



Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Newhall Elementary	19-64832-6020796	May 15, 2024	May 28, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Newhall Elementary for meeting ESSA’s planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The Educational Partners of Newhall Elementary conducted a comprehensive needs assessment using data from the California Dashboard and other district measurements to create our 2024-2025 Single Plan for Student Achievement. The plan includes four identified goals and strategies targeted to improve all student academic outcomes. Goal One ensures that all students demonstrate mastery of grade-level academic standards and language proficiency. Goal Two is focused on enhancing student engagement and fostering a positive school climate, ensuring that every student feels connected, supported, and motivated to actively participate in their education. Goal Three is focused on expanding our partnership with parents in decision-making processes and school activities, fostering a collaborative and supportive environment that positively impacts student success. Goal Four ensures that all students are taught academic standards at a high level of rigor in all content areas, using instructional materials aligned with standards. These goals are in alignment with our district's Local Control and Accountability Plan (LCAP).

Educational Partner Involvement

How, when, and with whom did your Newhall Elementary consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The involvement process for the Single Plan for Student Achievement and annual review and update was both comprehensive and inclusive, ensuring that all voices were heard, valued, and considered. Our School Site Council (SSC) convened monthly throughout the school year to oversee the plan and develop updates, with meetings held on August 30, 2023, September 20, 2023, October 18, 2023, November 29, 2023, December 13, 2023, January 24, 2024, February 21, 2024, March 20, 2024, April 24, 2024, and May 15, 2024. Alongside the School Site Council, our English Language Advisory Committee (ELAC) provided invaluable advice on three separate occasions. To ensure the participation of all educational partners, a carefully crafted timeline was implemented, engaging teams such as the Positive Behavior Intervention and Support team, the Capturing Kids' Hearts Process Champions, our Instructional Leadership Team, our certificated staff, and our parents through our School Site Council (SSC), Parent Teacher Association (PTA), and as mentioned before, our ELAC meetings. Furthermore, our students played a significant role in the process, providing essential input through their Associated Student Body representatives who were instrumental in representing their interests and concerns. This multi-faceted approach guaranteed that our plan authentically reflects the needs and aspirations of our entire school community.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Based on the data from the California Dashboard for Newhall Elementary in 2023, the overall performance in several key indicators was marked as orange. In terms of indicator performance, both English Language Arts and Mathematics indicators, along with English Learner Progress, are at the orange level. Additionally, within the Conditions and Climate category, the suspension rate also falls within the orange range. These indicators highlight areas where attention and targeted efforts are needed to improve overall performance and continue to create a supportive learning environment for students at Newhall Elementary.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

According to the California School Dashboard data, there are no indicators where the performance for any student group was two or more levels below the overall performance of all students. Across all categories, all student groups consistently land within the same performance level. Specifically, in academic performance for English Language Arts, Mathematics, and English Learner Progress, all students, English learners, socioeconomically disadvantaged students, and students with disabilities fall within the orange performance level. Within the academic engagement category,

chronic absenteeism shows that all student groups are in the yellow performance color. Additionally, in the Conditions and Climate area, the suspension rate for all groups is within the orange performance level.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

It's essential to recognize that 62% of our students are learning to communicate effectively in English, requiring instruction in both English language development and their academic courses. Our overarching goal is for students to reclassify; reclassification is a process whereby a student transitions from English learner (EL) status to fluent English proficient (RFEP) status. We aim for all students to meet the district criterion by the fifth grade. This criterion is based on language proficiency assessment results, including an overall performance level of four in the English Language Proficiency Assessment of California (ELPAC), meeting or exceeding the ELA English Language Arts Smarter Balanced Summative Assessment, teacher recommendation, and parent consultation. Addressing these needs and achieving our reclassification goal is paramount to providing each student with the opportunities to excel and thrive academically. Currently, our English learners face challenges, with scores indicating they are 83 points below standard in English Language Arts and 80 points below standard in Mathematics according to our dashboard data. However, there is progress evident in English learner proficiency, as reflected in the English Learner Progress category, where our students are about 46 points above standard. Out of the 267 students included in the dashboard for English Learner Progress, 98 students progressed at least one English Learner Progress Indicator (ELPI) level, and 105 maintained their ELPI level. These statistics underscore both the challenges our students face and the progress they are making towards English language proficiency.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
536	91	61.8	0.2
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.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	331	61.8
Foster Youth	1	0.2
Homeless	9	1.7
Socioeconomically Disadvantaged	488	91
Students with Disabilities	74	13.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2
American Indian	3	0.6
Asian	3	0.6
Filipino	5	0.9
Hispanic	508	94.8
Two or More Races	2	0.4
White	12	2.2

School and Student Performance Data

Overall Performance






The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Orange		
English Learner Progress  Orange		

School and Student Performance Data

Academic Performance English Language Arts

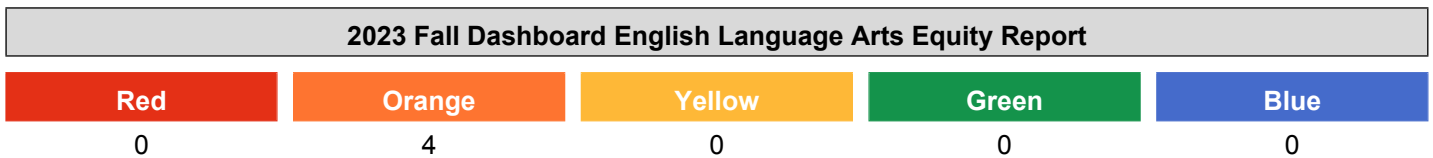
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>57.2 points below standard</p> <p>Decreased -3.1 points</p> <p>327 Students</p>	<p>English Learners</p> <p>Orange</p> <p>65 points below standard</p> <p>Maintained +0.1 points</p> <p>240 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>58 points below standard</p> <p>Maintained -2.5 points</p> <p>312 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>107.4 points below standard</p> <p>Increased +3.4 points</p> <p>59 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 0 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 57.9 points below standard Maintained -2.1 points 315 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 6 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
83 points below standard Decreased -4.1 points 182 Students	8.6 points below standard Maintained -1 points 58 Students	42.1 points below standard Increased +12.4 points 73 Students

School and Student Performance Data

Academic Performance Mathematics

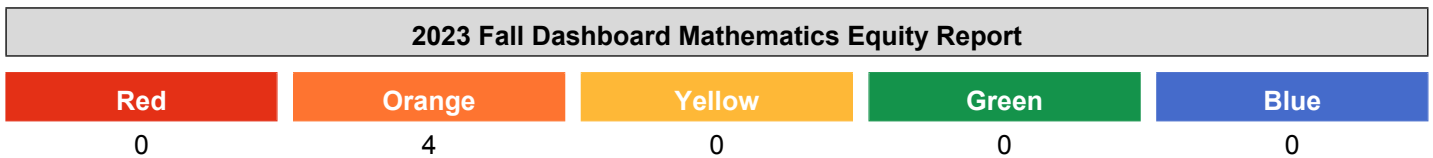
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 67.6 points below standard Decreased -12.5 points 327 Students	<p>English Learners</p>  Orange 71.5 points below standard Decreased -6.7 points 240 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Socioeconomically Disadvantaged</p>  Orange 67.7 points below standard Decreased -12.3 points 312 Students	<p>Students with Disabilities</p>  Orange 122.7 points below standard Increased +8.3 points 59 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 0 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 67.9 points below standard Decreased -10.8 points 315 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 6 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
80.9 points below standard Decreased -14 points 182 Students	42.3 points below standard Increased +14.1 points 58 Students	72.4 points below standard Decreased -14.9 points 73 Students

School and Student Performance Data

Academic Performance English Learner Progress

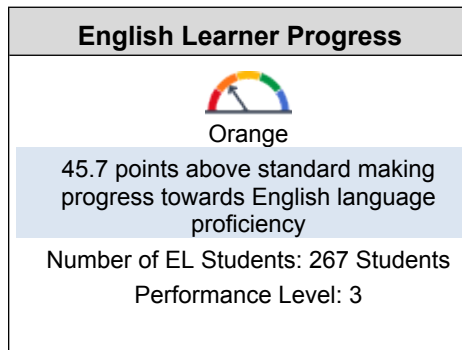
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
64	81	24	98

