activities like the Family Valentine's Party. We created opportunities for our families to learn about the importance of establishing a sight word practice routine, language development, and other topics of their interest. Newhall Elementary parents are very well represented in Project2Inspire, a twelve-week program, from CABE.

Our community partnerships help to improve academic outcomes. We are very proud and celebrate our continued partnership with California Institute of the Arts. This year Art Pilots, a semester-long,

collaborative course between California Institute of the Arts' School of Art, California Institute of the Arts' Community Arts Partnership (CAP) continues to be a success! About 80 Newhall Elementary students received lessons and collaborated with the California Institute of the Arts students this school year. Another successful partnership was Creativity in the Classroom & Beyond. Million Little, a nonprofit organization, presented a series of workshops for 1st, 2nd and 3rd grade students focused on Social Emotional Learning through the arts and reading.

The Junior Literature Program is an ongoing program for our 3rd, 4th and 5th grade students that are GATE or reading above grade level. Our librarian, Mrs. Scott, works with small groups to introduce higher-level reading skills using novels, short stories, and historical speeches. The literature was combined with student centered discussion, and activities that support reading comprehension, critical thinking, as well as group collaboration.

The Literacy Leaders program pairs upper grade students with first and second graders offering them the opportunity to work together to foster a love of reading and build younger students' reading talents. The upper grade students serve as role models for the younger ones providing a one-on-one reading experience to support their growth as independent readers.

Eagle Ambassadors are dependable and caring students who demonstrate the Eagle Way by being respectful, responsible and safe. Students that volunteer to participate may do so in two different ways: morning greeters and recess coaches.

To continue to move teaching and learning forward at NES, these are the goals that have been created for the 2023-24 school year.

Goal 1-ELA

All students will meet or exceed end of year grade level expectations in reading as measured by district benchmarks in K-2 and the California Assessment of Student Performance and Progress (CAASPP) in 3-6.

Goal 2-Math

All students will meet or exceed end of year grade level expectations in mathematics as measured by district benchmarks in grades K-2 and the California Assessment of Student Performance and Progress (CAASPP) in grades 3-6.

Goal 3-Science

All 5th-grade students will meet or exceed end-of-the-year grade level expectations in science as measured by the California Science Test.

Goal 4-School Climate

All students will feel connected to school knowing they have a safe place to learn, grow, and thrive.

Report on Previous Year Goals

Goal 1

The number of students at low risk and/or college pathway in reading will be at or above 50% as measured by 2023 Spring Fastbridge benchmark reading assessments in grades Kindergarten through sixth grade.

Reflection:

Using current data, students are on track to meeting this goal. Additional reflection will be added pending Spring Universal Screener data. As a staff, we are proud of the work we've accomplished as we implemented explicit reading instruction strategies. In the primary grades, teams have collaborated, analyzed data, planned instruction, and support the implementation of Orton-Gillingham and Heggerty. The teachers have found the strengths within the approaches, and believe in their effectiveness, and the data reflects their efforts. Our Learning Support Teacher has been instrumental to provide professional development, facilitate the Data Meetings, and provide targeted instruction in the WIN (What I Need) classroom. Our goal is to strengthen Tier 1 and have the grade-level teams lead Tier 2 based on common formative assessments. In the upper grades, the teachers have collaborated with our Learning Support Teacher (LST) to begin their understanding and implementation of morphology. Most teachers consistently use the syllabication rules and the students are using them to read multi-syllabic words. Further collaboration, training, and vertical articulation will support the development of a strong-tiered system in the upper grades.

Goal 2

The number of students at low risk and/or college pathway in math will be at or above 50% as measured by 2023 Spring Fastbridge benchmark math assessments in grades Kindergarten through sixth grade.

Reflection:

Using current data, students are on track to meeting this goal. Additional reflection will be added pending Spring Universal Screener data. Mathematics is an area that has not been a priority focus. When we look at our data, math is our greatest area of need. We will be collaborating on math instructions to incorporate the standards for mathematical practices. As a staff, we will revisit that to explore ways in which our students think, engage, and learn mathematics.

Goal 3

The number of students that feel they participate in meaningful school activities and contribute to establish school rules will be at or above 65% as measured by the California Healthy Kids Survey in 5th grade.

Reflection:

According to the 2022-23 California Healthy Kids Survey, 60% of our fifth-grade students feel connected to the school. They feel close to the people at our school, happy at the school, part of the school, treated fairly, and safe at school. However, only 38% of our fifth-grade students feel they have meaningful participation at school. Including students in deciding school activities, asking them for their ideas, and giving them opportunities to solve problems is an area of growth for us. The California Healthy Kids Survey reflects the need of providing more meaningful opportunities for students to find choices and share their voices. As a staff we will revisit and revise our PBIS structures, starting with our Behavioral Statement of Purpose, matrices, and rewards systems. Social-Emotional learning lessons are integrated throughout the day and is reflected in how we teach and how student engage in learning and interacting with others in and out of the classroom. The implementation of Capturing Kids' Hearts will continue to shape our relational capacity, improve school culture, grow academic performance, and foster trauma-informed care.

Staff Professional Activities

We can refine our professional development efforts by developing a year-long plan. This plan will focus on providing differentiated instruction for students during core instruction. The Instructional Leadership Team will meet at the end of this school to identify the strategies that will grow our capacity around access for all students. NSD Core Writing program and Guided Language Acquisition and Design (GLAD) will most likely be the focus of this plan.

Student Support and Enrichment Programs

Our Positive Behavior Interventions and Supports (PBIS) framework has provided students with clear expectations and rewards for positive behavior. According to our most recent Tiered-Fidelity Inventory, our PBIS implementation is in the silver category. The monthly lessons provided by our school counselor has supported the social-emotional learning of our students. We have recently used our Social Academic and Emotional Behavior Risk Screener (SABERS) data to form T2 social-skills groups. Our team of Education Specialists, Speech and Language Pathologists, Occupational Therapists, School Psychologist, School Counselors, Board Certified Behavior Analysts, Adapted Physical Education, administration, and support staff has partnered, collaborated regularly, trained together, and have been able to provide services to meet the needs of each Individualized Education Plan and the student at the center of it. We continue to Capture Kids' Hearts and celebrate all the Good Things happening in our school.

The Junior Literature Program was an ongoing program for our 3rd, 4th, 5th, and 6th-grade students that are GATE or reading above grade level. Our librarian, Mrs. Scott, worked with small groups to introduce higher-level reading skills using novels, short stories, and historical speeches. The literature was combined with student-centered discussion and activities that support reading comprehension, critical thinking, as well as group collaboration.

Parent Organizations and Community Partnerships

We know that children learn best when the significant adults in their lives (parents, teachers, and other family and community members) work together to encourage and support them. This school year we made it our priority to strengthen our partnerships with families. Parent Engagement was on the move again at Newhall Elementary School! Through our School Site Council (SSC) we were able to monitor the progress of our Single Plan for Student Achievement. The Newhall Elementary School Parent Teacher Association (PTA) was key in fostering a caring school climate by including all families in fundraising events, monthly meetings, and fun activities like the Family Valentine's Party. We created opportunities for our families to learn about the importance of establishing a sight word practice routine, language development, and other topics of their interest. Newhall Elementary parents are very well represented in Project2Inspire, a twelve-week program, from CABE.

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Executive Summary

2023-24 Academic Year

Overall student goals

Goal 1

All students will meet or exceed end-of-year grade level expectations in reading as measured by district benchmarks in K-2 and the California Assessment of Student Performance and Progress (CAASPP) in 3-6.

Goal 2

All students will meet or exceed end-of-year grade level expectations in mathematics as measured by district benchmarks in grades K-2 and the California Assessment of Student Performance and Progress (CAASPP) in grades 3-6.

