

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Newhall Elementary School



Respect, Responsibility, Safety

2020-2021

County-District (CDS) Code: 19-64832-6020796

School Site Council Approval: May 27, 2020

Newhall School District Governing Board Approval: June 23, 2020

Table of Contents

Section I: School Profile	
School Mission	3
School Demographics / Profile	3
Executive Summary	5
Section II: School Academic Data	
Kindergarten: Language Arts, Writing and Mathematics	8
First Grade: Language Arts, Writing and Mathematics	17
Second Grade: Language Arts, Writing and Mathematics	28
Third Grade: Language Arts, Writing and Mathematics	40
Fourth Grade: Language Arts, Writing and Mathematics	50
Fifth Grade: Language Arts, Writing, Mathematics, Science, and Physical Ed.	60
Sixth Grade: Language Arts, Writing and Mathematics	74
Section III: School Climate and Support	
School Climate Analysis	85
Student Support Analysis	90
Section IV: District Programming	
NSD Mission Statement	96
Summary of Changes in Public Education	96
Description of Programs	98
Differentiating Instruction to Meet the Needs of All Students	104
Instructional Technology	111
California Healthy Kids Survey	112
Parent Involvement Plan	113
Section V: Budget & Signatures	
School Budget	115
Plan Approvals	120

Section I: School Profile



Newhall Elementary

Vision

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

Mission

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

School Demographics/Profile

Newhall Elementary School is the first official school in the Newhall School District. It was first built in 1879, the site became a community gathering place, and continues to be a landmark in the Santa Clarita Valley. Our TK-6th campus encompasses 12 acres, which includes a State Preschool Program as well as the Newhall Family Theater for the Performing Arts. In 2019 Newhall Elementary was presented with the Innovate Public Schools Award for closing the achievement gap for low-income Latino students this school year.

We serve the residents of the Newhall community. Housing includes apartments, condominiums, single-family homes, and mobile homes. We currently have 56 students at Newhall Elementary that have been identified under the McKinney–Vento Homeless Assistance Act of 1987 as doubled up. All of these students are eligible because they are residing with another family. The current enrollment is 622. Newhall’s student population is primarily 93.8% Hispanic (603 Students); 2.5% White (15 students); and 3% “Other” (18 students). Our current Socioeconomically Disadvantaged percentage is 94.4%. Our English Language Learner (ELL) population represents 61.1% of the total student body.

School’s demographics for the past three years are shown below:

2017-2018		2018-2019		2019-2020	
Student Group	Enrollment	Student Group	Enrollment	Student Group	Enrollment
English Learners	415	English Learners	422	English Learners	380
Foster Youth	0	Foster Youth	4	Foster Youth	3
Homeless Youth	0	Homeless Youth	35	Homeless Youth	56

Students with Disabilities	93	Students with Disabilities	121	Students with Disabilities	73
Economically Disadvantaged	598	Economically Disadvantaged	607	Economically Disadvantaged	587
All Students	632	All Students	643	All Students	622

For the 2020-2021 school year, it is anticipated that the Newhall Elementary School staff will consist of the following:

Administration	<ul style="list-style-type: none"> ● 1 Principal ● 1 Assistant Principal
Office Staff	<ul style="list-style-type: none"> ● 1 Office Manager ● 1 Office Assistant-Part Time ● 1 Community Liaison- Full Time ● 1 Health Assistant- Part Time
Classroom Teachers	<ul style="list-style-type: none"> ● 25
Intervention Staff	<ul style="list-style-type: none"> ● 5 Teachers - Part Time ● 3 Curriculum Specialists- Part Time
Student Support Services	<ul style="list-style-type: none"> ● 1 Psychologist –Full Time ● 1 Resource Specialist ● 1 Speech and Language Pathologist (Teletherapy)-Full Time ● 1 Speech and Language Pathologist-Part Time ● 2 Speech and Language Pathologist Assistants- Full Time ● 1 Counselor-Full Time ● 1 Social Worker-Part Time ● 4 Behavior Support Specialists ● 2 Behavior Support Specialists (Assigned to 2 individual students)
Other Support Staff	<ul style="list-style-type: none"> ● 1 Technology Technician- Full Time ● 7 Safety Supervisors ● 1 Day Custodian ● 2 Night Custodians ● 3 Cafeteria Staff ● 1 Library/Media Technician- Part Time ● 1 Support Specialist- Science

Executive Summary

We believe all children can learn and that all children should be given the supports and scaffolds they need to be successful. Together we continue to build a culture of improvement, centered in increasing student learning and refining our instructional practices. We understand that the first level of learning begins with Tier I instruction. It is essential that students receive strong standards-based core instruction with integrated and designated English Language Development every day. Our English Language Arts and math essential standards continue to guide these targeted supports. Students who are not making adequate progress in Tier I core instruction, or students who have other learning needs that require additional targeted support, will receive tiered support.

The purpose of our Newhall Elementary Instructional Leadership Team (ILT) is to **positively influence and support staff as we productively embrace a culture of change and focus on data driven best practices in order to increase learning for all students**. This purpose guides our instructional focus. The goal of the ILT is to support instruction, make sure all students learn at high levels, and eliminate the achievement gap regardless of context. The ILT developed a Professional Learning Plan for the 2019-2020 school year and will continue to follow this plan in the 2020-2021 school year. The initial focus of the plan is to provide scaffolds that clearly relate and support the development of the targeted concepts and/or skills. During the 2020-2021 school year we will focus on gradually releasing responsibility to students to promote learning and independence.

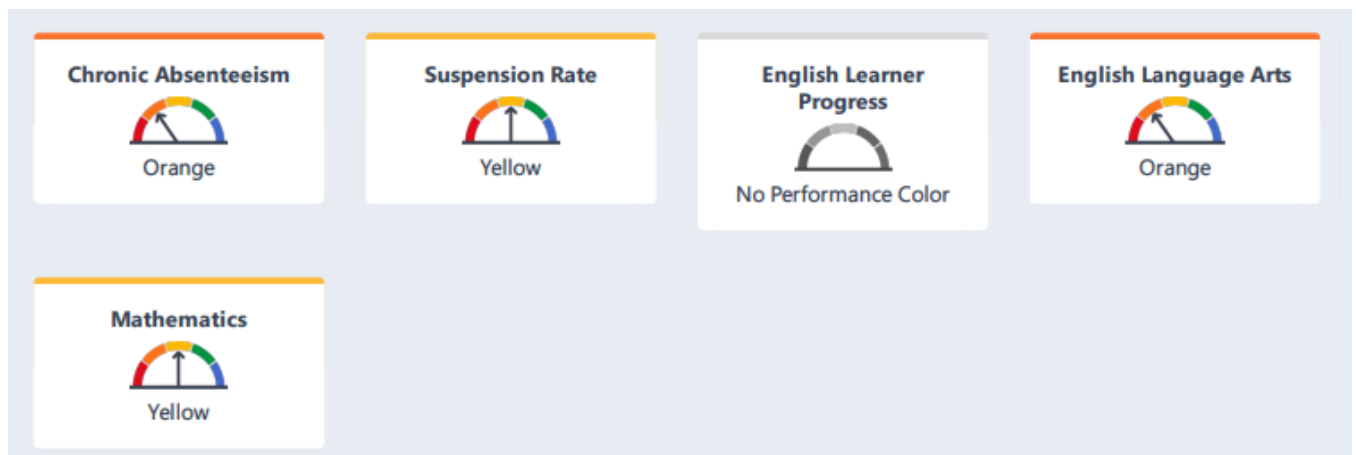
At the end of December 2019 our District Cabinet invited us to engage in a new protocol of support by creating a District Support Leadership Team (DSLTL). The DSLTL had the purpose of uncovering challenges and providing support for student achievement at our school. The support team focused on developing cycles of inquiry with the purpose of building the capacity of administrators and teachers, to lead to better instruction and greater learning for all students at Newhall Elementary. The inquiry cycles' essential questions revolved around data collection and analysis, shared ownership and accountability, and transfer of skills between intervention and the classroom. The DSLTL had representatives from all district departments: Superintendent's office, Human Resources, Instructional Services, Student Support Services, and our Governing Board and visited Newhall Elementary every 3-4 weeks. A few of the many celebrations include: restructuring some parts of our response to intervention process, creating a school-wide data collection system, and an increased number of teams and individual teachers collaborating with our district coaches.

As a result of one of the inquiry cycles led by the DSLTL, Explicit Phonics was implemented to teach students the foundations in reading using a systematic approach. At the beginning, each student was administered a CORE phonics assessment which gives light in knowing student's current abilities within the phonics realm and gave the instructor the information needed to know where to start teaching foundational reading skills. The program allowed us to tailor instruction based off of their current needs in phonics that hindered their reading progress. Staff and parents alike have seen the benefits of using

explicit phonics. It has been easy to implement, engaging for students, and the progress that we have seen in using it has been exponential.

We continue to be inspired by the John F. Kennedy Center for the Performing Arts' definition of arts integration as "an approach to teaching in which students construct and demonstrate understanding through an art form." A plan for full implementation is currently being developed by the Newhall Elementary Art Collaborative and the Instructional Leadership Team. A visit to model arts integration schools was postponed due to the unprecedented circumstances surrounding coronavirus disease (COVID-19). We hope to be able to move forward with the visit in the future. A next step for 2020-2021 includes cycles of professional development and coaching facilitated by Melanie Rick, arts integration consultant.

Newhall Elementary performance under California's Accountability System 2018-2019 school year:



Section II: School Academic Data

**Newhall Elementary School
Grade K 2020-2021
ELA Plan**

ANALYSIS of 19-20 Plan		
	2019-20 Expected Outcome	2019-20 Actual Outcome
GOAL: Fluency Assessment - 19 correct per minute (all students)	74% meet or exceed standard	*
Basis for Goal: Why this one over others?	This assessment represents an integral literacy skill that is monitored across all primary grades.	

2019-2020 DATA: PERCENT PROFICIENT							
Student Group	#	Sight Words			Reads CVC Words		19-20 Fluency
		Tri 1 7+ words	Tri 2 16+ words	Tri 3 28+ words	Tri 2 5+ words	Tri 3 7+ words	Tri 3 19+ wpm
ALL	68	97	94	*	85	*	*
EL	45	95	91	*	80	*	*
EO	23	100	100	*	95	*	*

* Due to COVID-19 and distance learning, students were not able to be assessed for Tri 3.