School and Student Performance Data

Academic Engagement Chronic Absenteeism

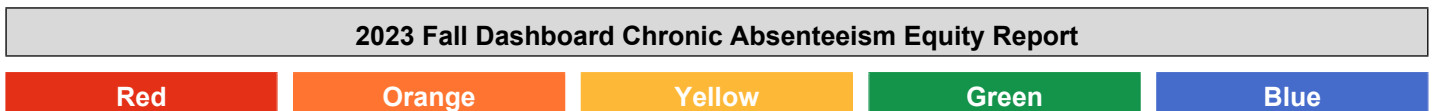
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 16.8% Chronically Absent Declined Significantly -5.6 559 Students	 Yellow 13.4% Chronically Absent Declined Significantly -4.9 343 Students	Less than 11 Students 4 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
16.7% Chronically Absent Declined -5.6 12 Students	 Yellow 16.6% Chronically Absent Declined Significantly -4.9 525 Students	 Yellow 17.8% Chronically Absent Declined -5.8 90 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">2 Students</p>	<p>Less than 11 Students</p> <p align="center">4 Students</p>	<p>Less than 11 Students</p> <p align="center">3 Students</p>	<p>Less than 11 Students</p> <p align="center">5 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Yellow</p> <p align="center">16.6% Chronically Absent</p> <p align="center">Declined Significantly -5.7</p> <p align="center">525 Students</p>	<p>Less than 11 Students</p> <p align="center">6 Students</p>	<p align="center"> No Performance Color</p> <p align="center">0 Students</p>	<p align="center">14.3% Chronically Absent</p> <p align="center">0</p> <p align="center">14 Students</p>

School and Student Performance Data

Conditions & Climate Suspension Rate

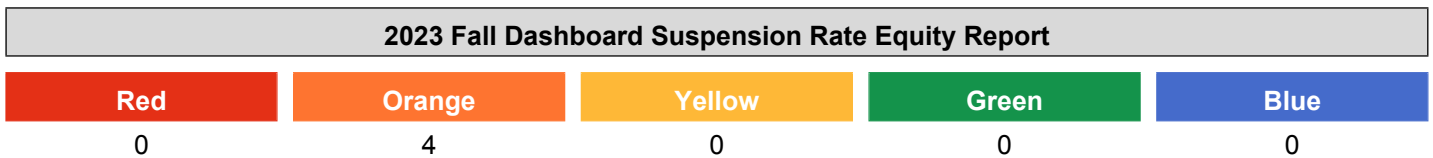
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>2.3% suspended at least one day</p> <p>Increased 1.9 571 Students</p>	<p>English Learners</p> <p>Orange</p> <p>2% suspended at least one day</p> <p>Increased 1.5 348 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 4 Students</p>
<p>Homeless</p> <p>0% suspended at least one day</p> <p>Maintained 0 13 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>2.3% suspended at least one day</p> <p>Increased Significantly 2.1 533 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>3.2% suspended at least one day</p> <p>Increased 2.1 93 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 2 Students</p>	<p>Less than 11 Students 4 Students</p>	<p>Less than 11 Students 3 Students</p>	<p>Less than 11 Students 5 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">  Orange 2.1% suspended at least one day Increased 1.9 536 Students </p>	<p>Less than 11 Students 7 Students</p>	<p align="center">  No Performance Color 0 Students </p>	<p align="center"> 7.1% suspended at least one day Increased 7.1 14 Students </p>

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Achievement and Other Pupil Outcomes

The goal is for all students to demonstrate mastery of grade level academic standards and language proficiency.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: To ensure that all students achieve academic success, fostering a positive and inclusive learning environment

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The comprehensive review of the 2023 California Dashboard data for Newhall Elementary reveals significant areas for improvement across various performance indicators. Notably, the overall performance of key metrics, such as academic achievement in English Language Arts (ELA) and Mathematics, as well as English Learner (EL) progress, consistently received an orange rating. This indicates a need for targeted interventions to elevate these areas from moderate to high performance.

An important aspect to consider is the performance uniformity among different student groups; all groups, including English learners, students who live in socially disadvantaged households, and students with disabilities, are performing at the same orange level across the board. This highlights a school-wide challenge that affects all student groups equally, rather than isolated issues affecting only specific groups.

A critical focus for our school is the performance and progress of our English learners, who represent 60% of our student body and require both English language development and standard academic instruction. Currently, our English learners are performing substantially below standards in ELA and Mathematics, trailing by 83 and 80 points respectively. However, there is a silver lining as we note some positive movement in the English learner progress category, where students are scoring 46 points above standard. Of the 260 students tracked, 98 have improved by at least one level on the English Learner Progress Indicator, and 105 have maintained their level, suggesting that our ongoing efforts to support English proficiency are beginning to yield results.

The overarching goal is to ensure all students meet district reclassification criteria by fifth grade, transitioning from English learner status to fluent English proficiency. This criterion involves multiple assessments and evaluations, including performance on the ELPAC and the Smarter Balanced assessments in ELA, coupled with teacher recommendations and parent consultations.

To address these identified issues, the school has implemented several strategic measures aimed at enhancing academic outcomes and closing performance gaps. These initiatives include strengthening the integration of English language development into regular classroom instruction and providing additional support through targeted interventions for students lagging in ELA.

Our WIN Team began their work prior to the start of school this year, leading and engaging in an Orton-Gillingham Refresher Training with our K-2 teams. This dedicated time allowed the team to determine best practices for Tier 1 instruction. At this time, teams worked to plan how to incorporate these multisensory strategies into the Benchmark Phonics curriculum instruction. Given that not all members of the 3rd grade team were trained in OG, we collaborated to create a plan for a teaching model whereby the LST and WIN teacher would spend the first month of school team-teaching in the classroom to model the strategies. This was an effective endeavor as the teachers were able to gain confidence and independence over the course of the month. The team committed to using weekly Benchmark Phonics slideshows created by the WIN Team to strengthen the decoding skills of all our 3rd graders.

Once we gathered the data from Fall Fastbridge Screening and Core Phonics diagnostic assessments, each grade level attended Data Meetings to collectively determine how Tier 2 instruction would be provided. Our Data Meetings were held within the school day, with release time, allowing teachers to fully engage in the work. Groups were created, based on these results, for the entire team to address the identified students' reading needs. Students with the greatest need were assigned groups within the WIN room, and further differentiated by teachers with the greatest experience working with our most at risk students. This same model was used in creating the classroom teacher groups. Our teams are committed to using our Tier 2 time allotment exclusively for this differentiated instruction.

For our 4th through 6th graders teachers engaged in the same process for data analysis, and in doing so, decided it was critical to ensure the students' foundational skills were intact. So, the WIN Team administered the Core Phonics Survey to each 4th and 5th grade student as well as the Dibels MAZE assessment for comprehension. Groups were created for the WIN Team as well as each classroom teacher. These 30 minute blocks were dedicated for Tier 2 instruction 4 days a week. Additionally, teachers were offered the opportunity to have a series of 7 syllabication lessons modeled for their students in class. This series of lessons introduced the 6 syllable types and the routine for breaking any unfamiliar word into syllables to ease decoding. Teachers reported students applying these skills in a variety of contexts. The mid year data showed 90% of 5th graders have mastered the Core Phonics Survey.

In order to enhance our shared responsibility for student progress we created a Data Wall to illustrate our current needs. Color-coded pocket charts with each student's name and risk level were hung by grade level in our staff meeting room. This personalizes the data and allows us to truly monitor student progress and reflect on our practices.

This year one of our goals was to provide parents with both the knowledge and the urgency of how to help their child at home. We conducted two Parent Literacy Nights: Sight Words in the fall and Fluency in spring. Our attendance was improved from last year and parents were thankful for the opportunity to learn practical ways in which they could be a

part of their child's education. Additionally, we tried a new model for our kindergarten Spring Conferences. We invited 8 parents, along with their child, to attend a workshop where they practiced letters and words using engaging materials (playdoh, shaving cream, Wiki Sticks, magnetic letters, etc...) At the end of the workshop they were able to take home their "learning kits." Since this workshop we have noted the progress of these 8 students. Seven of the eight students have demonstrated a marked improvement in knowledge and retention of letter sounds.

We continue to use formative assessments to guide our instruction. Our grade level teams met for Data Meetings once again after the mid-year Fastbridge screening in January. During this time we are able to share our successes and discuss areas of challenge. We updated our Data Wall and were able to identify where we were most effective and where we needed to adapt and address changing needs. For example, many of our kindergarten students were not retaining their letter sounds. We decided to use the results of the Phonemic Skills Assessment to restructure our WIN time to include the Learning Support Teacher pushing into the classroom to model appropriate instructional strategies to address this need. Through gradual release, the teacher resumed instruction and post assessment showed growth in student progress. As importantly, our teachers felt capable and supported.

At this midyear point, we observed that our students' decoding abilities were strong, yet their fluency scores were not reflecting the same rate of growth. The data reports identified the incorrectly read words. In analyzing the errors we determined that lack of mastery of high frequency words was hindering student success. The WIN Team worked alongside teachers to assess every student on the 300, Benchmark identified, high frequency words, from Kindergarten through 2nd grade. We created systems for regular assessment of the word lists and set a goal for all students in 2nd and 3rd grade to join "The 300 Club" by demonstrating mastery of these words. This incentive program has been wildly successful. Students are not only begging to be tested but are finding creative ways to practice. Our very first 300 Club Awards Assembly honored 3 first graders, 53 second graders, and 65 third graders. The focus for the remainder of the year is making every effort to help the remaining 20 second graders and 10 third graders attain this essential goal. We are excited to engage in the work with our Instructional Services department to shore up our high frequency word lists across the district and to implement this incentive program from the very start of the year. We also plan to celebrate mastery of the full 1000 words by the end of third grade.