Goal 3

All 5th-grade students will meet or exceed end-of-the-year grade level expectations in science as measured by the California Science Test.

Goal 4

All students will feel connected to school knowing they have a safe place to learn, grow, and thrive as measured by the 2023-2024 California Healthy School Survey.

Staff Professional Focus

Differentiated instruction for students (CP4) will continue to be our focus for the 2023-24 school year. This year, as a staff, we dived into the research behind learning acceleration and what it means for core instruction. We unpacked the CP4 indicator from the 5D+ Rubric for Instructional Growth and Teacher evaluation, conducted Learning Walks focused on differentiation, and had discussions about the quality and depth of the differentiation strategies observed in our classrooms. We watched videos about differentiation, coded several lessons, and created a vision of the ideal. This helped build our understanding of our current reality and what our collective commitments, our non-negotiables, can be. We will refine our professional development efforts by developing a year-long plan. This plan will focus on providing differentiated instruction for students during core instruction. The Instructional Leadership Team will meet at the end of this school year to identify the strategies that will grow our capacity around access for all students.

As a system, we will continue to implement the strategies, tools, and tips for building high-performing professional learning communities (PLC)—our team's goal will be to focus on learning, build a collaborative culture, and be results oriented. Diagnostic assessments of foundational reading skills and comprehension levels will continue to provide data that teachers will use to plan cycles of targeted instruction with ongoing progress monitoring. These baseline tests will also allow teachers to immediately form What I Need (WIN) groups for students in need of additional support. Tier 2

reading groups will be led by the WIN team and classroom teachers for grades K-3. Tier 3 intense intervention will be led by WIN teachers. The primary full-time WIN team will continue to be funded directly from the district supplemental funds for the 2023-24 school year, according to the Local Control Accountability Plan (LCAP). A full-time WIN team will be site funded to provide the same supports to our upper grade students. Teachers will use their understanding of morphology, fluency, vocabulary, and comprehension to create and implement structured literacy lessons. They will deliver 20-minute daily lessons focusing on phonemic awareness, phonological processing, syllabication, spelling, and reading fluency passages that correlate to targeted phonics skills. The syllabication rules will be implemented in 1st-6th grade classrooms. Syllabication and decoding strategies can provide the keys to reading and the road map to navigating increasingly complex and engaging texts. Literacy Leaders was a success this school year and will continue to be a time for daily practice with sight words. In our Literacy Leaders program upper-grade students are paired with primary-grade students to practice our Wild About Words lists of sight words.

Our classroom teachers will plan and create designated English Language Development learning opportunities for their students. They will use the English Language Arts/English Language Development (ELA/ELD) Framework to plan instruction for Emergent Bilingual students around both content and language standards. They will also plan and create integrated English Language Development learning opportunities for their students. As a school, we will create a master schedule to ensure ELD occurs everyday at each grade level. Revisiting our NSD Core Writing program and implementing the strategies from Guided Language Acquisition and Design (GLAD) will be key to our students language development.

We know that higher performance of general education students correlates to higher performance of students with disabilities, so we will continue to refine our core instruction in our Special Day Classes with our teachers using the grade-level curriculum, GLAD strategies, and the Orton-Gillingham approach to develop reading skills to ensure all students can read. As an inclusion team, we will explore the principles of Universal Design for Learning to guide the design of learning environments that are accessible and effective for all students. In order to maximize supports and produce greater academic achievement we will expand our social, emotional, and behavioral support for all students with disabilities. To improve students with disabilities' sense of belonging, we will focus on inclusion by bringing awareness to our general education students and expanding our opportunities for social interaction. Furthermore, we will continue to train our paraprofessionals on health, safety, and behavior needs.

Mathematics is an area of priority for the 2023-24 school year. Our teachers will continue to use the Bridges/CPM curriculum with fidelity, including Work Places and Number Corner to ensure the implementation of the daily, systematic, spiral review of grade priority standards. Assessment data will be used to create Tier 2 groups. Teachers will collaborate in vertical articulation meetings. This will help teachers understand the progression of skills across grade levels and recognize opportunities to scaffold instruction and provide just-in-time supports to address any unfinished learning. Grade-level teams will continue to collaborate as a Professional Learning Community (PLC) and implement the PLC process to establish effective teaching methods, lesson development, and assessment strategies specific to mathematics. During the grade-level collaborative time, teams will use Universal Screener data to create Tier 2 and Tier 3 math groups. Tier 2 math groups will be led by the classroom teachers. Tier 3 intense intervention will be led by the site WIN team. The use of Smarter Balanced Assessment Consortium Interims, Practice Tests, and Training Tests will be used to familiarize students and teachers with the various question types, software, and interface features which will be key for student success.

Our district is currently in the process of adopting a new science curriculum. Training and implementation of the new curriculum will guide our core instruction. We plan to grow our understanding of the Next Generation Science Standards (NGSS), connect the Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts elements to the phenomena and prompts used in the development of the CAST items and the 2016 Science Framework for California. This will allow our teachers the chance to gain a better understanding of the CAST, provide opportunities for vertical articulation with 3rd and 4th grade on what students should be able to do, share instructional strategies, and confirm that the approach is aligned. We will plan and ensure that a dedicated science instruction timeframe is on the daily master schedule for all grade levels. All classrooms will use the science lab at least once a month for lessons or labs for primary, and weekly for upper grades.

We will refine our Tier 1 Positive Behaviors Interventions and Supports. The PBIS Team will continue to attend training to help improve the established core program, routines, and procedures to support students' success in classrooms and around campus. The team will meet on a monthly basis to create a school handbook and identify opportunities for training all staff on social-emotional learning, trauma-informed care, bullying-behavior prevention, and restorative practices. All students will have the opportunity to increase their social emotional-awareness and receive positive recognition and incentives for following the school-wide PBIS Behavior Expectations. School Yard Rap will bring their creativity and "edutainment" to our school's PBIS Kick-Off Assembly. The school counselors will use the district-adopted Social Emotional Learning (SEL) curriculum, Second Step, to conduct whole class lessons related to social-emotional well-being and establishing a sense of community. The Student Support Services team will use the district-adopted social-emotional screener to identify students who are at risk for social-emotional behavior problems, plan targeted interventions, conduct Tier II social-emotional groups, and monitor student well-being through a check-in, check-out system. Staff will continue to build families' understanding of the importance of daily attendance and the correlation between attendance and student achievement. Administration, school counselors, and parent organizations will include messaging about the importance of daily attendance and partner with families to remove barriers and connect with community organizations.

Attention 2 Attendance (A2A) will continue to be used to gather data and communicate with parents if attendance is flagged as a concern. The School Attendance Team consisting of administrators, office staff, school counselor, and school psychologist will meet bi-weekly and collaborate with classroom teachers to examine data and identify patterns. The team will look for potential root causes amongst student groups, particularly students with disabilities. Based on the analysis, the counselor will continue to provide parent education meetings and student support group meetings to target the causes that surface. Administration will proactively check in with families that fall into the Manageable Attendance category to help create attendance plans specific to their needs, provide resources for support, and assist with removing potential attendance barriers for students at risk of being chronically absent.

An elected Student Council will carry out student activities, organize events, and gather input and speak on behalf of the student body. Eagle Ambassadors will continue to be an opportunity for students to serve as leaders and role models for others. As morning greeters and recess coaches, they ensure students and adults are welcomed to school each day and help to remind others of what it means to be respectful, responsible, and safe.

Focus for students

We want our students to be safe, engaged, supported and challenged. It is our focus to provide differentiated access to learning during core instruction. Our staff will develop collective

commitments for teaching at Newhall Elementary. Our Instructional Leadership Team will lead the professional development during staff meetings and collaborative team time to grow each teacher's capacity, which will lead to better instruction and greater learning for all students.