AREAS of SUCCESS

Trimester 1:

- Use of ESGI to track the progress of sight word knowledge
- Use of decodable and shared reading texts to practice sight word in context
- Use of rainbow word bulletin boards to encourage students to self-monitor progress
- Tier 3 intervention provided to students through teacher and curriculum specialist
- 95% of EL student students were proficient
- Daily practice of sight words using song and dance (Benchmark Heidi Songs)

Trimester 2:

- 80% of our EL students can read 5 or more words
- In addition, the majority of those students who met the Tri 2 goal (5 out of 10 CVC words) also, met the Tri 3 goal (10 out of 10 CVC words)
- 91 % of EL students new 16 or more sight words
- Sight words knowledge and ability to read CVC words with fluency are the skills needed to achieve reading fluency at the end of kindergarten
- Students practice reading CVC words one-on-one with curriculum specialists
- Students have the opportunity to read grade-level appropriate reading passages with curriculum specialists and volunteers throughout the week

AREAS of GROWTH

Trimester 1:

- Use of Rapid Recognition Chart (Explicit Phonics) for the struggling students

Trimester 2:

- Provide additional support to our EL students in sight-words and CVC practice
- Provide targeted small group phonemic awareness instruction for EL students struggling reading CVC words

2019-20 PLAN

<p>PLANNED STRATEGIES</p>	<p>ACTUAL STRATEGIES</p>	<p>PROPOSED EXPENDITURES (Site / LCAP)</p>	<p>ACTUAL EXPENDITURES</p>
<ul style="list-style-type: none"> ● Practice phonics daily using Total Physical Response (TPR) ● Practice and review Sight words for mastery using the Educational Software for Guiding Instruction (ESGI) to monitor progress ● Organize and plan instruction of phonemic awareness on a daily basis ● Use journal writing during Designated English Language Development (DELD) time ● Continue to use NSD writing program ● Spiral review of all writing genres on monthly basis ● Plan to collaborate regularly with our Curriculum Specialists to support the needs of our students 	<ul style="list-style-type: none"> ● Used Heidi Alphabet Songs, Dr. Jean Songs and alphabet chants to practice letter names and sounds ● Used Heidi Sight word songs, Meet the Sight Word DVD, Play-Doh Mats, magnetic letters, Primary Techie Sight Word Practice and flashcards to practice sight and CVC words ● Used a daily phonemic program (Deanna Jump) ● Used decodables and shared reading text for reading fluency and sentence writing. ● Used journal writing during DELD time on a weekly basis ● Used NSD writing program ● Practiced all of writing genres on a monthly basis ● Constantly collaborated with our Curriculum Specialists, providing them with data charts and goals for working with our struggling students. 	<ul style="list-style-type: none"> ● Teacher hourly and substitutes (Site Base \$1,573; Title I \$2,470; Title III \$554 per grade level TK-6th) ● 3 kindergarten Curriculum Specialist (Supplemental-\$40,931) ● Materials and supplies (Site Base \$4,544; Supplemental \$1,491; Title I \$1,127; Title III \$182 per grade level TK-6th) <p>Total: \$52,872</p>	<ul style="list-style-type: none"> ● Teacher hourly and substitutes (Site Base \$1,573; Title I \$2,470 per grade level TK-6th) ● 3 kindergarten Curriculum Specialist (Supplemental-\$39,547) ● Materials and supplies (Site Base \$4,544; Supplemental \$1,491; Title I \$1,127 per grade level TK-6th) <p>Total: \$40, 752</p>

OVERALL EFFECTIVENESS OF STRATEGIES

CHANGES TO STRATEGIES

<ul style="list-style-type: none"> • The Daily Phonemic Awareness program has been highly effective. 85% of all students can read more than 5 CVC words by TRI 2. • Students have been engaged in reading fluency passages that include CVC words and sight words to build reading fluency. 	<ul style="list-style-type: none"> • Expose to Google Classroom in all curricular areas throughout the year. • Expose parents to Google Classroom at the beginning of the year. • Create a Gmail account for incoming Kindergarten parents. • Use Google Classroom to provide as a supplement to parents with limited English. Parents and students can see and hear stories in English.
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2020-21 Plan

	2020-21	2021-22	2022-23
GOAL: Fluency Assessment - 19 correct per minute (all Students)	80% of students will be able to read 19 words per minute.	83% of students will be able to read 19 words per minute.	86% of students will be able to read 19 words per minute.
Basis for Goal: Why this one over others?	This assessment represents an integral literacy skill that is monitored across all primary grades.		

2020-21 STRATEGIC PLAN

STRATEGY (List specific student groups to be served)	HOW THIS STRATEGY WILL ADDRESS STATE AND/OR FEDERAL REQUIREMENTS	EXPENDITURES (Site / LCAP)
<ul style="list-style-type: none"> • All Students: teachers plan tier I core instruction based on our priority standards using Benchmark materials and Daily Phonemic Program (TPT) 	<ul style="list-style-type: none"> • This supports all students in their ability to read 	<ul style="list-style-type: none"> • Teacher hourly and substitutes (Site Base: \$800; Supplemental: \$1,528; Title I: \$5,584 per grade level TK-6th) • 5/.47 Certificated teachers and curriculum specialists (Supplemental \$31,281 per grade level TK-6th) • Books, licenses, and other reference materials (Supplemental \$2,001; Title I \$1,000 per grade level TK-6th) • Equipment (Title I \$2,357 per grade level TK-6th)
<ul style="list-style-type: none"> • Provide differentiated daily Designated English Development to English Learners. 	<ul style="list-style-type: none"> • Designated ELD is required so that students meet the CA ELD standards with the goal of being reclassified 	
<ul style="list-style-type: none"> • Partner talk for all learners 	<ul style="list-style-type: none"> • This strategy helps support oral language development for all students 	
<ul style="list-style-type: none"> • Tier 2 and 3 intervention with curriculum specialist for students who need intervention 	<ul style="list-style-type: none"> • As a Title 1 School, RTI addresses the academic needs of students who are not meeting standards 	

<ul style="list-style-type: none"> ● Use of GLAD strategies (Sentence patterning charts, observation charts, signal word, scouts) for all learners/ ELD 	<ul style="list-style-type: none"> ● GLAD strategies help support language development for all students 	<ul style="list-style-type: none"> ● Professional Development (Site Base: \$2,142; Title I: \$2,142 per grade level TK-6th) <p>Total: \$48,835</p>
<ul style="list-style-type: none"> ● Rainbow sight word program for all learners 	<ul style="list-style-type: none"> ● This supports all students in their ability to read fluently 	
<ul style="list-style-type: none"> ● Phonemic Awareness PowerPoint program for all learners 	<ul style="list-style-type: none"> ● This supports all students in their ability to read fluently 	
<ul style="list-style-type: none"> ● Use arts integration strategies to meet the needs of all learners. 	<ul style="list-style-type: none"> ● This strategy helps support language development for all students 	
<ul style="list-style-type: none"> ● Practice modeling questions in narrative and informative text 	<ul style="list-style-type: none"> ● Kindergarten students are expected to be able to ask appropriate questions in regards to the text they read 	
<ul style="list-style-type: none"> ● Use the Read Aloud book from Benchmark to have students hear more text without pictures to build stamina 	<ul style="list-style-type: none"> ● Kindergarten standards require students to be able to listen to the text and answer questions about what they heard 	
<ul style="list-style-type: none"> ● Include SPED students in mainstream classes according to their IEP. 	<ul style="list-style-type: none"> ● Provide inclusion for all students. 	

**Newhall Elementary School
Grade K 2020-2021
MATH Plan**

ANALYSIS of 19-20 Plan		
	2019-20 Expected Outcome	2019-20 Actual Outcome
GOAL: Unit 6 (tens and ones)	79% of students will score at proficient or above in the Unit 6 assessment.	*
Basis for Goal: Why this one over others?	The team feels this unit test covers several essential standards for kindergarten. By focusing on growth on this unit test we can track progress on several essential standards.	

2019-2020 DATA: PERCENT PROFICIENT									
Student Group	#	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Gr 1 Math Fluency
All	68	92	85	74	91	84	*	*	*
White	2	NA	NA	NA	NA	NA	*	*	*
Hispanic	63	92	84	74	90	83	*	*	*
Asian	2	NA	NA	NA	NA	NA	*	*	*
EL	43	91	80	80	86	79	*	*	*
EO	20	95	80	80	100	95	*	*	*
Students with Disabilities	7	NA	NA	NA	NA	NA	*	*	*

* Due to COVID-19 and distance learning, students were not able to be assessed for Tri 3.

Areas of SUCCESS

<p>Unit 1:</p> <ul style="list-style-type: none"> ● 92% of all students were proficient in Unit 1. ● 91% EL and 92% of Hispanic students performed at nearly the level as 95% EO students ● Students demonstrated proficiency with the following skills: <ul style="list-style-type: none"> ○ One to one correspondence ○ Concept of cardinality ○ Subitizing

- Combinations to make 5

- Bridges lessons and Number Corner taught with fidelity

Unit 2:

- 80% of EL students and 80% of EO students were proficient.
- This was not a language heavy assessment which was beneficial for our ELL students and they were not inhibited by language proficiency level (test emphasized route memory and number identification)

Unit 3:

- 74% of our Hispanic students were proficient
- Overall, all students performed well in addition when stated as a word problem.
- Most students performed well on writing numbers

Unit 4:

- 100% of EO students were successful in Unit 4
- 86% of EL students were successful in Unit 4

Unit 5:

- 95% of EO students were proficient in Unit 5
- 83% of Hispanic students were proficient in Unit 5
- 84% of all students could sort objects and state how they sorted the objects

AREAS of GROWTH

Unit 1:

- Despite their strong performance on this assessment 91% of our EL students still performed slightly below 95% of our EO students

Unit 2:

- Use the number rack efficiently (with least possible moves)

Unit 3:

- Only 74% of the students were proficient.
- Students struggle to name numbers that came before and after
- Students continue to struggle with concepts of subtraction when stated as a word problem

Unit 4:

- EL students struggled with counting by 1's to 40. Students struggle with the counting sequence especially with the teen numbers.
- Counting sequence beyond 29 (students struggled to count beyond 29, the goal of this assessment was to count to 49)

Unit 5:

- EL students can sort objects by an attribute but struggle with stating how they sorted the objects
- Need to teach students how to identify and state the attributes they are sorting by

2019-20 PLAN

PLANNED STRATEGIES	ACTUAL STRATEGIES	PROPOSED EXPENDITURES (SITE/LCAP)	ACTUAL EXPENDITURES (SITE/LCAP)
<ul style="list-style-type: none"> ● Produce a proficiency map that highlights our priority standards ● Develop common formative assessments to track student progress and differentiate RTI time 	<ul style="list-style-type: none"> ● Created a proficiency map that highlights priority standards ● Used essential standards from proficiency map to guide instruction. ● Looked at unit assessments before beginning the unit. ● Continued to assess students biweekly on essential standards to ensure proficiency. ● Provided Tier II and Tier III intervention when necessary. ● Students worked with teacher and curriculum specialists. 	<ul style="list-style-type: none"> ● Teacher hourly and substitutes (Site Base \$1,573; Title I \$2,470; Title III \$554 per grade level TK-6th) ● 3 kindergarten Curriculum Specialist (Supplemental-\$40,931) ● Materials and supplies (Site Base \$4,544; Supplemental \$1,491; Title I \$1,127; Title III \$182 per grade level TK-6th) <p>Total: \$52,872</p>	<ul style="list-style-type: none"> ● Teacher hourly and substitutes (Site Base \$1,573; Title I \$2,470 per grade level TK-6th) ● 3 kindergarten Curriculum Specialist (Supplemental-\$39,547) ● Materials and supplies (Site Base \$4,544; Supplemental \$1,491; Title I \$1,127 per grade level TK-6th) <p>Total: \$40, 752</p>

OVERALL EFFECTIVENESS OF STRATEGIES

CHANGES TO STRATEGIES

<ul style="list-style-type: none"> ● Focusing and reviewing essential standards before each unit resulted in greater performance on the end of the unit assessments. ● Frequently assessing students before the end of the unit helped teachers identify gaps in learning before the end of the unit. ● Lack of instruction in using Google Classroom was detrimental to effectiveness in distance learning. 	<ul style="list-style-type: none"> ● Expose to Google Classroom in all curricular areas throughout the year. ● Parent Academy to share distance learning expectations and how to set up routines and a schedule during distance learning. ● Parent Academy to guide parents navigate Google Classroom at the beginning of the year. ● Parent Academy to help parents create a Gmail account for incoming Kindergarten parents.
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2020-21 Plan			
	2020-21	2021-22	2022-23
GOAL: Unit 6 (tens and ones)	79%	84%	89%
Basis for Goal: Why this one over others?	The team feels this unit test covers several essential standards for kindergarten. By focusing on growth on this unit test we can track progress on several essential standards.		