This year we initiated our Literacy Leaders program. In order to ensure student participation we scheduled the partnership during the upper grade Tier 2 time. 4th, 5th, and 6th grade students were selected who were not requiring Tier 2 instruction to travel to a primary classroom to work on sight word mastery as well as coaching primary students in reading their decodable books. Teachers and students reported positive relationships between the students as well as progress in reading. We also held our very first "Read Around the World" event to promote literacy and diversity. This was an opportunity to bring our community together with literature as the focus.

We have enrolled 17 Newcomers this year. In order to address their unique needs in reading they attend Tier 2 groups with their peers, have 1:1 time with our curriculum specialists, as well as attend multi-grade level groupings with other students learning the letter names and sounds. We find this approach accelerates their ability to simultaneously learn English AND how to read. Supports are modified with the goal of full classroom participation as soon as possible.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Indicator for English Language Arts:	Overall color ranking: Orange Points from standard: 57.2 points Change from previous year: Decreased -3.1 points Student groups that performed below the overall school rating: None	The school will increase its performance level to at least Yellow. All students groups will increase its performance level by at least one color. English Learners: Increase to at least Yellow Hispanic Students: Increase to at least Yellow Socioeconomically Disadvantaged Students: Increase to at least Yellow Students with Disabilities: Increase to at least Yellow
California Dashboard Indicator for Mathematics:	Overall color ranking: Orange Points from standard: 67.6 points Change from previous year: Decreased -12.5 points Student groups that performed below the overall school rating: None	The school will increase its performance level to at least Yellow. All students groups will increase its performance level by at least one color. English Learners: Increase to at least Yellow Hispanic Students: Increase to at least Yellow Socioeconomically Disadvantaged Students: Increase to at least Yellow Students with Disabilities: Increase to at least Yellow
California Dashboard Indicator for English Language Proficiency	Overall color ranking: Orange Percent of students who maintained a level 4 or increased one ELPI level: 45.69%	The school will increase its performance level to at least Yellow. All students will increase one ELPI level, or maintain a level 4.
District English Language Arts Cycle Assessments (Kindergarten - 2nd Grade)	This is a baseline year for the implementation of district	All students will demonstrate proficiency on the newly designed district assessments.
District Mathematics Unit Assessments (Kindergarten-2nd Grade)	Percent Proficient by Unit Kindergarten Unit 1: Optional, no data Unit 2: 60% Unit 3: 80% Unit 4: 80% Unit 5: 91.4% Unit 6: 76.5% First Grade Unit 1: 89% Unit 2: 85% Unit 3: 87% Unit 4: 74% Unit 5: 87% Unit 6: 69.6% Second Grade Unit 1: 95% Unit 2: 76%	Each grade level to increase the number of students meeting or exceeding standards by at least 5 percentage points.

	Unit 3: 83% Unit 4: 75% Unit 5: 94% Unit 6: 89.2%	
California Science Assessment (CAST)	13.42% of 5th graders were proficient on the 2023 CAST	50% or more students to be proficient on the CAST.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Curriculum Alignment and Data Reflection Sessions</p> <p>To effectively enhance student achievement in English Language Arts (ELA), we will continue our curriculum alignment efforts facilitated by Orenda, which this year involved deepening our understanding of CAASPP blueprints, item specifications, and benchmarks to ensure appropriate calibration of academic rigor across grade levels. It also included the development of an ELA assessment calendar for grades Kindergarten through sixth grade for the 2024-2025 school year. After each instructional cycle, we will engage in data reflection sessions. These sessions will allow us to evaluate the effectiveness of our core instruction and interventions, refine our approaches, and ensure that our strategies remain aligned with our educational goals and the evolving needs of our students. Grade-level teacher teams and site administrators will conduct this analysis to ensure a unified approach to planning and executing interventions that accelerate student learning.</p>	All students	<p>LCFF/District Funded</p> <p>Orenda Partnership Plan</p>
1.2	<p>Tiered Intervention for Reading and Math</p> <p>Tiered intervention will be provided for ELA and/or math. Grade-level teachers in collaboration with our WIN Team, will provide targeted intervention Kindergarten through Sixth grade. Our grade-level teams will work closely with the WIN team through Data Reflection Sessions to ensure the core standards, identified in the assessment maps, are being addressed through intervention as needed.</p>	All Students	<p>127,133 Supplemental</p> <p>Certificated WIN Teacher 100,000 Title I</p> <p>Curriculum Specialists</p>
1.3	<p>Priority Instructional Content in Mathematics</p> <p>As a staff, we acknowledge the need to tackle math unfinished learning without compromising the rigor of grade-level work. This means that instruction will be designed to fill gaps while still moving forward with current grade-level content. This strategic integration ensures that students are catching up while not falling behind in their current grade's curriculum. Grade-level teams will work together to make critical decisions about which content to</p>	All Students	<p>12,800 Supplemental</p> <p>Guest Teachers 4,500 Title I</p> <p>Materials and Supplies 15,000 Title I</p>

	<p>prioritize. This involves identifying key mathematics concepts and skills that are essential for students' success in subsequent learning and standardized assessments. The focus will be on depth over breadth, ensuring students gain a solid understanding of the most critical math concepts. The teams will revisit the NSD mathematics proficiency maps to align their instructional goals with the expected outcomes at each grade level. These maps provide a clear pathway of student learning objectives and outcomes, helping educators to target instruction effectively and ensure consistency across grade levels. With the proficiency maps as a guide, grade-level teams will collaboratively plan instruction. To transparently measure student progress, teams will develop clear, measurable success criteria for each unit or concept. Success criteria help students understand the targets they are aiming for and the standards they are expected to meet.</p> <p>Professional Development on Foundations of Numerical Reasoning in Grades K-2 and Foundations of Fractions in Grades 3-6 will be offered to all teachers.</p>		<p>Professional Development 2,000 Supplemental</p> <p>Teacher extra hourly</p>
<p>1.4</p>	<p>Designated and Integrated English Language Development</p> <p>To effectively address the language development needs of our English learners, our strategy integrates both designated and integrated English Language Development (ELD) into the daily curriculum, guided by the CA English Language Development standards. Designated ELD will be implemented as a protected time during the school day, focusing specifically on building critical English language skills that are essential for content learning. This will include explicit vocabulary instruction and activities that are carefully planned to bridge language development with content mastery. Simultaneously, integrated ELD will be woven throughout all content areas throughout the day. Our teaching staff will adapt curricular content to include scaffolds and structured activities designed to meet the needs of English learners, thus ensuring that language and content development proceed hand-in-hand.</p> <p>To support our educators in these efforts, multiple professional development opportunities will be provided. These sessions will focus on deepening teachers' understanding of the interconnections between content and ELD standards, exploring effective strategies, and making use of resources available on our ELLEVATION platform. Additionally, training in GLAD (Guided Language Acquisition Design) strategies will equip teachers with effective methodologies to enhance language acquisition alongside content learning. By embracing this dual approach of designated and</p>	<p>Emergent Bilingual Students (All Students)</p>	<p>1,500 Title I</p> <p>Teacher extra hourly and materials 5,000 Title I</p> <p>Materials and Supplies</p>

	integrated ELD, supported by continuous professional development, we aim to accelerate both language and content learning for English learners, fostering a supportive and effective learning environment.		
1.5	<p>Designated and Integrated ELD Professional Development</p> <p>Professional development sessions, led by our district instructional coach and featuring four-part professional development, will be offered to all teachers. Participants will gain valuable insights into enhancing English language development instruction. The sessions will focus on effectively using ELD standards to prioritize and streamline designated English language development lessons, ensuring that these lessons are both impactful and well-aligned with educational objectives. We will explore strategies to help students make meaningful connections between lessons, enhancing their learning experience and retention. Furthermore, educators will learn how to seamlessly transition strategies and insights from designated ELD instruction to integrated ELD settings, promoting a coherent learning journey. The use of monitoring tools will also be covered, providing educators with the means to track student progress accurately. Additionally, the professional development will introduce the use of the Ellevation learning platform and other instructional strategies to further support student learning across both designated and integrated ELD instruction frameworks. This comprehensive approach will equip educators with the necessary skills and knowledge to maximize the effectiveness of their English language development programs.</p>	Emergent Bilingual Students (All Students)	<p>1,000 Title I</p> <p>Teacher extra hourly 5,000 Title I</p> <p>Materials and Supplies</p>
1.6	<p>Explicit Reading Instruction</p> <p>Grade-level teachers will continue to use multi-sensory strategies to create structured literacy lessons, implement daily Explicit Phonics blending, daily Phonemic Awareness activities through Heggerty, and follow Explicit Phonics routines with fidelity. Our grade-level teams will work closely with the WIN team through data meetings to ensure the core standards, identified in the matrices, are being addressed through intervention.</p> <p>All teachers, upper and primary, who have not participated in the Comprehensive Plus professional development from IMSE will be offered the opportunity to participate. In addition, the WIN Team will offer support, by way of modeling and refresher lessons, at regular intervals to support teachers as they weave multisensory strategies into their Benchmark Phonics instruction.</p> <p>As our primary grades have shored up foundational skills in reading it is our desire to build upon this</p>	All Students	<p>15,000 Supplemental</p> <p>Institute for Multi-Sensory Education (IMSE) training 1,000 Title I</p> <p>Sight Word T-Shirts 10,000 Title I</p> <p>Certificated and Classified Staff Extra Hourly</p>