Focus for school climate

School connectedness impacts students' success. It is important for students to feel like school is a safe place where they can thrive. Our school will continue to refine our Tier 1 Positive Behaviors Interventions and Supports. Our site will revise the established core program, routines, and procedures to support successful students in classrooms and around campus. The Capturing Kids' Hearts® 1 Training was the beginning of a multi-year, transformational process for our school. Newhall Elementary staff attended a Capturing Kids Heart (CKH-1) workshop last summer. Because the CKH-1 training presented so many transformational ideas and techniques, reinforcing these methods through Capturing Kids' Hearts® Process Champions is our focus for 2023-2024. We plan to grow our understanding and support each other in the implementation of the Capturing Kids' Hearts® (CKH) Process.

Student Enrollment

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	136	82	46
Grade 1	103	72	77
Grade 2	125	70	76
Grade 3	132	82	79
Grade 4	150	76	80
Grade 5	135	96	80
Grade 6	140	89	98
Total Enrollment	921	567	536

English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	376	348	331	40.80%	61.4%	61.8%
Fluent English Proficient (FEP)	137	69	53	14.90%	12.2%	9.9%
Reclassified Fluent English Proficient (RFEP)	27			7.2%		

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
567	88.9	61.4	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Newhall Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.5
American Indian	2	0.4
Asian	5	0.9
Filipino	4	0.7
Hispanic	539	95.1
Two or More Races	3	0.5
Pacific Islander		
White	10	1.8

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Achievement for All Students												
Grade Level	% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	23.47	15.91	5.26	21.43	14.39	21.05	26.53	27.27	25.00	28.57	42.42	48.68
Grade 4	20.27	15.69	1.28	24.32	20.92	14.10	21.62	22.22	14.10	33.78	41.18	70.51
Grade 5	17.35	19.01	7.53	26.53	27.46	31.18	22.45	21.83	21.51	33.67	31.69	39.78
Grade 6	10.78	13.38	10.64	34.31	28.87	22.34	26.47	26.76	34.04	28.43	30.99	32.98
All Grades	17.74	15.99	6.45	26.88	23.02	22.58	24.46	24.43	24.05	30.91	36.56	46.92

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

School and Student Performance Data

ELPAC Results

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	11.29	15.00	24.19	45.00	35.48	22.50	29.03	17.50	62	40
1	4.17	6.98	27.08	34.88	52.08	41.86	16.67	16.28	48	43
2	9.23	9.52	47.69	42.86	36.92	30.95	6.15	16.67	65	42
3	9.23	12.50	29.23	39.29	47.69	39.29	13.85	8.93	65	56
4	16.25	29.09	47.50	45.45	28.75	20.00	7.50	5.45	80	55
5	15.52	43.55	39.66	32.26	36.21	19.35	8.62	4.84	58	62
6	20.41	30.77	48.98	43.59	22.45	20.51	8.16	5.13	49	39
All Grades	12.41	22.26	38.17	40.06	36.77	27.60	12.65	10.09	427	337

Asterisks (*) 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.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts

Goal 1

All students will meet or exceed end-of-year grade level expectations in reading as measured by district benchmarks in K-2 and the California Assessment of Student Performance and Progress (CAASPP) in 3-6.

Identified Need

The 2021-2022 CAASPP Results for English Language Arts/Literacy show that 29% of our third through sixth-grade students meet or exceed the standard. On our district assessment, the winter Universal Screener Group Benchmarks Report shows that 37% of our second through sixth-grade students fall in the "College Pathway" or "Low Risk" categories. Multi-Tiered Systems of Support (MTSS) research indicates that most schools can provide supplemental and intensive support for 20% to 30% of their students and accelerated learning opportunities for about 15% of their students (Christ, 2008; Christ & Arañas, 2014). Schools rarely have resources to provide supplemental and intensive support for more than 30% of learners at-risk for low achievement, even if a larger proportion would benefit. Based on the research and our winter data, the identified need is to continue to refine our MTSS, primarily our Tier 1 core instruction. Focusing on our MTSS will ensure that all students receive high-quality, differentiated instruction and raise the percentage of students meeting end-of-the-year performance goals.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Universal Screener	2022-23 Winter Screener Data: Kindergarten: 25% of the students are at low risk, 34% at some risk, and 41% at high risk Grade 1: 25% of the students at low risk, 42% at some risk, and 33% at high risk	At the end of the 2023-24 school year, the number of students at low risk on the Universal Screener will be 70%.
Universal Screener	2022-23 Winter Screener Data: Grade 2: 10% of the students are on a college pathway, 37% of the students at low risk, 28% at some risk, and 25% at high risk Grades 3: 22% of the students are on a college pathway, 32% of the students at low risk, 26% at some risk, and 20% at high risk	At the end of the 2023-24 school year, the number of students on low-risk or college pathway on the Universal Screener will be 70%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Grade 4: 15% of the students are on a college pathway, 27% of the students at low risk, 25% at some risk, and 33% at high risk</p> <p>Grade 5: 8% of the students are on a college pathway, 15% of the students at low risk, 42% at some risk, and 35% at high risk</p> <p>Grade 6: 8% of the students are on a college pathway, 28% of the students at low risk, 35% at some risk, and 29% at high risk</p>	
English Language Proficiency Assessments for California (ELPAC)	<p>10.09% of our Emergent Bilingual students are at level 1.</p> <p>27.60% of our Emergent Bilingual students are at level 2.</p> <p>40.06% of our Emergent Bilingual students are at level 3.</p> <p>22.26% of our Emergent Bilingual students are at level 4.</p>	At the end of the 2023-24 school year, the number of students at or above level 3 in the English Language Proficiency Assessments for California (ELPAC) will be 75%.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Data meetings will be scheduled at the end of each WIN (What I Need) cycle. This release time will prioritize collaboration on calibrating the understanding of grade-level expectations, sharing best instructional practices and strategies, and developing common assessments to measure student learning. The teams will also use Universal Screener data during these data meetings to inform Tier 1 instruction and create Tier 2 and Tier 3 reading groups. The collaboration will be facilitated by grade-level leaders, Learning Support Teacher, and/or a district ELA coach.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11546	Supplemental Teacher extra hourly for ELA Intervention planning
15905	Title I Teacher extra hourly for ELA Intervention planning

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teaching through the arts helps children simultaneously engage different senses and create and strengthen the connections across the brain that form the basis for learning. We will continue to use the arts as a way to support reading and language development throughout the curriculum. Arts integration-trained teachers will continue to use the different tools from the various Kennedy-Arts training to develop cognitive skills, build social and emotional skills, and support literacy. We know that arts integration can be an extremely effective way to connect creative skills and curriculum requirements. When used strategically, students can see up to 20% improvement in academic measurements and 5% or more increased attendance. Our school will use the Accelerator, an arts integration platform, to access combined standards-aligned curriculum, accredited professional development, and premium teacher resources to provide us with scalable and sustainable support for our arts integration efforts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5500	Supplemental Accelerator subscription
2743	Supplemental Teacher extra hourly for Arts Integration planning

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

4-6 Students

Strategy/Activity

All students will be assessed using a universal screener at the end of each trimester and at the beginning of the school for a baseline. Teachers will use this data to plan Tier 1 cycles of targeted instruction with ongoing assessment. These baseline tests will also allow teachers to immediately form WIN groups for students in need of additional support. WIN groups will be held for ELA support five times a week. Grade-level teachers will be supported by a full-time WIN teacher and curriculum specialists. The upper-grade WIN team will be funded by site supplemental funds for the 2023-24 school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
192939	Supplemental Certificated teacher and curriculum specialists