2020-2021 STRATEGIC PLAN

STRATEGY (List specific student groups to be served)	HOW THIS STRATEGY WILL ADDRESS STATE AND/OR FEDERAL REQUIREMENTS	EXPENDITURES (Site / LCAP)
<ul style="list-style-type: none"> All Students: teachers plan tier I core instruction based on our priority standards using Bridges Curriculum and Number Corner 	<ul style="list-style-type: none"> This supports all students in Mathematics instruction 	<ul style="list-style-type: none"> Teacher hourly and substitutes (Site Base: \$800; Supplemental: \$1,528; Title I: \$5,584 per grade level TK-6th) 5/.47 Certificated teachers and curriculum specialists (Supplemental \$31,281 per grade level TK-6th) Books, licenses, and other reference materials (Supplemental \$2,001; Title I \$1,000 per grade level TK-6th) Equipment (Title I \$2,357 per grade level TK-6th) Professional Development (Site Base: \$2,142; Title I: \$2,142 per grade level TK-6th) <p>Total: \$48,835</p>
<ul style="list-style-type: none"> Partner talk for all learners 	<ul style="list-style-type: none"> This strategy helps support oral language development for all students 	
<ul style="list-style-type: none"> Tier 2 and 3 intervention with curriculum specialist for students who need intervention 	<ul style="list-style-type: none"> As a Title 1 School, RTI addresses the academic needs of students who are not meeting standards 	
<ul style="list-style-type: none"> Use of GLAD strategies (CCD, Cognitive Content Dictionary) for all learners/ ELD to teach vocabulary related to Mathematics instruction 	<ul style="list-style-type: none"> GLAD strategies help support language development for all students 	
<ul style="list-style-type: none"> Use of Dreambox with each student completing a minimum of 5 lessons per week 	<ul style="list-style-type: none"> This supports all students in mathematics 	
<ul style="list-style-type: none"> Use arts integration strategies to meet the needs of all learners. 	<ul style="list-style-type: none"> This strategy helps support language development for all students 	
<ul style="list-style-type: none"> Include SPED students in mainstream classes according to their IEP. 	<ul style="list-style-type: none"> Provide inclusion for all students. 	

Newhall Elementary School

Grade 1 2020-21

ELA Plan

ANALYSIS of 19-20 Plan		
	2019-20 Expected Outcome	2019-20 Actual Outcome
GOAL: All student groups will increase proficiency in reading fluency as compared to 18-19 fluency results.	63%	*
Basis for Goal: Why this one over others?	Reading fluency is a critical building block of reading; fluency is directly related to reading comprehension, which supports learning in all subject matter.	

2019-20 DATA: PERCENT PROFICIENT								
Student Group	#	Tri 1 Unit 3	Tri 2 Unit 6	Tri 3 Unit 8	Opinion Writing	Information Writing	Narrative Writing	19-20 Gr. 1 Reading Fluency
All	81	53	44	*	80	*	*	*
White	NA	NA	NA	*	NA	*	*	*
Hispanic	77	53	43	*	72	*	*	*
Asian	NA	NA	NA	*	NA	*	*	*
EL	55	52	36	*	77	*	*	*
EO	26	42	63	*	75	*	*	*
RFEP	0	0	0	*	0	*	*	*
Students with Disabilities	7	0	0	*	0	*	*	*

* Due to COVID-19 and distance learning, students were not able to be assessed for Tri 3.

AREAS of SUCCESS

Tri 1, Unit 3:

- Daily use of priority standards document
- Use of grade level Common Formative Assessments (CFAs)
- Explicit teaching of Learning Targets
- Use of Benchmark Phonics program to teach phonics explicitly and to build fluency
- Benchmark My Shared Reading to build fluency
- Daily 5 providing opportunities to experience text in different ways
- Tier 2 groups based on CFAs
- Tier 3 program, seven students have exited this year
- Newcomer groups: supported language acquisition to provide opportunities to access vocabulary and beginning reading
- GLAD strategies allow all students to access content
- Thinking Maps and Icons to access material and organize thinking
- Team focus on Main Idea and Details with 5-D
- Students use Think-Pair-Share strategies to restate text details after reading

Tri 2, Unit 6:

- Regular cycles of fluency passages with cold and hot timings and student maintained graphs
- Daily use of priority standards document
- Use of grade level Common Formative Assessments (CFAs)
- Explicit teaching of Learning Targets
- Use of Benchmark Phonics program to teach phonics explicitly and to build fluency
- Benchmark My Shared Reading to build fluency
- Daily 5 providing opportunities to experience text in different ways
- Tier 2 groups based on CFAs
- Tier 3 program, seven students have exited this year
- Newcomer groups: supported language acquisition to provide opportunities to access vocabulary and beginning reading
- GLAD strategies allow all students to access content
- Thinking Maps and Icons to access material and organize thinking
- Team focus on Main Idea and Details with 5-D
- Students use Think-Pair-Share strategies to restate text details after reading

Opinion Writing:

- 80% of all students were proficient
- scaffolds
- author studies
- anchor charts
- Benchmark Shared Reading
- Focus on first grade writing standards
- NSD writing coaches support

AREAS OF GROWTH

Tri 1, Unit 3:

Unit 3 test scores show that 53% of all students are proficient (This test is read aloud entirely by the teacher, making it a listening comprehension test. At this point of the school year the majority of them do not have the phonics skills or fluency to read it independently.)

- Increase the quantity of Benchmark Weekly tests in order to provide additional test taking opportunities
- Provide additional phonics explicitly taught opportunities in differentiated small groups
- Begin 5-D fluency practice focus earlier in the year to enhance student fluency awareness
- Provide more opportunities for students to ask and answer text based questions (text and student ideas).
- Incorporate additional Kennedy Center Strategies to help make content accessible and motivating
- Continued refinement of Tier I, 2, and 3 instruction through focus on the priority standards and proficiency map to guide planning and instruction.
- Revising Common formative assessments to better track student progress in a unit and in differentiated RTI Time groups, based on priority standards.

Tri 2, Unit 6:

Forty four percent of all students met proficiency standards in the Tri 2 test. This is largely due to an increase in content and skills difficulty. Also, some of the Benchmark skills that are tested in Tri 2 are not priority standards, therefore not largely our focus.

- Increase attention to the skills embedded in the phonics section of Benchmark
- Increase Benchmark Weekly practice to teach test taking strategies
- Provide additional phonics explicitly taught opportunities in differentiated small groups.
- Provide more opportunities for students to ask and answer text based questions (text and student ideas).
- Incorporate additional Kennedy Center Strategies to help make content accessible and motivating
- Continued refinement of Tier I, 2, and 3 instruction through focus on the priority standards and proficiency map to guide planning and instruction.
- Revising Common formative assessments to better track student progress in a unit and in differentiated RTI groups, based on priority standards.

2019-20 PLAN

PLANNED STRATEGIES	ACTUAL STRATEGIES	PROPOSED EXPENDITURES (Site / LCAP)	ACTUAL EXPENDITURES
<ul style="list-style-type: none"> Continue to focus on priority standards for all students. Continue to use CFAs to drive instruction for all students. Dedicate more time to diagnosing and troubleshooting fluency issues for each individual student. (Blending, high frequency words, context clues, phonetic readers vs reading successfully in context.) 	<ul style="list-style-type: none"> Priority standards continue to be a focus and assessing them using our CFAs. We diagnose and troubleshoot individual fluency needs and provide differentiated instruction based on weak skills in WIN settings or small groups in class. Team fluency practice based on 5D, dimension A1-self assessment (heightening student awareness through use of graphs and goal setting) 	<ul style="list-style-type: none"> Teacher hourly and substitutes (Site Base \$1,573; Title I \$2,470; Title III \$554 per grade level TK-6th) 5/.47 Certificated Teachers (Supplemental \$25,044 per grade level 1st-6th) Materials and supplies (Site Base \$4,544; Supplemental \$1,491; Title I \$1,127; Title III \$182 per grade level TK-6th) 4 Curriculum Specialist (Supplemental-\$9,645) <p>Total: \$46,630</p>	<ul style="list-style-type: none"> Teacher hourly and substitutes (Site Base \$1,573; Title I \$2,470 per grade level TK-6th) 5/.47 Certificated Teachers (Supplemental \$25,044 per grade level 1st-6th) Materials and supplies (Site Base \$4,544; Supplemental \$1,491; Title I \$1,127 level TK-6th) 4 Curriculum Specialist (Supplemental-\$9,645) <p>Total: \$45,894</p>

OVERALL EFFECTIVENESS OF STRATEGIES

<ul style="list-style-type: none"> Based on the data gathered from both common formative assessments and summative assessments, students showed strong growth during Tier 1, Tier 2, Tier 3 instruction Through short learning cycles, students were able to make progress and gain proficiency Team collaboration to explicitly teach phonics

CHANGES TO STRATEGIES

<ul style="list-style-type: none"> Continue creating intentional Tier 2 and Tier 3 learning cycles around our essential standards based on our proficiency map and student needs identified through common formative assessments. Created scaffolded materials in phonics, grammar, and writing for Google Classroom instruction.

skills so students can be successful, fluent	<p>Create a timeline to gradually release responsibility to students.</p> <ul style="list-style-type: none"> • Differentiated sight word practice in Google Classroom for students who were receiving Tier 3 instruction. • Differentiated leveled reading instruction and practice for all students using Google Classroom platform. • Continue to use digital instruction best practices, like live meets and video instruction to accompany lessons in Google Classroom.
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2020-21 Plan

	2020-21	2021-22	2022-23
GOAL: All student groups will increase proficiency in reading fluency as compared to 19-20 fluency results	66% of ALL students will meet or exceed standard.	69% of ALL students will meet or exceed standard.	72% of ALL students will meet or exceed standard.
Basis for Goal: Why this one over others?	Reading fluency is a critical building block of reading; fluency is directly related to reading comprehension, which supports learning in all subject matter.		