	<p>knowledge by expanding our skills and strategies to address the critical demands of vocabulary and comprehension. In order to do this we will invest in Orton-Gillingham training as well as designated time for teams to participate in vertical alignment of the affixes, Latin, and Greek morphemes. 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.</p> <p>Phonemic Awareness Skills - Research consistently identifies the critical importance of developing a solid foundation in phonemic awareness in order to ensure future reading success. The impact of this understanding at Newhall Elementary is to provide Refresher Professional Development from the Learning Support Teacher for our teachers at the beginning of the school year, and throughout the year as needed.</p> <p>Literacy Leaders- We will continue to develop the Literacy Leader program by training our upper grade helpers and establishing a schedule which maximizes the opportunities for helping students with no loss of instructional time for either group.</p> <p>RISE collaboration- This year we will forge a connection with our on-site afterschool program to work together in addressing the needs of our students. Sight words and math facts are activities which students need multiple exposure and practice in order to demonstrate mastery. Working together with the afterschool team, we hope to provide materials and modeling so that students may get this daily support at RISE.</p> <p>High Frequency Words- We will ensure our students meet the grade level NSD sight word goals: 100 Kinder words, 200 first grade words, 300 second grade words. We will celebrate student achievement through our school wide incentive to join THE 300 SAFARI SIGHT WORD CLUB where students receive recognition at a schoolwide assembly with a certificate and a special T-shirt.</p>		
1.7	<p>Arts Integration 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</p>	All Students	<p>1,000 Supplemental</p> <p>Certificated Extra Hourly 4,000 Title I</p> <p>Materials and Supplies</p>

	<p>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 continue to 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.</p>		
<p>1.8</p>	<p>Science</p> <p>To improve mastery in science we will review and align the content of Amplify Science with the school’s benchmark units to ensure coherence and reinforce learning objectives across all science topics. This involves mapping key concepts and skills from the Amplify curriculum to the Benchmark. We will continue to design scaffolded learning experiences that gradually increase in complexity, building on students’ prior knowledge from the previous grade level, continue to integrate ELD strategies into science instruction, focusing on vocabulary development, comprehension skills, and academic language usage that are specific to science content.</p> <p>Moving forward, we will meet among third, fourth, and fifth grade teachers to discuss curriculum goals, student progress, and teaching strategies. Use results from the science district and/or interim block assessments to identify areas where students struggle and excel. These meetings will focus on ensuring a seamless progression of science knowledge and skills from grade to grade, adjust teaching strategies and curriculum focus based on data to address weaknesses and reinforce strengths. Ensure the use of hands-on, inquiry-based learning activities from the Amplify curriculum, which are designed to engage students in exploring scientific concepts deeply by visiting the science lab bi-weekly.</p> <p>We will continue to host science nights or workshops where students can showcase their science projects based on their learning. This also serves as an opportunity to share the new science curriculum with parents and explore how they can support their children’s learning at home. Throughout the school year, all grade levels will have the chance to engage in science-focused learning experiences, including in-school assemblies and field trips. These activities will be designed to enhance classroom learning and build essential background knowledge, particularly for students living in poverty who may not have these opportunities otherwise. These events aim to broaden our students’ understanding and appreciation of science, connecting educational concepts with the real world. By focusing on these strategies, we believe we can effectively enhance science education, thereby improving their students’ performance on the California science test while</p>	<p>All Students</p>	<p>1,000 Title I</p> <p>Certificated Extra Hourly 1,862 Title I</p> <p>Materials and Supplies 13,000 Supplemental</p> <p>Science Assemblies and Field Trips 5,000 Title I</p> <p>Science Nights and Workshops</p>

	fostering a deeper understanding and appreciation of science among students.		
1.9	<p>Newcomers</p> <p>We will create a committee of teachers, parents, and administration to address our newcomer students and families' unique needs. The team will generate a plan to provide resources, information, and support to ensure our families can access the curriculum and school community. Academically, we will create a flow map to determine the appropriate steps of assessment and instruction for newcomers. An orientation will be scheduled to welcome all Newcomer students and their families, tour the school, learn about school routines and expectations, and connect with community resources, as needed.</p>	Newcomer Students	<p>2,000 Title I</p> <p>Classified and Certificated Extra Hourly 1,000 Title I</p> <p>Materials and Supplies</p>
1.10	<p>6th Grade Ancient Civilizations, 5th grade Colonial Days, 4th grade Gold Rush, and 3rd grade Chumash History Experiences</p> <p>Living history, on-site field trips are an immersive educational experience that directly aligns with history standards, enhancing the social studies curriculum. These experiences will provide students with hands-on learning opportunities that go beyond the classroom setting, building background knowledge and an opportunity for vocabulary development. Students will be able to step back in time and engage with historical concepts tangibly. The 3rd-grade program is offered off-site and will be planned as a field trip for this grade level.</p>	Grades 3-6	7,000 Supplemental
1.11	<p>Supplemental Instructional Materials</p> <p>Supplemental materials will provide enrichment, background knowledge, and practice. We plan to continue our Renaissance Learning (Accelerated Reader), BrainPOP, and Starfall subscriptions. Scholastic News and StoryWorks will be used by third and fourth grade respectively this school year.</p>	All Students	<p>11,200 Supplemental</p> <p>Subscriptions</p>

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The implementation of strategic measures at Newhall Elementary to support reading achievement among kindergarten through third-grade students has demonstrated considerable effectiveness. One of the standout strategies involved grade-level teams holding data meetings after each "What I Need" (WIN) cycle. These sessions were instrumental as they provided teachers with dedicated time to collaboratively analyze student performance data from universal screeners and various diagnostic tools such as the CORE Phonics Survey and the MAZE. By closely examining this data, teachers

were able to make informed decisions about modifications to their Tier 1 instruction and effectively form Tier 2 and Tier 3 reading groups based on students' specific needs.

Additionally, the collaboration with the WIN team—which this year expanded to include a learning support teacher, a WIN teacher, and four curriculum specialists—further enhanced the strategy's impact. This partnership facilitated the planning of explicit reading instruction cycles, the selection of appropriate materials, and the sharing of best instructional practices. The concerted efforts of this expanded team not only fortified the teaching framework but also contributed to substantial growth in reading foundational skills for the majority of the students. Overall, the strategic implementation leveraged structured teamwork and focused instructional planning, directly leading to improved educational outcomes in reading proficiency among young learners.

Further enhancing the success of the reading foundational skills program was the team's implementation of multisensory strategies to craft engaging literacy lessons. These strategies included daily explicit phonics and blending lessons, which were essential in reinforcing letter-sound relationships and improving decoding skills. Additionally, the daily implementation of phonemic awareness activities, particularly through the Heggerty curriculum, played a critical role in developing students' ability to manipulate sounds effectively. The fidelity with which teams followed these explicit phonics routines significantly contributed to the uniform success across all student groups in mastering the reading foundations. The execution of these strategies was greatly supported by the learning support teacher, who facilitated ongoing professional development to refine the Tier 1 core instruction. This continuous professional learning ensured that teaching methods remained cutting-edge and were effectively adapted to meet the diverse learning needs of students, thereby optimizing the educational impact of these initiatives.

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

During the 2023-2024 school year, there were significant differences between the intended implementation of strategy activities and the actual execution, particularly in terms of supporting upper-grade students. The school initially planned to implement a WIN (What I Need) system for these grades to provide targeted educational support. However, this was not executed as intended due to the inability to hire a full-time WIN teacher. The adoption of a new science curriculum and the subsequent curriculum alignment, facilitated by Orenda, further compounded these challenges. This realignment process, along with the onboarding of one-third new staff, consumed substantial time and resources, diverting attention from planned professional development for English language development and its integration into the curriculum. As a result, the budgeted expenditures for the WIN system and professional development sessions were not utilized as initially planned, leading to a gap between intended and actual strategy implementation.

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.