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Emergent Bilingual Students

Strategy/Activity

Professional development for teachers of the ELA/ELD framework and its distinctive features, the five key themes of ELA/Literacy and ELD instruction included throughout the document, and sample guidance and instructional suggestions for each grade level. At the end of the PD series, teachers will be able to define the connections between content and ELD standards, develop their own guiding principles for implementing both sets of standards, create an action plan to integrate both sets of standards, and pull out strategies and supports for Emergent Bilinguals at their grade level that are mapped to the content and ELD standards. In addition, professional development on Ellevation Strategies and Ellevation Modules will be offered. Ellevation Strategies reflects best practices for Emergent Bilingual students and are research-based. They address the unique needs, struggles, and gaps in instruction that often affect Emergent Bilinguals. Ellevation Professional Learning Modules focus on relevant and urgent Emergent Bilingual topics. Grade levels will have three days of collaboration and planning time to create units and prepare ELD lessons during the school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8243	Supplemental Teacher extra hourly for ELD professional development
7953	Title I Teacher extra hourly for ELD planning

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Use of GLAD (Guided Language Acquisition Design) strategies to target and promote language skills and academic achievement in reading. We know that deep cognition is developed through well-designed lessons building upon the brain, biliteracy, second language acquisition, and reading & writing research. We will identify the needs and support the implementation of GLAD (Guided Language Acquisition Design) in all of our classrooms. Professional development for teachers on how to make content come alive through sketching, pictures, chants, and media with corresponding language will be provided. GLAD professional development will be led by our in-house trainers and/or teachers will attend GLAD training course through an outside provider or at the 2024 California Association of Bilingual Education (CABE) Conference.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4122

Supplemental
Teacher extra hourly for GLAD professional
development

21387

Title I
CABE Conference

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Grade-level teachers will use Orton-Gillingham (OG) strategies to create structured literacy lessons, implement daily Explicit Phonics blending, daily Phonemic Awareness activities through Heggerty, and follow Explicit Phonics routines with fidelity. This work will be supported by the district coach and the Learning Support Teacher providing ongoing professional learning opportunities to refine Tier 1 core instruction. All teachers, upper and primary, that have not participated in the Comprehensive Plus professional development from IMSE will have the opportunity to participate. This will allow upper-grade teachers to effectively address learning gaps and connect to morphology and primary teacher to continue to deliver explicit and intentional reading instruction based on the science of reading implementing strategies gained during Orton Gillingham & CORE reading professional development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

13435

Source(s)

Title I
IMSE Comprehensive Orton-Gillingham training

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A Parent University will be created for the 2023-24 school year. This Parent University will include our Latino Literacy, Family Book Club, Project 2 Inspire, Social Emotional Learning workshops, and Learning Support Teacher-led Literacy Nights. The workshops will have the goal of continuing a partnership and enhancing parents' knowledge, skills, and abilities to support student learning and school improvement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2470

Source(s)

Title I
Teacher extra hourly and materials

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We were able to implement the strategies planned for the 2022-2023 school year. Our teachers used the Universal Screeners to plan tiered instruction. The collaboration with our Learning Support Teacher was key for embedding explicit phonics, phonemic awareness, and syllabication lessons in our tier 1 instruction. The collaboration during the Data Meetings was instrumental in learning how to access the data, analyze it, and plan differentiated instruction for students. We have seen growth in our diagnostic testing and an overall sense of achievement with all of our readers. The professional development for designated and integrated English Language Development allowed teachers to identify that writing was at the core of our Emergent Bilingual students' needs and plan instruction accordingly.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The decision was made to hold off on attending the PLC at Work® Summit and The RTI at Work™ Institute. The staff would like to focus on refining the implementation of Professional Learning Communities that are already part of our system.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We plan to continue with our focus on differentiating instruction for students starting with Tier 1 instruction. Refreshing our knowledge or training new teachers in the Guided Language Acquisition Design and utilizing those strategies to meet the reading needs of our students. Revisiting our NSD Coherent Writing Program will be key to student success.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Achievement for All Students												
Grade Level	% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	32.04	16.54	8.97	20.39	20.30	23.08	17.48	24.81	23.08	30.10	38.35	44.87
Grade 4	23.08	11.26	2.56	28.21	17.22	19.23	25.64	33.77	35.90	23.08	37.75	42.31
Grade 5	15.31	14.89	5.32	18.37	12.77	12.77	39.80	32.62	34.04	26.53	39.72	47.87
Grade 6	15.24	17.48	11.70	23.81	16.78	19.15	27.62	25.17	34.04	33.33	40.56	35.11
All Grades	21.35	14.96	7.27	22.40	16.73	18.31	27.60	29.23	31.98	28.65	39.08	42.44

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

Goal 2

All students will meet or exceed end-of-year grade level expectations in mathematics as measured by district benchmarks in grades K-2 and the California Assessment of Student Performance and Progress (CAASPP) in grades 3-6.

Identified Need

The 2021-2022 CAASPP Results for Mathematics show that 25.58% of our third through sixth-grade students meet or exceed the standard. Our district, winter Universal Screener Group Benchmarks Report shows that 40% of our second through sixth-grade students fall in the "College Pathway" or "Low Risk" categories. Multi-Tiered Systems of Support (MTSS) research indicates that most schools can provide supplemental and intensive support for 20% to 30% of their students and accelerated learning opportunities for about 15% of their students (Christ, 2008; Christ & Arañas, 2014). Schools rarely have resources to provide supplemental and intensive support for more than 30% of learners at-risk for low achievement, even if a larger proportion would benefit. Based on the research and our winter data, the identified need is to continue to refine our MTSS, primarily our Tier 1 core instruction. Focusing on our MTSS will ensure that all students receive high-quality, differentiated instruction and raise the percentage of students meeting end-of-the-year performance goals.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Universal Screener	2022-23 Winter Screener Data: Kindergarten: 41% of the students are at low risk, 29% at some risk, and 30% at high risk Grade 1: 49% of the students at low risk, 33% at some risk, and 18% at high risk	At the end of the 2023-24 school year, the number of students at low risk on the Universal Screener will be 70%.
Universal Screener	2022-23 Winter Screener Data: Grade 2: 19% of the students are on a college pathway, 15% of the students are at low risk, 35% at some risk, and 31% at high risk Grades 3: 10% of the students are on a college pathway, 32% of the students are at low risk, 34% at some risk, and 24% at high risk	At the end of the 2023-24 school year, the number of students on the low-risk or college pathway on the Universal Screener will be 70%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Grade 4: 15% of the students are on a college pathway, 23% of the students are at low risk, 32% at some risk, and 30% at high risk</p> <p>Grade 5: 13% of the students are on a college pathway, 37% of the students are at low risk, 32% at some risk, and 18% at high risk</p> <p>Grade 6: 13% of the students are on a college pathway, 25% of the students at low risk, 40% at some risk, and 22% at high risk</p>	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All students will be assessed using a universal screener at the end of each trimester and at the beginning of the school for a baseline. Teachers will use this data to plan Tier 1 cycles of targeted instruction with ongoing assessment. These baseline tests will also allow teachers to immediately form WIN groups for students in need of additional support. WIN groups will be held for ELA support five times a week. Grade-level teachers will be supported by a full-time WIN teacher and curriculum specialists. The upper-grade WIN team will be funded by site supplemental funds for the 2023-24 school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

11130

Source(s)

Supplemental
Teacher extra hourly

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

After-school tutoring will be offered by a certificated teacher. The tutoring content will directly support core instruction learning targets. Bridges curriculum, including Work Places, will be used for students to see, touch, and sketch ideas to create pictures in their mind's eye, helping them construct, understand, and apply mathematical ideas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

35870

Source(s)

Title I
Teacher extra hourly and curriculum specialists

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

4-6 Students

Strategy/Activity

After-school enrichment will be offered by a certificated teacher. The enrichment opportunity will have the purpose of the entrance of a group of students to the LA County Math Field Day competition in the spring of 2024.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15280

Source(s)