2020-21 STRATEGIC PLAN

STRATEGY (List specific student groups to be served)	HOW THIS STRATEGY WILL ADDRESS STATE AND/OR FEDERAL REQUIREMENTS	EXPENDITURES (Site / LCAP)
<p><u>Tier 1</u></p> <p>Classroom instruction is based on priority standards previously determined by the team through Benchmark and the NSD writing program. This includes whole group and small group instruction for all students, and Designated ELD for EL students.</p>	Designated ELD is required so that students meet the CA ELD Standards.	<ul style="list-style-type: none"> • Teacher hourly and substitutes (Site Base: \$800; Supplemental: \$1,528; Title I: \$5,584 per grade level TK-6th) • 5/.47 Certificated teachers and curriculum specialists (Supplemental \$31,281 per grade level TK-6th)

<p><u>Tier 2</u></p> <p>Students who do not meet current grade level fluency goals participate in Tier 2 fluency practice in small groups with a push in WIN teacher.</p> <p>Students who do not meet current grade level goals for high frequency words participate in Tier 2 high frequency word practice in a small group with a push in WIN teacher.</p> <p>Common Formative Assessments are given to all students and those who do not meet proficiency receive Tier 2 instruction for that particular priority standard.</p>	<p>This supports all students in their ability to read</p>	<ul style="list-style-type: none"> ● Books, licenses, and other reference materials (Supplemental \$2,001; Title I \$1,000 per grade level TK-6th) ● Equipment (Title I \$2,357 per grade level TK-6th) ● Professional Development (Site Base: \$2,142; Title I: \$2,142 per grade level TK-6th) <p>Total: \$48,835</p>
<p><u>Tier 3</u></p> <p>Specific program for Tier 3 students to close reading gaps—the target for all students is to be reading 65 wpm in grade level text by the end of the year. Our WIN teachers and curriculum specialists are providing small group instruction 45 minutes daily M-Th for these students. This includes EL students and those with disabilities.</p> <p>Newcomer students receive foundational phonics and vocabulary instruction twice daily (60 minutes total) in small groups with a curriculum specialist and a WIN teacher.</p> <p>Include RSP teacher in our Tier 3 instruction, so students are not missing multiple blocks of classroom instruction/practice.</p> <p>Plan Tier 3 fluency instruction in collaboration with the WIN teacher through Google Classroom.</p>	<p>Tier 3 addresses the students who are not meeting standards.</p> <p>Individuals with Disabilities Education Act (IDEA)</p>	

Newhall Elementary School

Grade 1 2020-2021

MATH Plan

ANALYSIS of 19-20 Plan		
	2019-20 Expected Outcome	2019-20 Actual Outcome
GOAL: All student groups will increase proficiency in math fluency (adding and subtracting) as compared to 18-19 fluency results.	82%	*
Basis for Goal: Why this one over others?	We continue to believe that the ability to compose and decompose numbers is a foundational skill in mathematics. Students' ability to add and subtract fluently is a strong indicator of future success in mathematics.	

2019-2020 DATA: PERCENT PROFICIENT									
Student Group	#	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Gr 1 Math Fluency
All	81	89	81	89	81	89	*	*	*
White	NA	NA	NA	NA	NA	NA	*	*	*
Hispanic	77	86	86	88	79	90	*	*	*
Asian	NA	NA	NA	NA	NA	NA	*	*	*
EL	55	85	83	87	79	89	*	*	*
EO	26	92	92	98	82	88	*	*	*
RFEP	0	NA	NA	NA	NA	NA	*	*	*
Students with Disabilities	7	NA	NA	NA	NA	NA	*	*	*

* Due to COVID-19 and distance learning, students were not able to be assessed for Tri 3.

AREAS of SUCCESS

Unit 1:

Adding and Subtracting to 20

- 89% of all students met proficiency
- EL students proficient: 85% EO students proficient:92%

- Vast majority of incoming first graders have a sound fundamental knowledge of number sense
- Daily Number Corner
- Extensive use of ten frames
- Bridges' double flap flash cards
- Missing numbers on a number line (oral and written practice)
- Work places with games that support concepts
- Tier 2 groups for students needing support based on common formative assessments (CFAs)
- Differentiated small group instruction for added practice before unit assessment during workplace time

Unit 2:

Addition and Subtraction of Word Problems to 20, and Missing Addends

- 81% of all students met proficiency
- EL students proficient: 83% EO: 92%
- Vast majority of incoming first graders have a sound fundamental knowledge of number sense
- Daily Number Corner
- Extensive use of ten frames, double ten frames
- Bridges' double flap flash cards
- Workplaces using Dominoes
- Tier 2 groups for students needing support based on CFAs
- Differentiated small group instruction for added practice before unit assessment during workplace time

Unit 3:

Combinations of Ten and Place Value

- 89% of all students met proficiency
- EL students proficient: 87% EO: 98%
- Vast majority of incoming first graders have a sound fundamental knowledge of number sense
- Number rack practice
- Unifix cubes
- Number Corner
- Extensive use of ten frames
- Bridges' double flap cards
- Workplaces using unifix cubes
- Tier 2 groups for students needing support
- Differentiated small group instruction for added practice before unit assessment during workplace time

Unit 4:

Counting, Reading, and Writing to 120

- 81% of all students met proficiency
- EL students proficient: 79% EO: 82%
- Vast majority of incoming first graders have a sound fundamental knowledge of number sense
- Life-sized number line
- Open number line practice for addition and subtraction
- Number Corner
- Extensive use of ten frames

- Workplaces focusing on different ways of counting on a number line
- Tier 2 groups for students needing support
- Differentiated small group instruction for added practice before unit assessment during workplace time

Unit 5:

Geometry: Shape Attributes, Halves and Fourths

- 89% of all students met proficiency
- EL students proficient: 88% EO: 89%
- Vast majority of incoming first graders have a sound fundamental knowledge basic shapes and their attributes
- Workplace games
- Extensive hands on activities with pattern blocks
- Number Corner
- Geoboards
- Fraction activities with paper sandwiches and pizzas
- Arts integration: fraction art
- No tier 2 groups necessary for this unit
- Differentiated small group instruction for added practice before unit assessment during workplace time

AREAS of GROWTH

Units 1-5

- While most students entered first grade with strong overall foundational skills, there are a few students (between 11-17%) that were lacking in most areas. We plan to address these students in the following ways:
- One on one peer support from upper grade students as well as in-class peers
- Continue Tier 2 differentiated instruction
- Newcomer support for learning foundational skills
- Small group instruction during work places

2019-20 PLAN

PLANNED STRATEGIES	ACTUAL STRATEGIES	PROPOSED EXPENDITURES (SITE/LCAP)	ACTUAL EXPENDITURES (SITE/LCAP)
<ul style="list-style-type: none"> • Refine Tier 1 instruction in order for it to more accurately reflect priority standards. • Continue to provide cycles of Tier 2 	<ul style="list-style-type: none"> • Focusing on Learning Targets as a team and refined instruction to reflect priority standards. • Tier 2 cycles for students who struggle 	<ul style="list-style-type: none"> • Teacher hourly and substitutes (Site Base \$1,573; Title I \$2,470; Title III \$554 per grade level TK-6th) 	<ul style="list-style-type: none"> • Teacher hourly and substitutes (Site Base \$1,573; Title I \$2,470 per grade level TK-6th) • 5/.47 Certificated Teachers

<p>intervention to all students who struggle</p>	<ul style="list-style-type: none"> • Computational Fluency piece of Number Corner • Students who are not meeting proficiency levels are receiving additional support in class during work places • One on one peer support from upper grade students for struggling first graders • Push in support for newcomers 	<ul style="list-style-type: none"> • 5/.47 Certificated Teachers (Supplemental \$25,044 per grade level 1st-6th) • Materials and supplies (Site Base \$4,544; Supplemental \$1,491; Title I \$1,127; Title III \$182 per grade level TK-6th) • 4 Curriculum Specialist (Supplemental-\$9,645) <p>Total: \$46,630</p>	<p>(Supplemental \$25,044 per grade level 1st-6th)</p> <ul style="list-style-type: none"> • Materials and supplies (Site Base \$4,544; Supplemental \$1,491; Title I \$1,127 level TK-6th) • 4 Curriculum Specialist (Supplemental-\$9,645) <p>Total: \$45,894</p>
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OVERALL EFFECTIVENESS OF STRATEGIES

CHANGES TO STRATEGIES

<ul style="list-style-type: none"> • Bridges curriculum effectively teaches priority content standards. • Through learning cycles, students are able to make progress and gain proficiency. • Based on data from both common formative assessments and summative assessments, students showed strong growth during Tier 1 and Tier 2 instruction. • Data from assessments shows that using Number Corner and Dreambox to preview and review math skills has enhanced learning • As a team, updated and aligned our proficiency map and essential standards to meet the needs of our current students 	<ul style="list-style-type: none"> • Greater focus on small percentage of students who do not enter first grade with proficient foundational skills: • One on one peer support from upper grade students as well as in-class peers • Continue Tier 2 differentiated instruction • Newcomer support for learning foundational skills • Small group instruction during work places • Created video instruction to accompany lessons in Google Classroom. • Differentiated leveled math instruction and practice for all students using Google Classroom platform • Assigned Focus in Dreambox for differentiation • Continue to use digital instruction best practices, like live Google Meet experiences with small groups of students who are not proficient.
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2020-2021 Plan

	2020-21	2021-22	2022 - 23
GOAL: All student groups will increase proficiency in math fluency (adding and subtracting) as compared to 18-19 fluency results.	87%	89%	91%
Basis for Goal: Why this one over others?	We continue to believe that the ability to compose and decompose numbers is a foundational skill in mathematics. Students' ability to add and subtract fluently is a strong indicator of future success in mathematics.		

2020-21 STRATEGIC PLAN

STRATEGY (List specific student groups to be served)	HOW THIS STRATEGY WILL ADDRESS STATE AND/OR FEDERAL REQUIREMENTS	EXPENDITURES (Site / LCAP)
Provide cycles of Tier 2 intervention to all students who struggle, using data from Common Formative Assessments (CFA)	As a Title I school, this SPSA addresses the academic needs of students who are not meeting standards	<ul style="list-style-type: none"> ● Teacher hourly and substitutes (Site Base: \$800; Supplemental: \$1,528; Title I: \$5,584 per grade level TK-6th) ● 5/.47 Certificated teachers and curriculum specialists (Supplemental \$31,281 per grade level TK-6th) ● Books, licenses, and other reference materials (Supplemental \$2,001; Title I \$1,000 per grade level TK-6th) ● Equipment (Title I \$2,357 per grade level TK-6th) ● Professional Development (Site Base: \$2,142; Title I: \$2,142 per grade level TK-6th)
Meet as a Collaborative Team to refine essential standards	Collaborative Team will meet to identify the needs within Title I school	
Provide integrated English Language Development support in Math to English Learners	Integrated ELD is required so that students meet the CA Math Standards	
Provide modified instruction, manipulatives, and accommodations as needed for all students, including EL and Students With Disabilities (SWD) who have not met grade level expectancy	Individuals with Disabilities Education Act (IDEA)	
		Total: \$48,835

**Newhall Elementary School
Grade 2 2020-2021
ELA Plan**

ANALYSIS of 19-20 Plan		
	2019-20 Expected Outcome	2019-20 Actual Outcome
GOAL: All student groups will increase proficiency in reading fluency as compared to 19-20 fluency results.	75% of ALL students will meet or exceed standard	*
Basis for Goal: Why this one over others?	Reading fluency is a critical building block of reading; fluency is directly related to reading comprehension, which supports learning in all subject matter.	