As a result of our analysis and reflection on the past year's initiatives and outcomes, several significant changes will be implemented in our school's approach to achieving our educational goals, as detailed in the updated School Plan for Student Achievement (SPSA). Firstly, Strategy 1.1, focuses on curriculum alignment and data reflection sessions. This adjustment stems from insights gained through the baseline system study that not only affirmed that we were already implementing effective strategies but also highlighted our strengths compared to similar schools. Such recognition has inspired a new vision, developed in collaboration with the Orenda team, aimed at teaching to the rigor of the standards. This approach provides a clearer roadmap for implementing educational strategies effectively that lead to our students meeting and exceeding expectations.

Another strategic update in the SPSA is the enhanced focus on science education through vertical alignment from third to fifth grade. After observing a substantial number of students nearly meeting the standards on the California Science Test (CAST), we see a valuable opportunity to elevate these students to full proficiency. With a year's experience in the new Amplify science curriculum, teachers are better prepared to align teaching practices with the demands of rigorous science standards and collaborate across grade levels for improved student preparedness. Additionally, we plan to enrich science learning through real-world experiences such as science nights and field trips, particularly for students from underprivileged backgrounds. These changes and updates to our strategies are comprehensively outlined in the revised sections of the SPSA, ensuring transparency and clarity in our approach to achieving educational excellence.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Engagement and School Climate

All students will attend school daily, actively participate, and demonstrate a strong sense of connection and belonging.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: To enhance student engagement and foster a positive school climate, ensuring that every student feels connected, supported, and motivated to actively participate in their educational journey

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the review of the California Dashboard and local data, it is evident that we have made notable progress in enhancing our school climate, promoting healthy behaviors, and improving attendance. Despite sustained efforts, our school's suspension indicator remains an area of concern, with an orange color rating signifying that suspensions have risen from 2 to 5 students over the past year. This trend, largely attributed to incidents of physical aggression, highlights the necessity for a robust intervention strategy, including expanding our efforts in restorative practices. There are no observable disparities among different student groups regarding suspensions, suggesting a universal challenge across our student body. The following student groups were in the Orange performance level for suspension: English learners, Hispanic Students, Students with Disabilities, and Socioeconomically Disadvantaged students.

In response to these challenges, our school has revitalized our approach to Positive Behavior Interventions and Supports (PBIS). We have introduced a new team this year and developed behavioral expectations encapsulated in the acronym SOAR, which stands for I am Safe, I Own my actions, Acceptance and respect others, and Responsible and ready to learn. These expectations are reinforced through schoolwide assemblies, classroom activities, and celebratory SOAR assemblies, which have become a vibrant part of our community engagement, involving students, staff, families, and local HART to Newhall volunteers. HART to Newhall is a club formed by former Newhall Elementary students that attend Hart High school and participate in all of our school events as volunteers. It is heartwarming to see our students return to their school and positively influence our school culture.

Furthermore, we have deepened our commitment to the Capturing Kids' Hearts processes, focusing on creating a supportive and respectful school environment. Initial feedback from a mid-year survey has been promising, indicating strong adherence to the program's practices like greeting students warmly and effectively addressing conflicts. Both students and families have expressed high satisfaction in numerous aspects of school culture. Our dedication and commitment earned our school the 2023-2024 Capturing Kids' Hearts® Rising Star recognition from Flip Flippen, Founder and Chairman of Capturing Kids' Hearts for exemplary progress and fidelity of implementation of CKH.

Looking ahead, we aim to extend training on Capturing Kids' Hearts to all staff members and collaborate with a program strategist to draft a campus action plan that supports our goal of becoming a National Showcase School. We are encouraged by the positive trends observed in the California Healthy Kids Survey, where our school improved or maintained in 17 out of 21 school climate indicators, reflecting significant progress in fostering a healthier and more engaging school environment.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator			Baseline/Actual Outcome	Expected Outcome
California Indicator	Dashboard Suspension		Overall color rating: Orange Percent suspended at least one day: 2.3% Increase/decrease of: 1.9% Student groups that earned a color rating below the overall school color: None	The school will increase by minimally one performance level to at least Yellow. All student groups will increase by at least one performance level. Students with Disabilities: Increase to at least Yellow English Learners: Increase to at least Yellow Hispanic Students: Increase to at least Yellow Students with Disabilities: Increase to at least Yellow
California Indicator	Dashboard Chronic Absenteeism		Overall color rating: Yellow Percent chronically absent: 16.8% Increase/decrease of: -5.6% Student groups that earned a color rating below the overall school color: None	The school will increase by at least one performance level to at least Green. All student groups will increase by at least one performance level. Students with Disabilities: Increase to at least Green English Learners: Increase to at least Green Hispanic Students: Increase to at least Green Students with Disabilities: Increase to at least Green
California Healthy Kids Survey			Percentage of students engaged based on key indicators: School connectedness: 67% Academic motivation: 86% Social and emotional learning supports: 73% Feel safe at school: 70%	Will score 90% or higher in each indicator.
PBIS Award			Earned the Silver Recognition award.	To earn the recognition award aligned with our current tier in the PBIS program.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Positive Behavior Interventions and Supports (PBIS) To enhance student engagement and foster a positive school climate at our elementary school, we are committed to advancing our Positive Behavior Interventions and Supports (PBIS) strategy, with a particular emphasis on Tier 2 supports. These supports are designed to address specific skill deficits in individual students or small groups,	All Students	LCFF/District Funded PBIS Professional Development 6,000 Supplemental Materials and Supplies

	<p>building on the solid foundation established by our Tier 1 interventions. Our strategy involves continuous professional development for our staff to ensure effective implementation and adaptation to meet diverse student needs. This year, we will reinforce and expand the core PBIS program, both within classrooms and throughout our campus. By strengthening our core programs, routines, and procedures, we aim to maintain an environment where all students feel supported and motivated. This approach ensures every student not only feels connected to the school community but is also encouraged to actively participate in their educational journey. Our goal is to cultivate a school climate where positive behaviors are recognized and reinforced, leading to enhanced engagement and a supportive learning atmosphere for every student.</p>		
1.2	<p>Capturing Kids' Hearts (CKH) We are dedicated to continuing our journey with the Capturing Kids' Hearts (CKH) processes. Our strategy involves a commitment to CKH methodologies, spearheaded by our Process Champions Team who guide our campus through the key steps of the CKH journey. Our ultimate goal is to earn the distinction of being a National Showcase School. This year, we will collaborate closely with our CKH strategist to develop and implement a tailored campus action plan. This plan aims to build momentum toward our nomination for next year. Utilizing our CKH resources, we will deepen our understanding of the program's impact on our campus and remain steadfast in our commitment to the CKH process. Recognizing the challenges that come with consistent improvement, we are scheduling enhanced training sessions in spring 2025 to reinvigorate our staff. Additionally, we plan to organize two campus traction visits that will include group sessions and involve campus administrators and our process champions team in a cycle of analysis and improvement. Moreover, we plan to continue our subscription to the CKH campus premium service, which provides ongoing support to leaders and staff who have completed the initial CKH training. This comprehensive approach not only supports our educators but also ensures that every student feels connected, supported, and motivated to actively participate in their educational journey, thereby nurturing a thriving, positive school climate.</p>	All Students	17,750 Supplemental Capturing Kids' Hearts Products and Services
1.3	<p>YMCA of Los Angeles Recess Enrichment Program The YMCA Recess Enrichment Program provides students with guided games and group sports activities led by trained YMCA recess leaders. These leaders will be present on our campus during regular and lunch recess periods, ensuring that our students have consistent opportunities to engage in organized physical activities. The recess enrichment program is designed to offer numerous benefits,</p>	All Students	6,000 Supplemental Recess Enrichment Contract with YMCA of Los Angeles

	including improved physical fitness, enhanced team-building skills, and more positive social interactions among students. By actively participating in these organized games and sports, students will not only enjoy their recess time more but also develop crucial social and physical skills in a supportive setting. This strategy aims to supplement the base YMCA of Los Angeles Recess Enrichment Program provided by our Newhall School District under the Local Control Accountability Plan.		
1.4	<p>Creativity in the Classroom and Beyond</p> <p>We are thrilled to continue our partnership with Million Little for the "Creativity in the Classroom and Beyond" program, designed to enrich the educational experience for our younger students from kindergarten through third grade. This initiative, running from January to June 2025, integrates arts education with the transformative social and emotional learning competencies outlined by the State of California Department of Education. The program will feature grade-specific art lessons that not only align with educational standards but also cater to the developmental needs of each age group. To ensure all students have the opportunity to engage with the arts both in and outside the classroom, Million Little will provide curated art kits at the beginning of the semester. These kits contain all the necessary supplies for students to continue their artistic pursuits at home, fostering creativity without the limitation of school hours. Additionally, general art supplies will be distributed monthly, supporting ongoing art projects facilitated by the program team for each grade level. This consistent engagement helps reinforce the skills learned in each session and allows students to progressively build on their creative capabilities. As the semester concludes, Million Little will organize a showcase, offering students the opportunity to display their artwork. This celebration not only highlights their hard work and talent but also enhances their confidence and sense of achievement. Our school is committed to investing in this partnership, covering part of the program's costs, with the remainder funded by Million Little.</p>	UPK-Third Students	Grade 20,000 Supplemental Million Little Agreement
1.5	<p>School Logo and Murals</p> <p>As part of our commitment to enhancing the school environment and fostering a sense of pride and community, we are excited to embark on a rebranding initiative that includes revamping our school logo and installing inspirational murals around the campus. Recognizing that our current logo has not been updated for over a decade, our goal is to reflect our community's unique personality and tie in with our school's PBIS expectations under the acronym SOAR (Safety, Ownership, Achievement, Respect). To achieve this, a local designing company will develop a custom design proposal for both the new logo and the mural</p>	All Students	20,000 Supplemental Contract with Designer Rosemount Lane Design LLC or Similar