Title I
Teacher extra hourly, transportation, materials, registration

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Emergent Bilinguals

Strategy/Activity

As part of their Designated English Language Development instruction, teachers will use Ellevation Math to amplify student understanding of mathematical vocabulary. Teachers will receive professional development on how to incorporate research-based instructional activities into any existing lesson to skillfully differentiate instruction for English Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8450

Source(s)

Supplemental
Teacher extra hourly

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Explore the principles of Universal Design for Learning (UDL) to guide the design of learning environments that are accessible and effective for all students. An inclusion collaborative will meet monthly to learn about UDL and plan the next steps for implementation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4940

Source(s)

Supplemental
Teacher extra hourly and materials

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A Parent University will be created for the 2023-24 school year. This Parent University will include Bridges Family Support, unit overviews, tips for helping their child, and math game nights. The workshops will have the goal of continuing a partnership and enhancing parents' knowledge, skills, and abilities to support student learning and school improvement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4940

Source(s)

Supplemental
Teacher extra hourly and materials

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We were able to implement the strategies planned for the 2022-2023 school year. Our teachers used the Universal Screeners to plan tiered instruction.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The decision was made to hold off on Ellevation Math training for staff until next school year. This strategy has been moved to the 2023-2024 plan. Currently, a few teachers have piloted the Ellevation Math platform.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to shift our focus from remediation to acceleration. We know that most of our students are not meeting math standards, so our focus will continue to be on refining our core instruction. We know that some students will need extended time to master the standards, so tutoring in small groups after school will be provided. Now more than ever, families are looking for ways to support their students' mathematics education, so we will partner with our families through workshops and family nights to offer guidance.

School and Student Performance Data

CAST Results Science (5th Grade Students)

% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
5.1	5.04	2.13	14.29	17.27	9.57	62.24	53.96	70.21	18.37	23.74	18.09

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Science

Goal 3

All 5th-grade students will meet or exceed end-of-the-year grade level expectations in science as measured by the California Science Test.

Identified Need

On the 2022 CAST, 11.7% of 5th-grade students meet or exceed end-of-the-year grade-level standards. The CAST measures what students know and can do using the California Next Generation Science Standards, which focus on understanding the scientific concepts found in the Life Sciences, Earth and Space Sciences, and Physical Sciences. These standards integrate the Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students understand how science works in the natural world. We need to foster science education at every grade level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Science Test (CAST)	On the 2021-22 CAST 11.7% of the 5th-grade students met or exceeded grade-level standards.	In the 2023-2024 school year, 75% of the 5th-grade students will meet or exceed grade-level standards.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Use of GLAD (Guided Language Acquisition Design) strategies to target and promote language skills and academic achievement in science. Provide GLAD professional development led by our in-house trainers, as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4330	Supplemental Teacher extra hourly
6498	Title I Teacher extra hourly

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

A science goal was not included in the 2022-23 SPSA.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

A science goal was not included in the 2022-23 SPSA.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

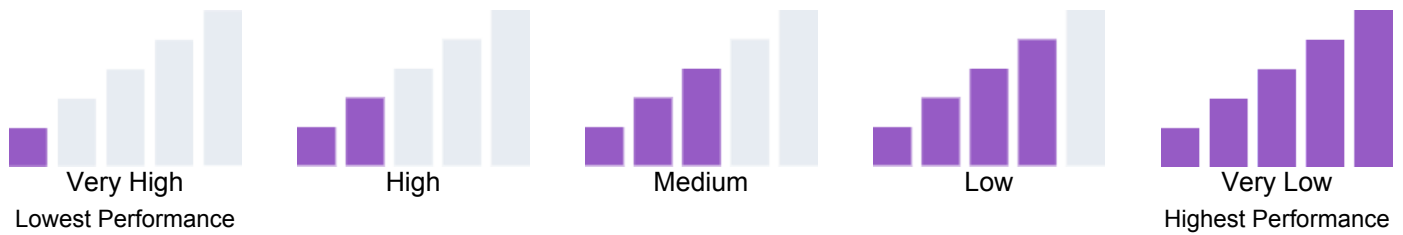
A science goal was not included in the 2022-23 SPSA.

School and Student Performance Data

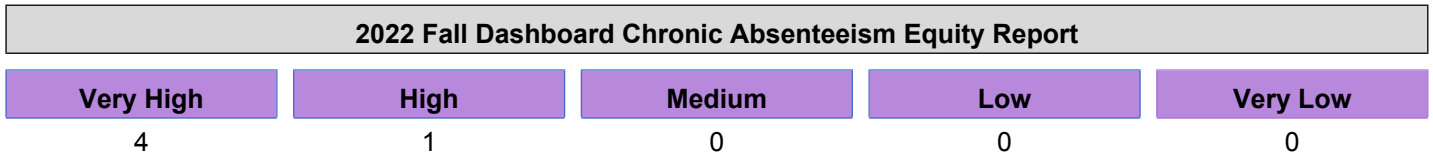
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

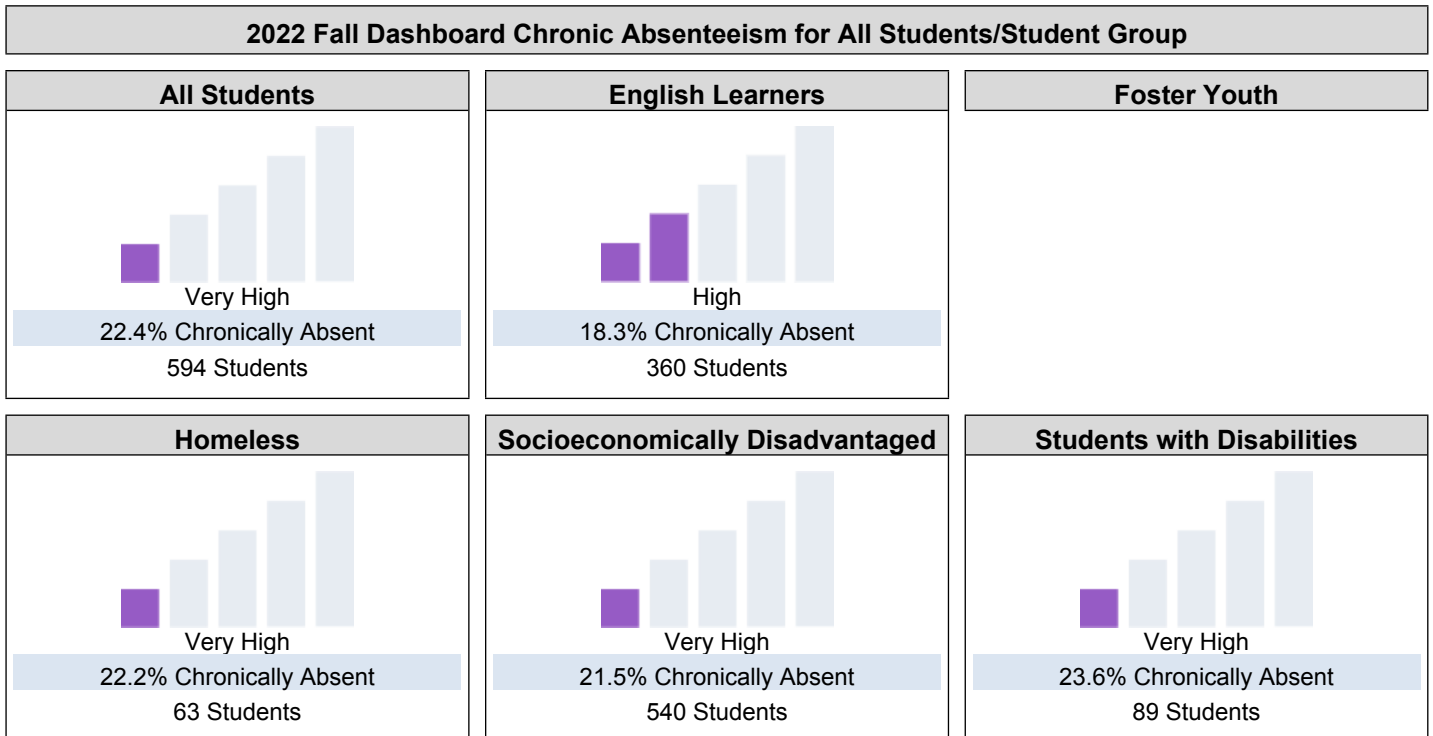
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