2019-20 DATA: PERCENT PROFICIENT									
Student Group	#	18-19 Gr 1 Reading Fluency	Tri 1 Unit 3	Tri 2 Unit 6	Tri 3 Unit 8	Opinion Writing	Informa tion Writing	Narrative Writing	19-20 Gr 2 Reading Fluency
All	77	51	64	29	*	44	*	*	*
White	2	NA	NA	NA	*	50	*	*	*
Hispanic	75	52	61	28	*	43	*	*	*
Asian	NA	NA	NA	NA	*	NA	*	*	*
EL	63	47	60	25	*	41	*	*	*
EO	14	58	74	38	*	50	*	*	*
RFEP	0	NA	NA	NA	*	NA	*	*	*
Students with Disabilities	11	13	33	0	*	33	*	*	*

* Due to COVID-19 and distance learning, students were not able to be assessed for Tri 3.

AREAS of SUCCESS

Tri 1, Unit 3

- Using anchor charts and story maps
- Answering text based questions using RACE strategy
- Explicitly teaching the phonics skills in Benchmark (BM) need to improve fluency and comprehension
- Team focus on Main Idea and Details with 5-D
- Students use Think-Pair-Share strategies to restate text details after reading
- Use of depth and complexity icons to support Main Idea and Details
- WIN 2 and WIN 3 strategic leveled intervention time allowed targeted instruction based on student needs from Common Formative Assessments
- Alignment of Assessments to ELA Proficiency Map

Tri 2, Unit 6

- Using anchor charts and story maps
- Answering text based questions using RACE strategy
- Explicitly teaching the phonics skills in Benchmark (BM) need to improve fluency and comprehension
- Team focus on Main Idea and Details with 5-D
- Students use Think-Pair-Share strategies to restate text details after reading
- Use of depth and complexity icons to support Main Idea and Details
- WIN 2 and WIN 3 strategic leveled intervention time allowed targeted instruction based on student needs from Common Formative Assessments
- Alignment of Assessments to ELA Proficiency Map

AREAS of GROWTH

Tri 1, Unit 3

- Provide more opportunities for students to ask and answer text based questions (text and student ideas).
- Integrate Kennedy Arts teaching strategies to engage students in a creative process to construct understanding in both the content area and the arts and to support fluency.
- Continued refinement of Tier I, 2, and 3 instruction through focus on the priority standards and proficiency map to guide planning and instruction.
- Continue refinement of Restate, Answer, Cite Evidence, and Elaborate (RACE) to analyze tasks and text and elaborate on student responses.
- Developing Common formative assessments to track student progress in a unit and in differentiated RTI Time groups.

Tri 2, Unit 6

- Many students are not able to read fluently and at grade level
- Students were asked to find words using inference of how characters felt. Students were not familiar with the words in the answer choices
- Give students opportunities to practice testing format with Weeklies
- Create CFA's to practice Essential Standards that students are having difficulty mastering
- Provide more opportunities for students to ask and answer text based questions (text and student ideas).
- Integrate Kennedy Arts teaching strategies to engage students in a creative process to construct understanding in both the content area and the arts and to support fluency.

- Continued refinement of Tier I, 2, and 3 instruction through focus on the priority standards and proficiency map to guide planning and instruction.
- Continue refinement of Restate, Answer, Cite Evidence, and Elaborate (RACE) to analyze tasks and text and elaborate on student responses.
- Developing Common formative assessments to track student progress in a unit and in differentiated RTI Time groups.

2019-20 PLAN

PLANNED STRATEGIES	ACTUAL STRATEGIES	PROPOSED EXPENDITURES (Site / LCAP)	ACTUAL EXPENDITURES
<ul style="list-style-type: none"> ● Developing integrated support for the classroom ● Tier 2 cycles that intentionally focus on grade level phonics ● Tier 3 cycles to target specific beginning level phonics and sight words ● Create ELA Proficiency Map and Essential Standards ● After school intervention to target reading fluency ● Meet weekly with WIN, 2nd grade team leader to discuss the success of intervention ● Use Raz-Kids to support reading fluency ● Develop a phonics and grammar program 	<ul style="list-style-type: none"> ● Team collaborated during PLC time to create assessments and plan Tier I and Tier II instruction ● Developed common formative assessments based off of the proficiency map and used them to create learning cycles for Tier 2 ● Used Reading Mastery and Benchmark Sight words during Tier 3 to address specific students' needs ● Team collaborated to create updated Proficiency Map and Essential Standards to meet the current 	<ul style="list-style-type: none"> ● Teacher hourly and substitutes (Site Base \$1,573; Title I \$2,470; Title III \$554 per grade level TK-6th) ● 5/.47 Certificated Teachers (Supplemental \$25,044 per grade level 1st-6th) ● Materials and supplies (Site Base \$4,544; Supplemental \$1,491; Title I \$1,127; Title III \$182 per grade level TK-6th) ● 4 Curriculum Specialist (Supplemental-\$9,645) <p>Total: \$46,630</p>	<ul style="list-style-type: none"> ● Teacher hourly and substitutes (Site Base \$1,573; Title I \$2,470 per grade level TK-6th) ● 5/.47 Certificated Teachers (Supplemental \$25,044 per grade level 1st-6th) ● Materials and supplies (Site Base \$4,544; Supplemental \$1,491; Title I \$1,127 level TK-6th) ● 4 Curriculum Specialist (Supplemental-\$9,645) <p>Total: \$45,894</p>

<p>to support BM reading program</p>	<p>needs of our students</p> <ul style="list-style-type: none"> ● After school intervention for Reading Fluency Oct-Jan ● Discussed data from Tier 2 and Tier 3 during PLC to address specific needs of students and shared data with WIN, 2nd grade teacher lead. ● Teachers met at school during summer to find targeted, specific materials in the areas of phonics and grammar to support BM phonics and grammar program ● Use of Raz-Kids to help strengthen fluency and comprehension during Reading rotations and Computer Lab ● Students read with Read With Me Volunteers to support phonics and fluency practice ● Meet with students four times a week in small groups to support reading fluency 		
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OVERALL EFFECTIVENESS OF STRATEGIES

- Based on the data gathered from both common formative assessments and summative assessments, students showed strong growth during Tier 1, Tier 2, Tier 3 instruction
- Through short learning cycles, students were able to make progress and gain proficiency
- Team collaboration to explicitly teach phonics skills so students can be successful, fluent readers

CHANGES TO STRATEGIES

- Continue creating intentional Tier 2 and Tier 3 learning cycles around our essential standards based on our proficiency map and student needs.
- Created scaffolded materials in phonics, grammar, and writing for Google Classroom instruction.
- Differentiated sight word practice in Google Classroom for students who were receiving Tier 3 instruction.
- Differentiated leveled reading instruction and practice for all students using Google Classroom platform.
- Continue to use digital instruction best practices, like live meets and video instruction to accompany lessons in Google Classroom.

2020-21 Plan

	2020-21	2021-22	2022-23
GOAL:	80% of ALL students will meet or exceed standard	82% of ALL students will meet or exceed standard	84% of ALL students will meet or exceed standard
Basis for Goal: Why this one over others?	Reading fluency is a critical building block of reading; fluency is directly related to reading comprehension, which supports learning in all subject matter.		

2020-2021 STRATEGIC PLAN

STRATEGY (List specific student groups to be served)	HOW THIS STRATEGY WILL ADDRESS STATE AND/OR FEDERAL REQUIREMENTS	EXPENDITURES (Site / LCAP)
<ul style="list-style-type: none"> ● Provide cycles of Tier intervention to all students, including EL and Students With Disabilities (SWD) who have not met grade level expectancy ● Provide cycles of Tier 3 intervention to all students who need further support, including EL and SWD who 	<ul style="list-style-type: none"> ● As a Title I school, this SWP addresses the academic needs of students who are not meeting standards ● As a Title I school, this SWP addresses the academic needs of students who are not 	<ul style="list-style-type: none"> ● Teacher hourly and substitutes (Site Base: \$800; Supplemental: \$1,528; Title I: \$5,584 per grade level TK-6th) ● 5/.47 Certificated teachers and curriculum specialists (Supplemental \$31,281 per grade level TK-6th) ● Books, licenses, and other reference materials

have not met grade level
expectancy

- Provide differentiated daily designated English Language Development to English learners
- Provide modified instruction and accommodations as needed for Students With Disabilities

meeting standards

- Designated ELD is required so that students meet the CA ELD Standards
- Individuals with Disabilities Education Act (IDEA)

(Supplemental \$2,001; Title I
\$1,000 per grade level
TK-6th)

- Equipment (Title I \$2,357 per grade level TK-6th)
- Professional Development (Site Base: \$2,142; Title I: \$2,142 per grade level TK-6th)

Total: \$48,835

Newhall Elementary School

Grade 2 2020-2021

MATH Plan

ANALYSIS of 19-20 Plan

**2019-20
Expected Outcome**

**2019-20
Actual Outcome**

GOAL: 2.NBT.5-Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/o the relationship between addition and subtraction

83% of ALL students will meet or exceed this goal.

83.7% of students met proficiency on Unit 5 assessment for 2.NBT.5.

Basis for Goal: Why this one over others?

The ability to compose and decompose numbers is a foundational skill in mathematics. Students' ability to add and subtract fluently is a strong indicator of future success in mathematics.

2019-2020 DATA: PERCENT PROFICIENT

Student Group	#	18-19 Gr 1 Fluency	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	19-20 Gr 2 Math Fluency
All	77	NA	88	71	72	77	79	*	*	*
White	2	NA	NA	NA	NA	NA	NA	*	*	*
Hispanic	75	NA	87	71	71	75	77	*	*	*
Asian	NA	NA	NA	NA	NA	NA	NA	*	*	*
EL	63	NA	89	70	75	77	76	*	*	*
EO	14	NA	84	71	65	76	86	*	*	*
RFEP	NA	NA	NA	NA	NA	NA	NA	*	*	*
Students with Disabilities	11	NA	75	20	33	44	33	*	*	*

* Due to COVID-19 and distance learning, students were not able to be assessed for Tri 3.

AREAS of SUCCESS

Unit 1

- 89% of EL and 83% EO were proficient
- Students were able to use appropriate tools strategically to solve problems
- Students who are having difficulty meeting standards are pulled for additional help in the classroom for small group instruction.
- Teachers used the Bridges checkpoint to determine growth within the unit. From the data, intervention was implemented.