	<p>installations. These murals will not only beautify our school but also serve as a daily reinforcement of our behavioral expectations and values. We plan to actively involve our community in the development of this project to ensure that the final designs resonate with and are representative of the diverse backgrounds of our students and the rich culture of our Santa Clarita Valley. The murals will draw inspiration from the various countries of origin of our students, local landscapes, our school motto "Together We SOAR," artistic themes, and our school mascot, the eagle. This initiative is intended to enrich our learning environment and aesthetic appeal, making our school a more inviting and motivating place for students. By reflecting our community's diversity and values in our visual identity and campus aesthetics, we aim to foster a stronger connection among students, staff, and the wider community, ensuring that everyone can see themselves represented and celebrated in the artwork around them.</p>		
<p>1.6</p>	<p>California Institute of the Arts, Community Arts Partnership (CAP) Our school is proud to continue the partnership with the CalArts Community Arts Partnership to offer the Art Pilots program, an enriching afterschool initiative in visual arts for our students in grades two and three. Twice a year, our young learners have the unique opportunity to work directly with art students from the California Institute of the Arts, fostering an environment of mutual learning and creative exchange. The Art Pilots program is founded on a teaching philosophy that emphasizes the vital connection between creativity and cognitive processes, advocating that this link enhances all aspects of learning and school engagement. By participating in this program, our students not only develop their artistic skills but also enhance their critical thinking and problem-solving abilities through creative activities. Each session is structured to allow our elementary students to work side-by-side with CalArts students in a collaborative, inspiring environment. This setup not only benefits our young learners by exposing them to advanced artistic techniques and new forms of expression but also provides the CalArts students with invaluable teaching experience and the joy of witnessing the developmental impact of their guidance. The program culminates in a biannual art exhibit held at the California Institute of the Arts, showcasing the works created by the students. This exhibit is organized twice a year, enabling participation in two distinct groups—one in the fall and another in the spring semester. These exhibitions not only celebrate the students' hard work and creativity but also bring together families, students, and educators from both institutions to witness and appreciate the art created through this vibrant collaboration. This program is funded in its entirety by the CAP.</p>	<p>Second and Third Grade Students</p>	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The implementation of the Positive Behavior Interventions and Supports (PBIS) framework alongside the Capturing Kids' Hearts (CKH) processes this year has shown substantial effectiveness in achieving our goal of enhancing student engagement, attendance, and overall school climate. Through strategic initiatives such as the introduction of the SOAR acronym—representing Safety, Ownership, Acceptance, and Responsibility—we've successfully developed behavioral expectations that resonate with both students and staff. Our team's commitment to continuous training and monthly reviews of our practices and rewards system has fostered a supportive learning environment that encourages positive behaviors. The introduction of SOAR bucks, which students can exchange for rewards, and the establishment of SOAR assemblies have created vibrant, community-centered events that boost student engagement and family involvement. These assemblies, supported by local volunteers from the HART to Newhall club, not only reinforce our behavioral goals but also enhance our community ties, showcasing the direct impact of our collective efforts on student wellbeing and involvement.

The success of the Capturing Kids' Hearts (CKH) processes in creating a respectful and supportive school environment is evident from the positive feedback received in our midyear survey, where students, staff, and families expressed high satisfaction with the school culture. This has led to our recommendation for the Capturing Kids' Hearts Rising Star recognition and motivates us to aim for national showcase status. Furthermore, the results from our California Healthy Kids Survey (CHKS) among fifth-grade students, where we saw improvements or maintenance in 17 out of 21 school climate indicators, underscore the significant strides we've made in fostering a healthier and more engaging school environment. This progress is a testament to the effective synergy between our PBIS framework and CKH processes, highlighting our successful development and implementation of strategies that genuinely connect with and support our students' needs.

The implementation of our partnership with Million Little for the "Creativity in the Classroom and Beyond" program has proven highly effective in achieving its goals for students in kindergarten through third grade. By integrating the arts into our curriculum, this program has significantly enhanced both social-emotional development and literacy among our students, particularly benefiting those who typically struggle with more conventional academic approaches. Teachers have observed remarkable engagement and enjoyment from students during the monthly classes, where each child receives personal art materials to take home. This aspect of the program not only fosters continuous creative expression but also reinforces a sense of ownership and pride in their learning. The structured nature of the program, which includes meticulous planning, curriculum development, and the provision of curated art supplies, has allowed for a seamless integration into our existing educational framework. The culmination of the program in an end-of-year exhibition provides a platform for students to showcase their creative projects, further boosting their confidence and enthusiasm for learning. Overall, the feedback from faculty underscores the program's success and its special place within our educational offerings, highlighting its effectiveness in engaging students and enriching their school experience.

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

In the implementation of our strategies to enhance school climate and student engagement, there was a shift from our initial plans concerning our recess program. Originally, we aimed to establish a partnership with Playworks to train our staff and revitalize our recess activities. We decided not to move forward with the services of Playworks as planned. Instead, our Instructional Services team led us to an equally beneficial collaboration with the YMCA. This new partnership enabled us to introduce recess coaches to our school from April until the end of the school year. These coaches, present throughout recess periods, played a pivotal role in organizing and supervising games, significantly enhancing the quality and safety of playtime. A key focus of their efforts has been on teaching soccer, helping students not only learn the game but also understand and follow its rules. This shift not only maintained our objective of an active and engaging recess but also brought unexpected benefits, such as a noticeable reduction in injuries, demonstrating the effectiveness of having dedicated professionals on the ground. This adjustment in our plan, while differing from our original budget and partnership intentions, ultimately supported our overarching goal of improving student engagement

and safety. The successful integration of the YMCA's expertise underscores our school's resilience and flexibility in achieving educational objectives despite initial setbacks.

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.

In response to our analysis and ongoing efforts to enhance the school climate and student engagement, a couple of strategic adjustments have been proposed for inclusion in the School Plan for Student Achievement (SPSA). One significant change is the incorporation of the Capturing Kids' Hearts (CKH) survey data as an annual metric. This year, the survey was administered to students in grades four through six, staff, and families at midyear, with plans to conduct another survey at the end of the school year. The intention is to establish this year's survey data as a baseline to monitor progress annually, comparing future data to the 2023–2024 school year results. This will provide us with a measurable and consistent metric to assess the effectiveness of our socio-emotional learning initiatives and further tailor our strategies to meet the evolving needs of our school community. While there are no major changes to our existing strategies beyond a continued emphasis on the implementation of PBIS and CKH approaches, we plan to extend the involvement of YMCA coaches during recess, particularly at the start of the school year. This adjustment aims to reinforce our behavioral expectations from the outset and ensure a smooth transition for students into the new academic year. The extended presence of these coaches will likely contribute to a more structured and supportive environment during recess, which is crucial for both student engagement and safety. Additionally, a proposal to design a new logo and install various murals around the school is under consideration. This initiative seeks to enrich the learning environment and enhance the aesthetic appeal of our school grounds. The murals will not only beautify the space but also serve as a canvas for creative expression and cultural representation, fostering a sense of community and pride among students and staff. These changes are expected to positively impact our school's culture and learning environment, encouraging greater involvement and satisfaction among all school community members.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Parental Involvement and Family Engagement

The goal is to increase parent involvement in school decision making and increase family participation at school events.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: To expand partnership with parents in decision-making processes and school activities, fostering a collaborative and supportive environment that positively impacts student success

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In response to our review and data analysis, we have identified key areas where parental involvement and family engagement could be enhanced to further support our students' academic and social success. Firstly, while our social events see high attendance, we acknowledge that our educational workshops and support sessions for families are not as well attended. To address this, we plan to implement more dynamic and interactive formats for these events and increase communication about the direct benefits they offer to student achievement. Additionally, we aim to increase parental attendance at fall conferences. Currently, 87.52% of our parents participate in these conferences, and we aim to increase this figure to at least 95%. Strategies to achieve this include scheduling flexibility, providing virtual conference options, and ensuring that all communications highlight the critical role that these conferences play in understanding and supporting their child's educational progress. By focusing on these areas, we intend to strengthen our partnership with parents and enhance our school's supportive community environment.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey	Percentage of parents who indicate that they are encouraged to participate in school activities: 96.88% Percentage of parents who indicate that the school communicates with parents: 96.88%	To increase parent agreement that they are encouraged to participate in school activities to 97% or higher. To increase the parent agreement that the school communicates with parents to 97% or higher.
School activities that provide opportunities to participate	Average number of families that attend social events: 150 Average number of families that attend learning / enrichment events: 30 Average number of parents that attend learning / support events: 20	To increase the average number of families that attend social events to 200 or more. To increase the average number of families that attend learning / enrichment events to 50 or more. To increase the average number of parents that attend learning / support events to 50 or more.