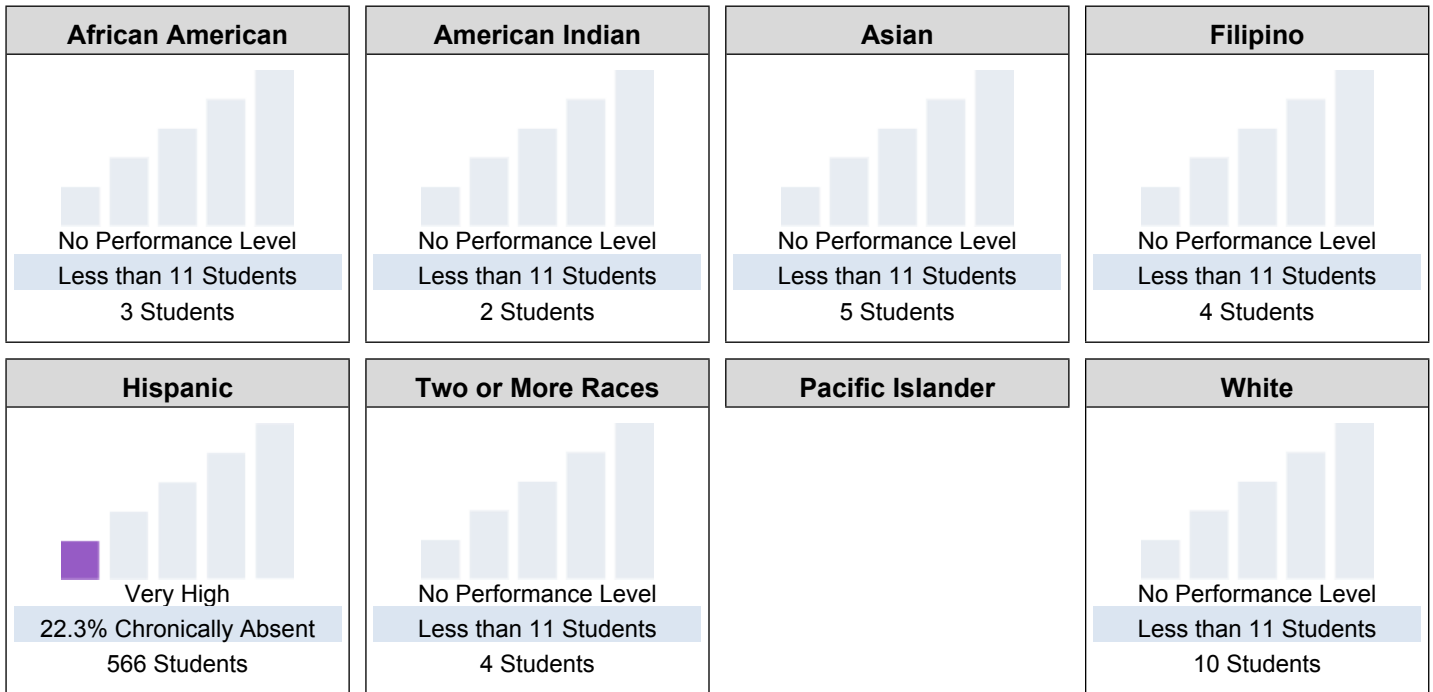
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



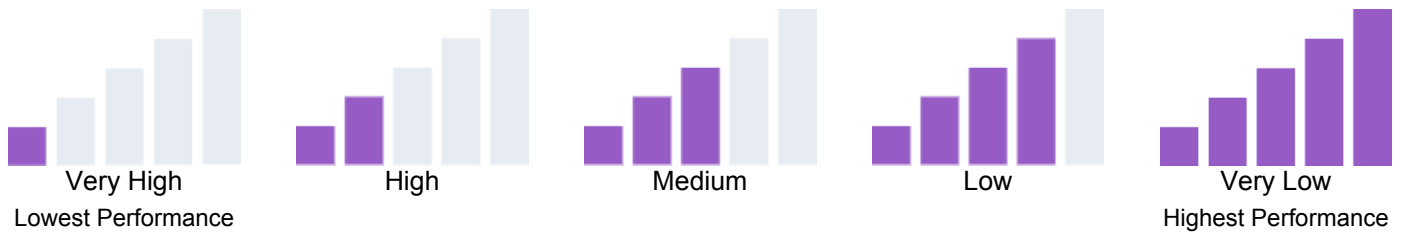
2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



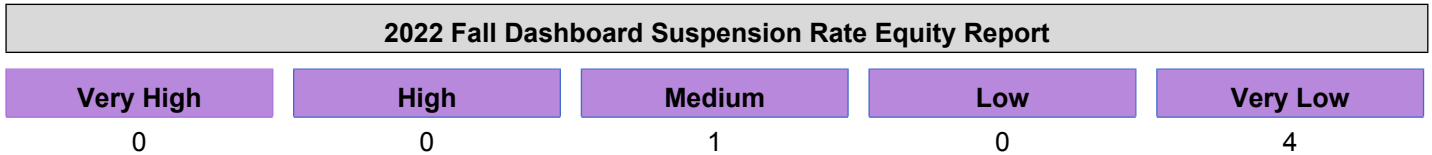
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

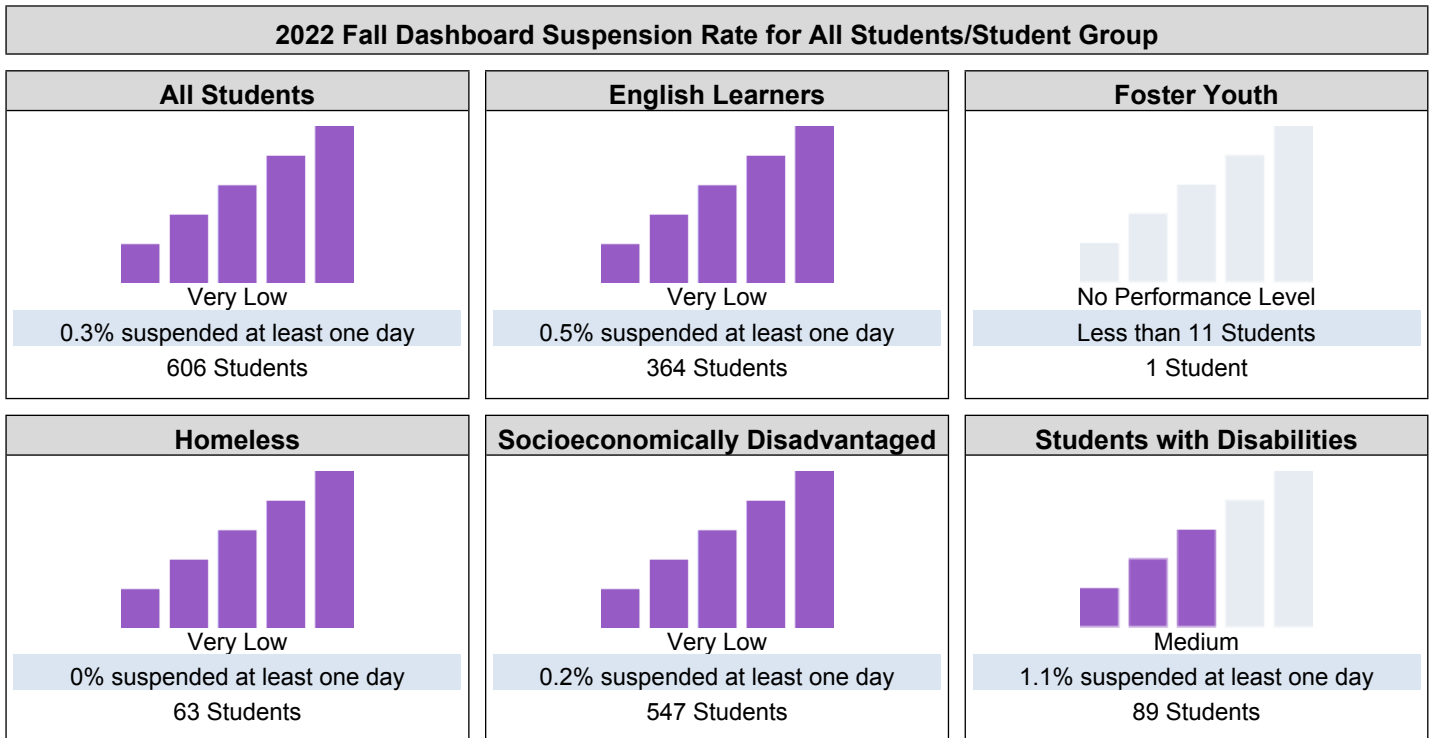
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