Unit 2

- 70% of EL and 71% EO were proficient
- SWD increased from 19% last year to 20% proficient this year
- Use hands-on manipulatives to teach base ten (mats, strips, and units)
- Use of concrete and real life items to gain exposure to measuring
- Students were able to use appropriate tools strategically to solve problems
- Students who are having difficulty meeting standards are pulled for additional help in the classroom for small group instruction.
- Teachers used the Bridges checkpoint to determine growth within the unit. From the data, intervention was implemented.
- Consistent use of Dreambox for all students

Unit 3

- 75% of EL and 65% EO were proficient
- SWD increased from 24% last year to 33% proficient this year
- Use hands-on manipulatives to bundle in groups of ten
- Students were able to use appropriate tools strategically to solve problems
- Students who are having difficulty meeting standards are pulled for additional help in the classroom for small group instruction.
- Provided additional time composing and decomposing numbers
- Consistent use of Dreambox for all students

Unit 4

- 77% of EL and 76% EO were proficient
- SWD increased from 35% last year to 44% proficient this year
- Used standard measurement to to measure inches, feet, and yards
- Gave students real life applications to determine which tool would be appropriate to measure an object
- Provided hands-on practice with 3, 2-digit addends
- Provided concrete base ten manipulatives to teach subtraction
- Students who are having difficulty meeting standards are pulled for additional help in the classroom for small group instruction.
- Consistent use of Dreambox for all students

Unit 5

- 83.7% of students were proficient on Goal 2.NBT.5
- Used coins to help with identification and money counting
- GLAD strategies used for coins
- Scaffolds using touch points on coins for students who need it

- Provided manipulatives to assist with addition and subtraction
- Utilized the number line in Number Corner to help practice counting by 10's and 100's
- Students who are having difficulty meeting standards are pulled for additional help in the classroom for small group instruction
- Through Work Places, students had time to practice skills with skip counting, coins, and writing and building numbers to 1,000
- Consistent use of Dreambox for all students

AREAS of GROWTH

Unit 1

- More practice with odd and even
- More practice with subitizing to ten/twenty

Unit 2

- Newcomer students need more time to learn academic vocabulary and number sense to 20
- More practice with utilizing open number line
- More practice skip counting by 10, with with a different number in the ones place
- More time using manipulatives (hundreds, tens, and ones)
- Introduce regrouping using hundreds, tens, and ones earlier

Unit 3

- More practice with utilizing open number line and placement of numbers
- More practice skip counting by 10, with with a different number in the ones place
- More time using manipulatives (hundreds, tens, and ones)
- Introduce regrouping using hundreds, tens, and ones earlier

Unit 4

- Restructure the pacing to accommodate winter break
- Give more time for students to develop understanding that inches are smaller than feet
- Introduce manipulatives (hundreds, tens, and ones) to assist with addition and subtraction sooner

Unit 5

- Start with coin identification sooner in the year, prior to Unit 5
- More practice with mental math adding and subtracting by 10 and 100
- More time to practice counting coins
- Create learning opportunities with counting by 10's and 100's in a sequence

2019-20 PLAN

PLANNED STRATEGIES	ACTUAL STRATEGIES	PROPOSED EXPENDITURES (SITE/LCAP)	ACTUAL EXPENDITURES (SITE/LCAP)
<ul style="list-style-type: none"> ● Small group targeted instruction in class ● Provide support to students to use 	<ul style="list-style-type: none"> ● Students were provided more in-depth small group instruction in class for areas of deficiency 	<ul style="list-style-type: none"> ● Teacher hourly and substitutes (Site Base \$1,573; Title I \$2,470; Title III \$554 per grade) 	<ul style="list-style-type: none"> ● Teacher hourly and substitutes (Site Base \$1,573; Title I

<ul style="list-style-type: none"> ● Dreambox at home ● Assigned Dreambox focus ● Mini-lessons of standards that need additional focus ● Utilization of Work Places and Dreambox during rotations ● Continue to look at data to reconfigure groups ● CFA's to determine skills that need to be refined ● Use of GLAD strategies ● Use of anchor charts and scaffolds ● Learning routines for discussion and collaborative work ● Use of Icons and Thinking Maps ● Use of Kennedy Center Arts Integration 	<ul style="list-style-type: none"> ● Sent home Dreambox information and log in cards to students so they may use Dreambox at home ● Students were given additional exploration time to develop skills needed to be successful and computationally fluent ● Based on CFA's students were pulled into small groups within the class setting, to strengthen skills ● GLAD, anchor charts, and scaffolds (ie: icons, thinking maps, Kennedy Arts Integration) used to build success for all student groups 	<ul style="list-style-type: none"> level TK-6th) ● 5/.47 Certificated Teachers (Supplemental \$25,044 per grade level 1st-6th) ● Materials and supplies (Site Base \$4,544; Supplemental \$1,491; Title I \$1,127; Title III \$182 per grade level TK-6th) ● 4 Curriculum Specialist (Supplemental-\$9,645) 	<ul style="list-style-type: none"> \$2,470 per grade level TK-6th) ● 5/.47 Certificated Teachers (Supplemental \$25,044 per grade level 1st-6th) ● Materials and supplies (Site Base \$4,544; Supplemental \$1,491; Title I \$1,127 level TK-6th) ● 4 Curriculum Specialist (Supplemental-\$9,645)
		Total: \$46,630	Total: \$45,894

OVERALL EFFECTIVENESS OF STRATEGIES

CHANGES TO STRATEGIES

- | | |
|--|--|
| <ul style="list-style-type: none"> ● Through short learning cycles, students are able to make progress and gain proficiency. ● Based on data from both common formative assessments and summative assessments, students showed strong growth during Tier 1 and Tier 2 instruction (within class). ● Data from assessments shows that using Number Corner and Dreambox to preview and review math skills has enhanced learning ● As a team, updated and aligned our proficiency map and essential standards to meet the needs of our current students | <ul style="list-style-type: none"> ● Data shows that we need to continue to administer Tier 2 instruction in class to show academic growth. ● Continue to create CFA's and refine small group instruction ● Include more strategic Dreambox focus assignments based on students' needs ● Continue to modify proficiency map and essential standards at the end of school year ● Create scaffolded materials in math for Google Classroom instruction. ● Create video instruction to accompany lessons in Google Classroom. |
|--|--|

- Differentiate addition and subtraction fluency practice in Google Classroom for students who were receiving Tier 2 instruction.
- Differentiate leveled math instruction and practice for all students using Google Classroom platform.
- Continue to use digital instruction best practices, like live meets and video instruction to accompany lessons in Google Classroom.

2020-21 Plan

	2020-21	2021-22	2022-23
GOAL:	86% of ALL students will meet or exceed standard	89% of ALL students will meet or exceed standard	92% of ALL students will meet or exceed standard

Basis for Goal: Why this one over others? The ability to compose and decompose numbers is a foundational skill in mathematics. Students’ ability to add and subtract fluently is a strong indicator of future success in mathematics.

2020-2021 STRATEGIC PLAN

STRATEGY (List specific student groups to be served)	HOW THIS STRATEGY WILL ADDRESS STATE AND/OR FEDERAL REQUIREMENTS	EXPENDITURES (Site / LCAP)
Provide cycles of Tier 2 intervention to all students who struggle	As a Title I school, this SWP addresses the academic needs of students who are not meeting standards	<ul style="list-style-type: none"> ● Teacher hourly and substitutes (Site Base: \$800; Supplemental: \$1,528; Title I: \$5,584 per grade level TK-6th)
Meet as a Collaborative Team to refine essential standards	Collaborative team will meet to identify the needs within Title I school	<ul style="list-style-type: none"> ● 5/.47 Certificated teachers and curriculum specialists (Supplemental \$31,281 per grade level TK-6th)
Provide integrated English Language Development support in Math to English Learners	Integrated ELD is required so that students meet the CA Math Standards	<ul style="list-style-type: none"> ● Books, licenses, and other reference materials (Supplemental \$2,001; Title I \$1,000 per grade level TK-6th)
Provide modified instruction, manipulatives, and accommodations as needed for all students, including	Individuals with Disabilities Education Act (IDEA)	<ul style="list-style-type: none"> ● Equipment (Title I \$2,357 per grade level TK-6th)

EL and Students With Disabilities
(SWD) who have not met grade level
expectancy

- Professional Development
(Site Base: \$2,142; Title I:
\$2,142 per grade level
TK-6th)

Total: \$48,835

**Newhall Elementary School
Grade 3 2020-2021
ELA Plan**

ANALYSIS of 19-20 Plan

	2019-20 Expected Outcome	2019-20 Actual Outcome
GOAL:	45% of students will score proficient on CAASPP.	**
Basis for Goal: Why this one over others?	Forty percent of students scored proficient on the 2018-2019 CAASPP. We believe, with the changes in our academic program, we will be able to achieve 45% this year.	

2019-2020 DATA: PERCENT PROFICIENT

Student Group	#	18-19 Gr 2 Reading Fluency	Unit 3	Unit 4	IAB: Literary Text B= Below N= Nearly A= Above			IAB: Informational Text			Info Writing	Opinion Writing	Narrative Writing	19-20 Gr. 3 CAASPP
					B	N	A	B	N	A				
All	95	73	15	12	***	***	***	*	*	*	28	*	*	**
White	NA	NA	NA	NA	***	***	***	*	*	*	NA	*	*	**
Hispanic	83	73	16	14	***	***	***	*	*	*	27	*	*	**
Asian	NA	NA	NA	NA	***	***	***	*	*	*	NA	*	*	**
EL	60	67	11	9	***	***	***	*	*	*	23	*	*	**
EO	18	81	13	6	***	***	***	*	*	*	23	*	*	**
RFEP	NA	NA	NA	NA	***	***	***	*	*	*	60	*	*	**
SWD	10	54	0	0	***	***	***	*	*	*	0	*	*	**

* Due to COVID-19 and distance learning, students were not able to be assessed for Tri 3.

**Statewide CAASPP was suspended due to the unprecedented circumstances surrounding coronavirus disease 2019 (COVID-19).

***We were able to complete the IAB for Reading Literature with students. However, some of us were unable to access the constructed response grading feature. Those of us who did complete the constructed response were unable to see our scores. We were not able to add data to the chart because of these technical issues.

AREAS of SUCCESS

Beginning of Year Fluency

- Only thirty-five percent of incoming third grade students were able to read 100 WCPM after summer vacation, compared to 73% at the exit of second grade. Since the reading passage was the same, “Rainbow Mailbox,” this is very concerning. The lack of practice over the summer resulted in a massive drop in reading fluency.

Unit 3 and Unit 4

- There is not a lot of success to be highlighted in the data. For both unit tests, redesignated students (all nine of them) performed significantly better than their peers. Fifty-seven percent were proficient on Unit 3 and sixty-seven percent were proficient on Unit 4. This is consistent for third grade results over the past few years: RFEP students have sufficient language skills to be able to read and demonstrate comprehension of challenging text.

Data on grade level priority standards (from EADMS and CFAs)

- RL 3.6 (point of view): students are able to answer this type of question correctly 46% of the time.
- RL 3.1 (ask/answer questions about a narrative): students are able to answer this type of question correctly 49% of the time.
- RI 3.8 (connections between parts of a text): students are able to answer this type of question correctly 57% of the time

AREAS of GROWTH

Data on grade level priority standards:

- RI 3.2 (main idea and details): students answer this type of question correctly 30% of the time
- RI 3.1 (ask/answer questions referring explicitly to text): students answer this type of question correctly 30% of the time
- RL 3.4 (meaning of words, including nonliteral language): students answer this type of question correctly 39% of the time.
- RI 3.4 (meaning of words in information text): students answer this type of question correctly 41.8% of the time.