Parent and teacher conferences	Percentage of parents who attended fall parent conferences: 87.52%	To increase parent attendance to be 95% or higher.
Parent Committees	English Language Advisory Council (ELAC): Number of meetings: 5 Percentage of EL students represented: 5% School Site Council: Number of meetings 10, Average percentage of elected members who attend: 90% Parent Teacher Association: Number of meetings 10, the average number who attend: 15	To increase representation at the ELAC to represent 10% of English learning students. To increase elected member attendance at SSC meetings to 95% or higher To increase parent participation at PTA meetings to 30.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Interactive and Themed Educational Workshops: Revamp the format of learning enrichment events to include interactive, hands-on activities that are both educational and enjoyable for families. By incorporating themes that resonate with both parents and children, such as "Spooky Science Night" or "Math Carnival," we can make these sessions more appealing and relevant, thereby increasing attendance.	All Students	400 Title I Materials and Supplies
1.2	Enhance Communication Strategies: Develop a robust communication plan that utilizes multiple channels such as Smart Alerts from Parent Square, email newsletters, and social media to inform and remind parents about the importance and benefits of attending educational workshops and fall conferences. Tailored messages that highlight what parents and students can gain from these events can motivate higher participation.	All Students	400 Title I Materials and Supplies
1.3	Flexible Scheduling and Virtual Participation Options: Recognizing the diverse schedules of families, offer multiple time slots for workshops and conferences, including evening options, to accommodate as many families as possible. Additionally, provide access to virtually through Facebook Live option for those who cannot be physically present, ensuring that all families have the opportunity to engage.		400 Title I Materials and Supplies
1.4	Feedback and Continuous Improvement: After each event, collect feedback from attendees to understand their needs and preferences better. Use this feedback to continually improve the format and content of the events. Engaging parents in a feedback loop can also make them feel more invested and likely to participate in future activities.		400 Title I Materials and Supplies
1.5	Community Collaboration and Incentives: Partner with local businesses and community organizations		

	to sponsor events or provide resources for educational workshops. Offering incentives such as raffle prizes, certificates of participation, or small giveaways can also enhance interest and attendance.		
1.6	Support for English Language Advisory Committee Attendance at the 2025 CAFE Conference Facilitate the participation of our English Language Advisory Committee (ELAC) members in the California Association for Bilingual Education (CABE) 2025 conference. This involvement will not only bolster their understanding and advocacy for education but also empower them with advanced tools and networks to support our English learners effectively. We will provide funding and logistical support for members who wish to attend, ensuring they can participate fully in this enriching professional development opportunity		10,000 Title I Travel and Related Expenses
1.7	Host Parent Workshops We will offer a Level Two 'Project 2 Inspire' workshop for parents. This mastery-level course is designed to provide a deeper understanding of the California educational system and its impact on students and families. The course will be more intensive and focus on equipping parents with critical knowledge that can be used to advocate effectively for their children's education. Additionally, alongside this workshop, we will offer a specific training titled "Support for Immigrant Students," aimed at empowering parent and community leaders, as well as school staff who work directly with parents. This training will provide essential materials and resources to enhance their capacity in addressing and educating others on immigrant issues. By intensifying the content and increasing the commitment required, we aim to build a cohort of highly informed and engaged parents who can contribute significantly to our school community and beyond.	All Students	18,000 Title I Parent Leadership Development Programs

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This is a new goal in 24-25.

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

This is a new goal in 24-25.

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.

This is a new goal in 24-25.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Basic Services, Implementation of State Standards, and Access to Courses

The goal is to ensure that all students are taught academic standards at a high level of rigor in all content areas, using instructional materials aligned with standards.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4: To provide equitable access to basic services, rigorous implementation of state standards, and increased accessibility to a diverse range of courses for all students within the school district

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In our comprehensive review of the 2023 California Dashboard data for Newhall Elementary, we have identified crucial areas requiring immediate improvement to meet our educational goals. The data reflects that overall academic achievement in English Language Arts (ELA), Mathematics, and progress for English Learners (EL) received an orange rating, indicating moderate performance that necessitates significant enhancement.

A key finding from the review is the uniform moderate performance across various student demographics, including English learners, economically disadvantaged students, and students with disabilities. This uniformity underscores a systemic issue affecting the quality of education for all student groups, thus calling for broad-based pedagogical and curricular adjustments.

One of the most pressing concerns is the underperformance of our English learners in ELA and Mathematics, where they trail by 83 and 80 points respectively. Despite this, there is an observable improvement in the English Learner Progress Indicator, with a notable number of students advancing or maintaining their proficiency levels, which suggests that targeted interventions are making an impact.

To address these challenges, our school has embarked on several strategic initiatives:

Deepening Curriculum Alignment: We are continuing our partnership with Orenda to enhance our curricular framework. This collaboration has enabled us to deepen our understanding of the CAASPP blueprints, item specifications, and benchmarks. Such alignment ensures that our instructional materials and tasks not only meet but exceed the academic rigor required at each grade level.

Development of an ELA Assessment Calendar: For the academic year 2024–2025, we are implementing an ELA assessment calendar from Kindergarten through sixth grade. This tool is designed to systematically track and measure student progress throughout the year, allowing for timely interventions and support.

Regular Data Reflection Sessions: Post each instructional cycle, our educational team—comprising of grade-level teachers and site administrators—will continue to conduct data reflection sessions. These meetings are pivotal in assessing the impact of our instructional strategies and interventions. The insights gained from these sessions inform our ongoing efforts to refine our teaching practices and align them more closely with both district goals and specific student needs.

Enhanced Support for English Learners: Given the critical needs of our English learners, we are intensifying our support mechanisms. This includes specialized English language development programs alongside rigorous standard academic instruction to ensure that they not only meet but exceed the reclassification criteria by fifth grade.

These concerted efforts are in line with our schoolwide focus on the 5D+ rubric for instructional growth, particularly the CP1 indicator—ensuring alignment of instructional materials and tasks with the purpose of the unit and lesson. Our goal remains steadfast: to elevate every student's academic performance by ensuring high-level rigor and alignment in all content areas, thus fulfilling our commitment to teaching academic standards at a high level.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