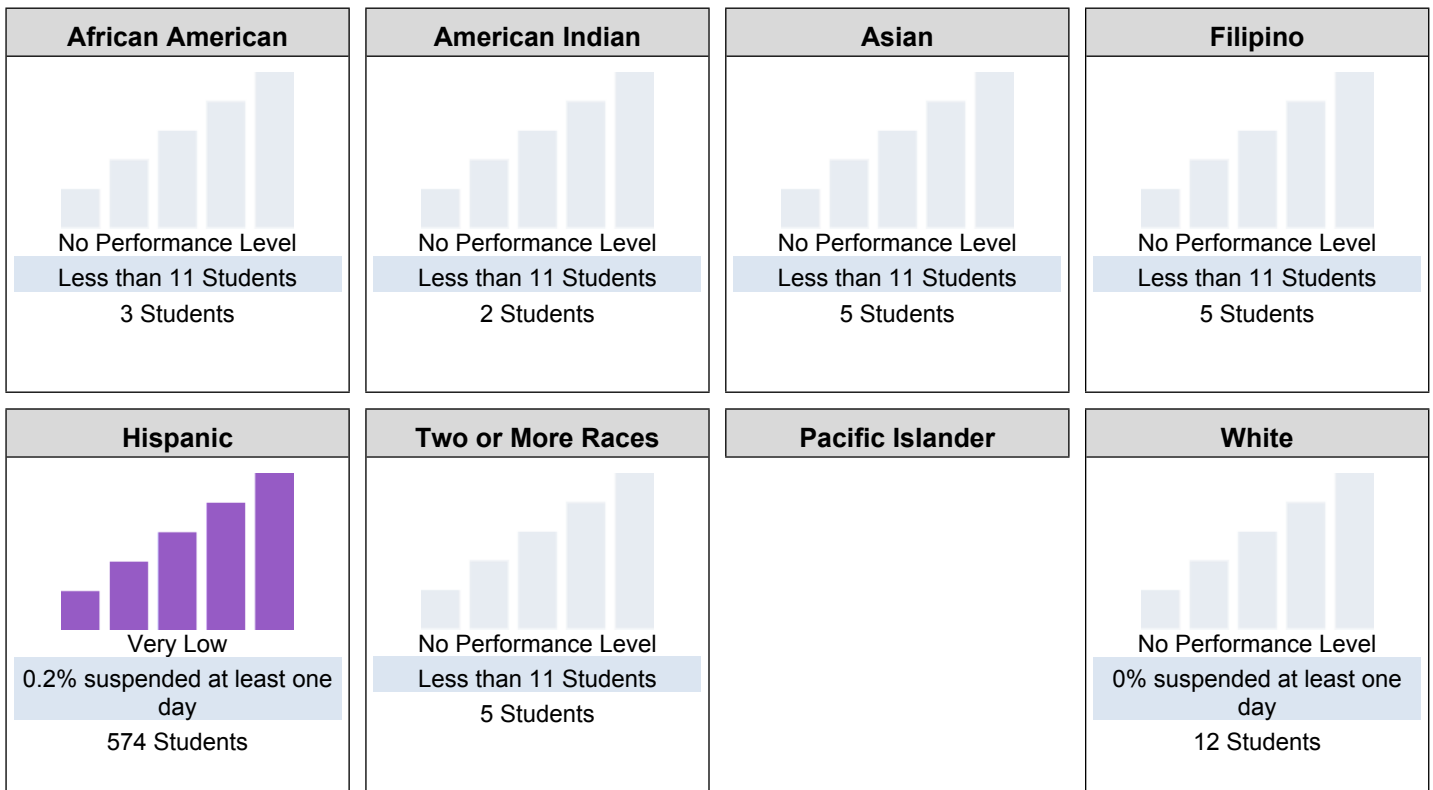
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



California Healthy Kids Survey

Key Indicators of School Climate

	Grade 5 %	Table
School Engagement and Supports	60	A6.3
School connectedness†		A6.3
School connectedness† <i>(Remote Only)</i>		A6.3
Academic motivation†	80	A6.3
School boredom†	59	A6.9
Caring adults in school†	58	A6.3
High expectations-adults in school†	80	A6.3
Meaningful participation†	38	A6.3
Facilities upkeep†	62	A6.11
Parent involvement in schooling†	76	A10.2
Social and emotional learning supports†	72	A7.1
Anti-bullying climate†	69	A9.6
School Safety and Cyberbullying	53	A9.1
Feel safe at school†		A9.1
Feel safe on way to and from school†	78	A9.1

Been hit or pushed	51	A9.2
Mean rumors spread about you	33	A9.2
Called bad names or target of mean jokes	49	A9.2
Saw a weapon at school	18	A9.5
Cyberbullying	32	A9.3
School Disciplinary Environment	82	A8.2
Rule clarity†		
Students well behaved†	32	A8.4
Students treated fairly when break rules†	36	A8.1
Students treated with respect†	73	A8.1

†Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”

Parent School Satisfaction Survey

Effectiveness Survey - Parent Survey 2023

Q1 - Please indicate whether your answers will be in English or Spanish. Por favor indique si sus respuestas las dará en Inglés o Español.
Response
Q2 - Please indicate your school. Por favor indique a qué escuela asiste su hijo(a).
Response
Q3 - My child is excited about learning at school. Mi hijo está entusiasmado con el aprendizaje en la escuela.
Response
Q4 - My child's teacher regularly informs me of my child's progress and areas in need of improvement. El maestro(a) de mi hijo(a) me informa con regularidad acerca de su progreso y las materias en las que necesita mejorar
Response
Q5 - My child's school teaches the State Standards in the basic academic areas. La escuela de mi hijo(a) enseña las Normas del Estado de California en las áreas académicas básicas.
Response
Q6 - My school consistently keeps me informed around resources and expectations for my child. Mi escuela me mantiene constantemente informado sobre los recursos y las expectativas para mi hijo
Response
Q7 - My child's principal communicates well with parents. El (La) Director(a) de mi hijo(a) se comunica bien con los padres.
Response
Q8 - My child's school encourages me to participate in school activities. La escuela de mi hijo(a) me anima a participar en actividades escolares.
Response
Q9 - My child's school has clear and consistent rules for student behavior. La escuela de mi hijo(a) establece reglas de conducta estudiantil claras y consistentes.
Response
Q10 - My child's school is a safe place for students. La escuela de mi hijo(a) es un lugar seguro para los estudiantes.
Response
Q11 - Overall, I am satisfied with my child's school. En general, estoy satisfecho(a) con esta escuela.
Response
Q12 - Please use this section for additional comments and feedback. (limit 1000 characters) Por favor, use esta sección para los comentarios adicionales. (límite de 1000 caracteres)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Climate

Goal 4

All students will feel connected to school knowing they have a safe place to learn, grow, and thrive as measured by the 2023-2024 California Healthy School Survey.