Poor word attack skills result in weak fluency, which impacts comprehension in third grade as students spend too much time simply decoding grade level texts. They are not able to accurately and consistently use comprehension strategies since the reading level is so challenging for them. To address this challenge, we need to take careful look at the interventions we have in place in third grade. We also need to have articulation meetings with 2nd and 4th to make sure basic reading skills are strengthened.

PLANNED STRATEGIES	ACTUAL STRATEGIES	PROPOSED EXPENDITURES (Site / LCAP)	ACTUAL EXPENDITURES
<ul style="list-style-type: none"> • Specific program for Tier 3 to close reading gaps—the target for all students is to be reading 100 wpm in grade level text by the end of the year. • Tier 2 interventions tied to Priority Standards and scheduled into Pacing Guide • Tier 1 (core reading time) protected • Updated priority standards and pacing guide 	<ul style="list-style-type: none"> • Reading Mastery for Tier 3 students • Read Naturally for all students to increase fluency and comprehension • Even though we wanted to address priority standards during Tier 2 time, we had to spend our time working on fluency due to lack of grade level fluency. • Core reading time was protected. • We met in Spring 2019 to update priority standards and pacing guide. • Took 2 additional days (3 in all) to prepare for the upcoming unit. • Created our own CFAs to determine mastery of our priority standards. 	<ul style="list-style-type: none"> • Teacher hourly and substitutes (Site Base \$1,573; Title I \$2,470; Title III \$554 per grade level TK-6th) • 5/.47 Certificated Teachers (Supplemental \$25,044 per grade level 1st-6th) • Materials and supplies (Site Base \$4,544; Supplemental \$1,491; Title I \$1,127; Title III \$182 per grade level TK-6th) • 4 Curriculum Specialist (Supplemental-\$9,645) 	<ul style="list-style-type: none"> • Teacher hourly and substitutes (Site Base \$1,573; Title I \$2,470 per grade level TK-6th) • 5/.47 Certificated Teachers (Supplemental \$25,044 per grade level 1st-6th) • Materials and supplies (Site Base \$4,544; Supplemental \$1,491; Title I \$1,127 level TK-6th) • 4 Curriculum Specialist (Supplemental-\$9,645)
		Total: \$46,630	Total: \$45,894

OVERALL EFFECTIVENESS OF STRATEGIES

Tier 1

- Minimized interruptions to Core time which resulted in consistent instruction every week.
- CFAs for comprehension, fluency, and phonics provided important data to help us adjust instruction.
- Release time to develop planning guides kept us focused on priority standards.

CHANGES TO STRATEGIES

- We would like to see the Tier 3 program continue another year in its current configuration.
- Fluency program will continue next year as reading fluently is an essential part of literacy.
- We need a computer based program (like Dreambox) to practice phonics skills in an adaptive format.
- We need to revisit our priority standards and

- Students appear weaker in phonics than in past years. The Benchmark lessons are not sufficient to reach grade level proficiency.
- There are many prerequisite skills that must be in place before students are able to master each reading comprehension standard. This makes it difficult for us to plan effective Tier 2 intervention.

Tier 2

- Curriculum Specialists in the classroom worked on fluency as part of our ELA focus.
- Read Naturally had a good progression of skill levels and students were motivated by seeing their progress.

Tier 3

- Two students graduated out of the Tier 3 program.
- The time works nicely with our Tier 1 and Tier 2 block.
- The group size accommodated our student needs.
- Students received services consistently M -Th for 40 minutes.
- Growth was made, but students are still reading significantly below grade level.

- determine if we have too many.
- Vertical articulation with 4th and 2nd grades would help us narrow the scope of our focus standards.
- Continue to use digital instruction best practices, like live meets and video instruction to accompany lessons in Google Classroom.

2020-2021 Plan

	2020-21	2021 - 22	2022 - 23
GOAL:	50% of students proficient or advanced on CAASPP	55% of students proficient or advanced on CAASPP	60% of students proficient or advanced on CAASPP
Basis for Goal: Why this one over others?	Improving third grade proficiency will increase the number of students reading proficiently in later grades.		

2020-2021 STRATEGIC PLAN

STRATEGY (List specific student groups to be served)	HOW THIS STRATEGY WILL ADDRESS STATE AND/OR FEDERAL REQUIREMENTS	EXPENDITURES (Site / LCAP)
<p>Tier 1</p> <ul style="list-style-type: none"> • We need a computer based program (like Lalilo) to practice phonics skills in an adaptive format. We need to revisit our priority standards and determine if we have too many. 		<ul style="list-style-type: none"> • Teacher hourly and substitutes (Site Base: \$800; Supplemental: \$1,528; Title I: \$5,584 per grade level TK-6th) • 5/.47 Certificated teachers and curriculum specialists (Supplemental \$31,281 per grade level TK-6th)

- Vertical articulation with 4th and 2nd grades would help us narrow the scope of our focus standards.
- Incorporate tableaux (Kennedy Arts Integration) into retell activities for both information and narrative text.
- Use drama (Kennedy Arts Integration) to build narrative story elements in student writing.
- Use Google Classroom to provide differentiated independent work during reading group time.

- Books, licenses, and other reference materials (Supplemental \$2,001; Title I \$1,000 per grade level TK-6th)
- Equipment (Title I \$2,357 per grade level TK-6th)
- Professional Development (Site Base: \$2,142; Title I: \$2,142 per grade level TK-6th)

Total: \$48,835

Students served: All students

Tier 2

- Use the Read Naturally fluency program to differentiate reading/fluency instruction. Use Google Classroom as a practice forum for individual reading fluency. Use Google Forms for comprehension checks.
- Explore using music training on rhythm and beat (Kennedy Arts Integration) to improve fluency and expressive reading.

- Third grade is the last year of reading instruction, and reading fluency is essential to reading comprehension. All the reading and math standards require strong reading comprehension skills.

Students served: All students because the program is able to both enrich and remediate.

Tier 3

- Specific program for Tier 3 students to close reading gaps—the target for all students is to be reading 100 wpm in grade level text by the

- Tier 3 students struggle with decoding, vocabulary, and comprehension. There are research-proven (not just research-based) programs that address these three areas. The

end of the year.

- RSP students need to work with RSP support during the Tier 3 reading block time so they are not missing multiple blocks of classroom instruction/practice. RSP students Tier 3 time will be with an RSP teacher.
- Utilize Google Classroom to provide on-line listening support for weekly texts, beyond what is offered in Benchmark.
- Integrate Kennedy Arts training on reading portraits to build classification and observation skills, plus oral language.

programs spiral and provide directed instruction. They can be used by curriculum specialists with some professional development. Most programs are 4-5 days/week, for 30-40 minutes. Using a specific program, rather than one cobbled together, would help students with multiple reading issues. These students need more than a few skill-based mini-lessons to overcome their reading gaps.

Students served: All students reading less than 50 wpm in third grade level text.

**Newhall Elementary School
Grade 3 2020-2021
MATH Plan**

ANALYSIS of 19-20 Plan

	2019-20 Expected Outcome	2019-20 Actual Outcome
GOAL:	57% Proficient or Advanced on CAASPP	**

Basis for Goal: Why this one over others? Last year, 2018-2019, 53% of students were proficient or advanced on the CAASPP. Based on our adjustments to math instruction, we feel this is an attainable goal.

2019-2020 DATA: PERCENT PROFICIENT

Student Group	#	18-19 Gr. 2 Math Fluency	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	19-20 Gr. 3 CAASPP
All	96	83	34	60	49	47	85	*	*	**
White	NA	NA	NA	NA	NA	NA	NA	*	*	**
Hispanic	92	85	35	62	51	47	86	*	*	**
Asian	NA	NA	NA	NA	NA	NA	NA	*	*	**
EL	67	83	22	56	43	46	85	*	*	**
EO	18	88	39	55	50	39	78	*	*	**
RFEP	NA	NA	NA	NA	NA	NA	NA	*	*	**
Students with Disabilities	15	47	10	50	30	11	67	*	*	**

* Due to COVID-19 and distance learning, students were not able to be assessed for Tri 3.

**Statewide CAASPP was suspended due to the unprecedented circumstances surrounding coronavirus disease 2019 (COVID-19).

AREAS of SUCCESS

Unit 2:

60% of students were proficient/advanced on the Unit 2 Test. Our end of year is 57% proficient so we exceeded our goal in this area.

Unit 3:

Unit 1 and Unit 3 focus on addition and subtraction standards. Student proficiency went from 34% to 49% after Unit 3.

Unit 5:

Units 2 and 5 focus on multiplication. Students went from 60% proficient to 85% proficient after Unit 5.

AREAS of GROWTH

Unit 1:

We need to start balanced equations earlier so there is time to practice. We need to create our own CFA on 2-digit, 2-step problems as the assessment only assesses 3 digit problems.

Unit 3:

We need to continue revisiting addition and subtraction throughout the year in warm-ups.

Unit 4:

Unit 4 introduces fractions. More time on modeling with manipulatives would help students see equivalent relationships as well as gain a better conceptual understanding of fractions. After Unit 4, we have completed 2 WIN cycles focused on fractions. All students who participated in WIN on fractions improved.

2019 - 20 PLAN

PLANNED STRATEGIES	ACTUAL STRATEGIES	PROPOSED EXPENDITURES (SITE/LCAP)	ACTUAL EXPENDITURES (SITE/LCAP)
<ul style="list-style-type: none"> • Addition and subtraction—incorporate more frequent practice • Enhanced Tier 3 math program focusing on prerequisite number sense skills 	<ul style="list-style-type: none"> • Added practice to our morning routine which has resulted in greater proficiency. • Tier 3 has been dedicated to Reading because the need was greater. 	<ul style="list-style-type: none"> • Teacher hourly and substitutes (Site Base \$1,573; Title I \$2,470; Title III \$554 per grade level TK-6th) • 5/.47 Certificated Teachers (Supplemental \$25,044 per grade level 1st-6th) • Materials and supplies (Site Base \$4,544; Supplemental \$1,491; Title I \$1,127; Title III \$182 per grade level TK-6th) • 4 Curriculum Specialist (Supplemental-\$9,645) 	<ul style="list-style-type: none"> • Teacher hourly and substitutes (Site Base \$1,573; Title I \$2,470 per grade level TK-6th) • 5/.47 Certificated Teachers (Supplemental \$25,044 per grade level 1st-6th) • Materials and supplies (Site Base \$4,544; Supplemental \$1,491; Title I \$1,127 level TK-6th) • 4 Curriculum Specialist (Supplemental-\$9,645)
		Total: \$46,630	Total: \$45,894

OVERALL EFFECTIVENESS OF STRATEGIES

- Morning preview/review has been effective.

CHANGES TO STRATEGIES

- We need an additional person (M-Th) to take Tier 3 students who struggle with prerequisite skills in

- Bridges/Number Corner meets most of our math needs.
- Multiplication Fluency practice encourages mastery of facts.
- Tier 2 Cycles have addressed the immediate needs of students within a unit that includes enrichment and remediation.
- We continue to struggle to help the students who enter 3rd grade missing 1st and 2nd-grade number sense.
- Our students who struggle with reading comprehension have difficulty showing proficiency on the math test because they are unable to read/understand the questions.