<p>Staff Development / Professional Development</p>	<p>For the 2023–2024 school year, Newhall Elementary School has strategically implemented a comprehensive professional development program designed to enhance instructional practices and improve student outcomes across all grade levels. The following summary outlines the professional development initiatives and their primary objectives, establishing a baseline for staff educational growth and instructional alignment.</p> <p>1. Orton-Gillingham Refresher Training: Prior to the school year, kindergarten through second grade teachers participated in an Orton-Gillingham (OG) refresher course. This training focused on reinforcing multi-sensory strategies within the tier one phonics curriculum, with teams collaborating to integrate these practices effectively into daily instruction.</p> <p>2. Orton-Gillingham Modeling for Third Grade: The OG strategies were demonstrated in third-grade classrooms, providing hands-on modeling for teachers to better support their implementation of these techniques, enhancing phonics instruction continuity across early grade levels.</p> <p>3. Positive Behavior Interventions and Supports (PBIS) Training: Ongoing professional development in PBIS was integrated into staff meetings throughout the year, aiming to equip all teaching staff with strategies to foster a positive school climate and manage student behavior proactively.</p> <p>4. Capturing Kids' Hearts: Initial training sessions led by the administration and subsequent ones by the process champions team were conducted to deepen relational strategies across the school, promoting an inclusive and supportive learning environment.</p> <p>5. Process Champions Training for Capturing Kids' Hearts: Additional training was provided for staff who had completed the initial Capturing Kids' Hearts training, reinforcing the application of these relational techniques.</p> <p>6. Camp Newhall Sessions: All staff participated in three on-site sessions during Camp Newhall, which included a study of the Smarter Balanced item specifications and Tulare bookmarks. The focus was on aligning these resources with the assessment matrix developed for the upcoming school</p>	<p>1. Professional development: Revisiting NSD Mathematics Proficiency Maps</p> <ul style="list-style-type: none"> • Number of sessions: Each grade level will meet twice during the school year • Timeline: Teams will meet on Fridays, one grade level at a time, throughout the school year. By the end of the school year, each grade level will have met twice. <p>2. Professional development: Guided Language Acquisition Design (GLAD)</p> <ul style="list-style-type: none"> • Number of sessions: Eight different staff meetings • Timeline: Led by in-house GLAD trainers, sessions will be conducted by the end of the school year. <p>3. Professional development: Simplifying and Maximizing Designated ELD Instruction</p> <ul style="list-style-type: none"> • Number of sessions: Four parts • Timeline: Offered after school by our district coach. <p>4. Professional development: Comprehensive Plus Professional Development Institute for Multi-Sensory Education (IMSE)</p> <ul style="list-style-type: none"> • Number of sessions: Trainings offered throughout the school year, virtually • Timeline: Available to all teachers (upper and primary) who have not previously participated. <p>5. Professional development: Accelerator Arts Integration Platform</p> <ul style="list-style-type: none"> • Number of sessions: Four times throughout the school year • Timeline: Offered during staff meetings, providing opportunities for all staff to participate. <p>6. Professional development: Foundations of Numerical Reasoning (Grades K through 2) and Foundations of Fractions (Grades 3 through 6)</p> <ul style="list-style-type: none"> • Number of sessions: Six modules. • Timeline: Offered after school, asynchronous modules
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	<p>year, enhancing the effectiveness of our assessment practices.</p> <p>7. Subject-Specific Cafés:</p> <ul style="list-style-type: none"> • Math Café: This featured workshops on best practices such as Ellevation techniques, number talks, success criteria, and solving word problems, aimed at elevating math instruction. • ELA Café: Focused on ELA/ELD best practices, workshops covered areas like Benchmark Phonics, designated ELD strategies, academic vocabulary/glass strategies, and planning comprehensive Benchmark units. <p>8. Instructional Leadership Team Training on CP1: This session centered on the schoolwide focus of curriculum and pedagogy, specifically the alignment of instructional materials and tasks (CP1). It included reviews and revisions of end-of-year goals, backward mapping, and steps to achieve these goals.</p> <p>9. State Training Preparation: Professional development sessions on the administration of ELPAC and CAASPP were conducted, aimed at familiarizing staff with the testing processes and enhancing the school's testing strategies.</p> <p>10. Classified Staff Development: Training sessions around PBIS and Capturing Kids' Hearts were specifically tailored for classified staff during their job-alike meetings, ensuring that all school personnel are aligned with the school's behavioral and instructional strategies.</p>	
<p>Instructional Leadership Team Data Analysis and Outcomes</p>	<p>At Newhall Elementary, the Instructional Leadership Team has established a robust framework for data-driven decision-making to enhance student learning outcomes across all grade levels. This approach centers around the analysis of critical data points after each screening period, ensuring timely interventions and support.</p> <p>Baseline for Instructional Leadership and Data Analysis:</p> <p>1. Data Collection and Visualization: The leadership team utilized the aReading assessments for students in grades 2 through 6 and the Early Reading Composite assessments for</p>	<p>Building on the successful implementation of data-driven strategies during the previous academic years, the Instructional Leadership Team at Newhall Elementary plans to extend and enhance these practices into the 2024–2025 school year.</p> <p>Continuation and Expansion of Data Analysis Practices:</p> <p>1. Regular Data Analysis: The team will continue to analyze data, but now after each of the five ELA cycles, as outlined in the newly developed assessment matrix in September, November, February, March, and May. This will allow for more frequent</p>

	<p>students in kindergarten through first grade. By collecting this data periodically, the team can monitor academic progress across key developmental reading stages.</p> <p>2. Creation of Data Walls: To facilitate a clear and continuous review of student performance, data walls were created and updated after each assessment period. These visual tools display individual and group progress, making it easy for teachers and administrators to identify trends, pinpoint areas needing attention, and recognize achievement. The data wall serves as a central point for discussions and planning, promoting transparency and collaborative analysis.</p> <p>3. Refinement of Instructional Strategies: The data collected and displayed enables the Instructional Leadership Team to refine teaching approaches and interventions effectively. By having immediate access to current performance metrics, the team made informed decisions about where to focus resources and how to adjust instructional strategies to better meet the needs of all students.</p> <p>4. Celebration of Growth: The visual nature of the data wall not only highlights areas for improvement but also serves as a celebratory space where student growth and achievements are recognized. This positive reinforcement motivates staff, fostering an environment of success and continuous improvement.</p> <p>5. Outcome Tracking and Adjustments: Regular data analysis allows the team to track the outcomes of implemented strategies over time. Adjustments are made based on evidence from the data wall, ensuring that the instructional approaches remain aligned with student needs and educational standards.</p>	<p>adjustments and targeted interventions, ensuring that instructional methods remain closely aligned with student needs.</p> <p>2. Use of Data Walls: The data walls, which have proven effective in visualizing student progress and fostering a culture of achievement, will remain a central tool. These will be updated to reflect the results from each ELA cycle (5 total), providing ongoing, real-time insights into overall student achievement. Specific areas for improvement will be identified by grade-level teams when analyzing results by standard.</p> <p>3. Integration into the Single Plan for Student Achievement: The strategies developed and refined through this process have been integral to the school's Single Plan for Student Achievement. The Instructional Leadership Team has been actively involved in shaping this plan, ensuring that the strategies are well-aligned with broader educational goals and compliance requirements. This collaborative approach guarantees that the plan is not only strategic but also adaptable to changing educational landscapes.</p> <p>4. Monitoring Growth and Planning Professional Development: Following the analysis of data from each ELA cycle (5 total), the team will continue to monitor student growth and use these insights to plan targeted professional development sessions. These sessions are designed to address specific areas identified through data analysis, ensuring that teaching staff are equipped with the latest skills and strategies to support student learning effectively.</p> <p>5. Learning Walks: In addition to data analysis, the Instructional Leadership Team will conduct two learning walks throughout the school year. These walks are an opportunity to observe classroom environments and instructional practices in action. Insights gained from these observations will directly inform the focus and content of subsequent professional development, ensuring it is relevant and effectively addresses the practical needs of teachers and students.</p>
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Curriculum Alignment</p> <p>To effectively enhance student achievement in English Language Arts (ELA), we will continue our curriculum alignment efforts, which include deepening our understanding of CAASPP blueprints, and item specifications to ensure appropriate calibration of academic rigor across grade levels.</p>	All Students	0 LCFF/District Funded
1.2	<p>Designated and Integrated English Language Development</p> <p>To support our educators, multiple professional development opportunities will be provided. Led by our district instructional coach, these sessions will focus on deepening teachers' understanding of the interconnections between content and ELD standards, exploring effective strategies, and making use of resources available on our Ellevation platform.</p> <p>Additionally, training in GLAD (Guided Language Acquisition Design) strategies by our on-site trainers will equip teachers with effective methodologies to enhance language acquisition alongside content learning.</p> <p>By embracing this dual approach of designated and integrated ELD, supported by continuous professional development, we aim to accelerate both language and content learning for English learners, fostering a supportive and effective learning environment.</p>	Emergent Students Bilingual	0 accounted for under Goal 1
1.3	<p>Explicit Reading Instruction</p> <p>All teachers, upper and primary, who have not participated in the Comprehensive Plus professional development from IMSE will be offered the opportunity to participate. In addition, the WIN Team will offer support, by way of modeling and refresher lessons, at regular intervals to support teachers as they weave multisensory strategies into their Benchmark Phonics instruction.</p> <p>As our primary grades have shored up foundational skills in reading it is our desire to build upon this knowledge by expanding our skills and strategies to address the critical demands of vocabulary and comprehension. In order to do this we will invest in Orton-Gillingham training as well as designated time for teams to participate in vertical alignment of the affixes, Latin, and Greek morphemes. 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</p>	All Students	0 accounted for under Goal 1

	Gillingham & CORE reading professional development.		
1.4	Positive Behavior Interventions and Support Behavior Training facilitated by PBIS team to build expertise on Tier 2 supports, including our Check-in Check-out system, as well as build expertise for teachers to provide a continuation of counselor-led SEL lessons using the Second Steps curriculum.	All Students	0 accounted for under Goal 1
1.5	Capturing Kids' Hearts Process Champions will continue to facilitate professional development for Capturing Kids' Hearts processes. In addition, we will host a Capturing Kids' Hearts Recharged, a ½-day, participatory experience designed to reinforce the vital skills and processes that teachers and administrators must master to permanently transform the culture and climate of their classrooms and campus.	All Students	0 accounted for under Goal 1

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This is a new goal in 24-25.

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

This is a new goal in 24-25.

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.

This is a new goal in 24-25.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$446,345.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	\$187,462.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: **\$187,462.00**

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 (\$)
	\$0.00
LCFF/District Funded	\$0.00
Supplemental	\$258,883.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

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

Total of federal, state, and/or local funds for this school: **\$446,345.00**