Identified Need

School connectedness impacts students' success. It is important for students to feel like school is a safe place where they can thrive. The 2022 - 2023 California Healthy Kids Survey (CHKS) indicates that 38% of students in grade 5 reported that the school supports meaningful participation in school. In addition, the CHKS shows that 36% of our students feel they are treated fairly "most of the time" or "all of the time." Establishing positive relationships between staff and students is critical in supporting students both in and outside of the classroom. Ensuring that all staff is trained in PBIS and trauma informed practices will create the opportunities and conditions for students to build relationships with staff members and peers, give them a chance to help decide school activities or rules, and increase student voice. It is evident that staff training, expert coaching, a character-based curriculum for students, and personalized support, to implement transformational processes focused on social-emotional wellbeing, relationship-driven campus culture, and student connectedness is needed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attention 2 Attendance (A2A)	An April 2023 A2A Attendance Summary Report reveals the following data: 57% of students are in the Excellent or Satisfactory Range, missing < 5% of student instructional days 27% of students are in the Manageable Range, missing between 5% and 10% of student instructional days 16% of students are in the Chronic or Severely Chronic Range, missing >10% of student instructional days	By the end of the 2024 school year, the percentage of students in the Chronic or Severely Chronic Range will be 10% or less.
California Healthy Kids Survey (CHKS)	The 22-23 CHKS shows that 38% of students in grade 5 feel	The 23-24 CHKS will show the number of students that feel

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	school provides opportunities for meaningful participation.	that they are part of the school will increase to 75%.
California Healthy Kids Survey (CHKS)	The 22-23 CHKS shows that 36% of students in grade 5 feel students are treated fairly when rules are broken.	The 23-24 CHKS will show the number of students that feel that they are treated fairly when rules are school rules are broken will increase to 75%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Safety (physical safety and social-emotional safety)

Staff and students will be trained by a Playworks Coach on six principles of play to ensure a joyful, free, and inclusive recess experience for all children. The recess reboot program includes establishing a Junior Coach Leadership Program that equips teams of students with positive conflict resolution strategies to be modeled and shared with peers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

25542

Source(s)

Title I
Playworks Services

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Engagement (Building relationships and opportunities for school participation)

The school site will continue to implement transformational processes focused on social-emotional well-being, relationship-driven campus culture, and student connectedness through Capturing Kids' Hearts- Process Champions training and strategy implementation visits.

Capturing Kids' Hearts Process Champions. The Capturing Kids' Hearts® 1 Training (CKH-1) was designed to be the beginning of a multi-year, transformational process. Newhall Elementary staff attended a Capturing Kids Heart (CKH-1) workshop last summer. Because the CKH-1 training presented so many transformational ideas and techniques, reinforcing these methods through Capturing Kids' Hearts® Process Champions is the recommended next step. In a Process Champions session, we will receive additional instruction that will prepare us to grow our understanding and assist and support our peers in the implementation of the Capturing Kids' Hearts® (CKH) Process. The Process Champions team will learn to mentor colleagues in implementing CKH concepts and skills, respond to peers' questions about how to handle specific student situations, model key skills, and behaviors, and support peers in developing their own self-managing groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

17340

Title I
Professional development services

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Grades K-3

Strategy/Activity

Million Little will lead Creativity in the Classroom & Beyond for kindergarten through third-grade students. Million Little will expose students to the arts while supporting their social-emotional development and literacy.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

20182

Title I
Services and materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Grades 4-6

Strategy/Activity

Counselors and the school psychologist will attend the California Association of School Counselors Conference to continue their learning of current and best practices and train staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6000	Title I Registration and incidentals

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This year, students received Tier I instruction focused on social-emotional wellbeing using the district-adopted curriculum. In addition to these counselor-led lessons, Character Strong resources were used to supplement the lessons, bringing additional themed activities for teachers to use throughout each month. While the ROX Program for girls was not implemented this year, we continue to partner with Million Little in grades 1-3. Teachers and students have expressed the joy and benefit the program has on building student identity and fostering positive relationships. During the summer of 2022, a majority of teachers and staff attended and participated in the Capturing Kids Hearts training. As a result, social contracts have been established in classrooms and are referred to on a regular basis. It has become common practice for classrooms and staff meetings to begin with Good Things. PBIS kickoff assemblies were conducted at the of each trimester to remind students of our positive behavior expectations. Furthermore, the Eagle Student Store along with our PBIS parties serve as an incentive for students earning Eagle tickets for being Respectful, Responsible, and Safe.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The decision was made to hold off on attending the ASCA Annual School Counselor Conference. The student support service team would like to attend a regional conference instead.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Looking at the data from the CHKS, there continues to be a need to promote ways in which students feel connected to school. The plan is to have all staff members trained in Capturing Kids Hearts and provide staff the opportunity for a year 2 training. This will ensure that all school members are on the same page, implementation can be monitored for consistency of practice, and staff will be supported in our work to impact the school culture.

One major component that has been added to our plan includes a partnership with Playworks. The Playworks Recess Reboot and Consultation will help to establish a system and routines for recess play that compliments PBIS.

A new metric added to this goal includes the use of A2A. Attendance has been a priority this year. The notices and reports generated by A2A have helped to communicate with families, document meetings, and provide important data. Using this information to monitor attendance, we have looked at data, conferenced with families to identify opportunities for partnership and support, and recognize patterns of need. As a result, we continue to educate families about the effect attendance may have on students' social and academic success.

ATSI Plan

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Additional Targeted Support and Improvement

Newhall Elementary School is eligible for ATSI based on the performance of our students with disabilities in the areas of English Language Arts, Mathematics, and Chronic Absenteeism.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Our comprehensive needs assessment utilized data found in this school plan and identified the following needs for our student group: Students with Disabilities. To meet these needs we plan the following actions: continue to refine our core instruction, and our teachers will use the grade-level curriculum, GLAD strategies, and the Orton-Gillingham approach to develop reading skills to ensure all students can read. We will grow our collaboration between Education Specialists and General Education teachers. Continue to train our para-professionals on health, safety, and behavior needs. Expand our social, emotional, and behavioral support for all students with disabilities. Improve students with disabilities' sense of belonging by focusing on inclusion by bringing awareness to our general education students and expanding our opportunities for social interaction.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Our current approach isn't achieving the outcomes we desire, so our current practices must be reviewed and modified. We need to continue to implement best practices for teaching reading and ensure that students with mild to moderate disabilities are benefiting from these best practices. Our Education Specialists need time to collaborate and receive professional development on Orton-Gillingham and the Guided Language Acquisition Design model. Inclusion for academics and social learning needs to grow.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$446,745.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$187,862.00

Subtotal of additional federal funds included for this school: \$187,862.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Supplemental	\$258,883.00

Subtotal of state or local funds included for this school: \$258,883.00

Total of federal, state, and/or local funds for this school: \$446,745.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 Administrator
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Jackeline Tapia	
Sulma Gurrola	
Carla Gomez	
Jason Shelton	
Victoria Pyle	
Silvia Cruz	
Darin Downey	
Mayra Zamora	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.




Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Principal
	School Site Council

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4/19/2023.

Attested:

	Principal, Jackeline Tapia on 4/19/2023
	SSC Chairperson, Sulma Gurrola on 4/19/2023