- number sense. This needs to happen independently of reading Tier 3; ideally about 9:30 after classroom math instruction. He/she can use Bridges Intervention materials.
- Strengthening our reading program will have a positive effect on math reading comprehension.
- Unit 1 Start balanced equations in week two, create our own CFA on 2-digit, 2- step problems as the assessment only assesses 3 digit problems.
- Post Unit 1- Revisit addition and subtraction throughout the year in morning warm-ups.
- During the weeks 1 and 2 of Unit 4, spend time on modeling with manipulatives to build conceptual understanding of fractions.
- Continue to use digital instruction best practices, like live meets and video instruction to accompany lessons in Google Classroom.

2020-2021 Plan

	2020-21	2021 - 22	2022 - 23
GOAL:	60% of students will score proficient on CAASPP.	63% of students will score proficient on CAASPP.	65% of students will score proficient on CAASPP.
Basis for Goal: Why this one over others?	Improving overall proficiency in third grade will have an overall positive impact on proficiency in upper grades.		

2020-2021 STRATEGIC PLAN

STRATEGY	HOW THIS STRATEGY WILL ADDRESS STATE AND/OR FEDERAL REQUIREMENTS	EXPENDITURES (Site / LCAP)
<ul style="list-style-type: none"> ● Enhanced Tier 3 math program focusing on prerequisite number sense skills <p>Students served: students working two years below third grade (still building basic understanding of 10s and 1s to 100)</p> <ul style="list-style-type: none"> ● Provide pre teach/reteach opportunities, via small group instruction, Google Classroom 	<ul style="list-style-type: none"> ● Third grade math introduces fractions, multiplication, and division to students. Students who are still struggling with first grade number sense skills have a difficult time learning grade level material. These students then are not prepared for further math instruction. ● Students with disabilities will receive appropriate support in order to access classroom 	<ul style="list-style-type: none"> ● Teacher hourly and substitutes (Site Base: \$800; Supplemental: \$1,528; Title I: \$5,584 per grade level TK-6th) ● 5/.47 Certificated teachers and curriculum specialists (Supplemental \$31,281 per grade level TK-6th) ● Books, licenses, and other reference materials (Supplemental \$2,001; Title I

videos, RSP and .47 support. Pre Teach/reteach opportunities will be coordinated with students' IEP goals.

content and grade level standards.

\$1,000 per grade level TK-6th)

- Equipment (Title I \$2,357 per grade level TK-6th)
- Professional Development (Site Base: \$2,142; Title I: \$2,142 per grade level TK-6th)

Students Served: Students with Disabilities

- Provide enrichment activities and vocabulary support. Enrichment and vocabulary support may happen via Google Classroom experiences.

Students will be monitored to make sure they are still achieving at levels comparable to English Only students.

Total: \$48,835

Students Served: RFEP

- Provide small group instruction, including pre teach/reteach opportunities. Teach vocabulary directly through TPR and visual cues. Tableaux and portrait reading to build vocabulary and to express mathematical concepts visually.

Language learners will receive appropriate support with vocabulary in order to access grade level standards.

Students Served: Language Learners

**Newhall Elementary School
Grade 4 2020-2021
ELA Plan**

ANALYSIS of 19-20 Plan

	2019-20 Expected Outcome	2019-20 Actual Outcome
GOAL: All student groups will increase proficiency in finding main idea and key details.	50% of ALL students will meet or exceed standard.	**
Basis for Goal: Why this one over others?	Main idea and key detail aid in reading comprehension and allows the students to provide evidence and support for their conclusions.	

2019-2020 DATA: PERCENT PROFICIENT

Student Group	#	18-19 Gr. 3 CAAS PP	Unit 3	Unit 4	IAB: Literary Text			IAB: Informational Text			Info Writing	Opinion Writing	Narrative Writing	19-20 Gr. 4 CAASPP
					B= Below	N= Nearly	A= Above	B	N	A				
All	45	44	23	34	21	54	25	*	*	*	53	*	*	**
White	NA	NA	NA	NA	NA	NA	NA	*	*	*	NA	*	*	**
Hispanic	41	44	22	33	23	55	22	*	*	*	43	*	*	**
Asian	NA	NA	NA	NA	NA	NA	NA	*	*	*	NA	*	*	**
EL	20	35	18	13	36	58	6	*	*	*	20	*	*	**
EO	6	38	15	46	27	37	36	*	*	*	36	*	*	**
RFEP	17	74	36	55	0	52	48	*	*	*	72	*	*	**
SWD	9	NA	NA	NA	NA	NA	NA	*	*	*	NA	*	*	**

* Due to COVID-19 and distance learning, students were not able to be assessed for Tri 3.

**Statewide CAASPP was suspended due to the unprecedented circumstances surrounding coronavirus disease 2019 (COVID-19).

AREAS of SUCCESS

- ELA coach worked with the grade-level team to design ELD lessons for all Benchmark Units.
- Reclassified 8 students
- Implemented Response to Intervention (RTI) time for ELA. RTI times were designed to give designated support

based on current test data. Grade level team analyzed data and distributed the grade level into 4 leveled groups. Instruction was tailored to enrich or support each group's needs.

- Through integrated arts, students completed 7 weeks of folk dance training and performed for a live audience. This built collaboration, cooperation, and utilized their imagination.
- Team is very goal orientated. Teachers are self reflecting using the 5D as a guidepost for success.
- Students are goal orientated. Teachers have given themselves the goal of student accountability. Students are taking inventory of their individual progress.

Google Classroom

- Majority of students have been able to meet online with the class and the teacher.
- Collaboration between the team has been unifying and of extreme benefit. We are communicating frequently and collaborating to create materials. Students benefit from the continuity and equitable experiences.
- Students are developing technological and problem solving skills. Students are using Kahoot, Brainpop, Seesaw, Jamboard, Benchmark, Dreambox, Youtube, Mystery Science, Hyperdocs, and Accelerated Reader.
- Teachers have embraced Google Classroom, and taking risks by trying new things. We utilize the strengths of the team, connect with the students online, and take advantage of new programs and new student techniques and platforms.

Reading Group Implementation

- Students are showing growth with fluency. Students record and themselves reading and self assess their learning.
- Anchor charts give student opportunities to engage in their own self assessment
- 6 students were exited out of tier 3 phonic support intervention program
- Leveled readers are being implemented to support students' individual reading level.

Benchmark Unit 3

- Students did well with integrating two texts and referring to details in a text. Students were able to annotate text and compare and contrast themes/ main ideas.

Benchmark Unit 4

- Students did well with word meaning and phrases in a text.(Overall students met standards in this area)
- Point of view is also a strength with students (1st person vs third person) (Overall students met standards in this area)

Benchmark Unit 5

- Students understand that they need a comma before coordinating conjunctions.
- Phonics and decoding standards were met.
- Main idea of text and key detail goals were met with 62% or higher of each 4th grade class.
- Students were able to integrate information from two texts.

Informational Writing

- Students are able to organize thoughts and present purposeful writing.

Interim Assessment Administration (IAB)

- All RFEP students scored near or above standards on the Informational Test.

AREAS of GROWTH

Benchmark Unit 3

- Students still need more exposure to poetry, drama, and prose. Figurative language and vocabulary development are also in need of repeated instruction.

Benchmark Unit 4

- Students need to be able to find literary patterns in a story/drama/poem to determine the theme.

Benchmark Unit 5

- Students need to continue practicing with overall text structure.

Informational Writing

- Students struggle to elaborate on reasons and evidence. Concluding statements also prove to be difficult.

Google Classroom

- Students need to begin the school year with Google Classroom and continue to sharpen and hone their digital skills.
- Continue and extend use of new digital tools.

2019 - 20 PLAN

PLANNED STRATEGIES	ACTUAL STRATEGIES	PROPOSED EXPENDITURES	ACTUAL EXPENDITURES
<ul style="list-style-type: none"> ● Work with Kat Stroh to develop ELD lessons. ● Focus on teaching text types with Benchmark reading materials. ● Use Benchmark weekly assessments. ● After becoming more familiar with Benchmark texts, instruction will become focused on main idea and detail. 	<ul style="list-style-type: none"> ● Worked with Kat Stroh to develop ELD lessons. ● Used individual voters as well as class size voters. ● Benchmark unit assessments are used to reinforce test taking strategies as well as drive instruction. ● Instruction has been more focused and streamlined towards main ideas and detail. ● Utilized .47 teachers for Tier 3 instruction in phonics and reading fluency. ● RACE was utilized for constructed response questions. 	<ul style="list-style-type: none"> ● Teacher hourly and substitutes (Site Base \$1,573; Title I \$2,470; Title III \$554 per grade level TK-6th) ● 5/.47 Certificated Teachers (Supplemental \$25,044 per grade level 1st-6th) ● Materials and supplies (Site Base \$4,544; Supplemental \$1,491; Title I \$1,127; Title III \$182 per grade level TK-6th) ● 4 Curriculum Specialist (Supplemental-\$9,645) 	<ul style="list-style-type: none"> ● Teacher hourly and substitutes (Site Base \$1,573; Title I \$2,470 per grade level TK-6th) ● 5/.47 Certificated Teachers (Supplemental \$25,044 per grade level 1st-6th) ● Materials and supplies (Site Base \$4,544; Supplemental \$1,491; Title I \$1,127 level TK-6th) ● 4 Curriculum Specialist (Supplemental-\$9,645)
		Total: \$46,630	Total: \$45,894

OVERALL EFFECTIVENESS OF STRATEGIES

- Based on Benchmark Intervention with the .47 teachers, students are exiting Tier 3.
- Overall, students had more structured opportunities to talk and participate in authentic conversations.
- Benchmark Leveled Readers were used to drive small group instruction.

CHANGES TO STRATEGIES

- .47 daily schedule needs to be consistent and accommodating to the teacher's schedule.
- Creating and implementing more common formative assessments.
- Include extra lessons on poetry, drama and prose.
- Teach Theme using a HyperDoc.
- Explicitly teach through text structure at the beginning of the year with refreshers throughout units.
- Give students language and concise verbage to elaborate and find evidence within a text.
- Begin the school year with Google Classroom.
- Continue to use digital platforms.

2020-2021 Plan

	2020-21	2021 - 22	2022 - 23
GOAL: All student groups will increase proficiency in finding main idea and key details.	53% of ALL students will meet or exceed standard.	55% of ALL students will meet or exceed standard.	57% of ALL students will meet or exceed standard
Basis for Goal: Why this one over others?	Main idea and key detail aid in reading comprehension and allows the students to provide evidence and support for their conclusions.		

2020-2021 STRATEGIC PLAN

STRATEGY (List specific student groups to be served)	HOW THIS STRATEGY WILL ADDRESS STATE AND/OR FEDERAL REQUIREMENTS	EXPENDITURES (Site / LCAP)
<ul style="list-style-type: none"> ● Work with a district ELA coach to design ELD lessons and strategies to support all students. ● To aid in finding the main idea students will circle repeating nouns and verbs. Then they will create a main idea annotation. ● Provide Tier 3 intervention for students significantly below grade level. 	<ul style="list-style-type: none"> ● Designated ELD is required so that students meet the CA ELD standards. ● Identifying repeating nouns and verbs helps students meet the CA ELA standard RI 4.2. ● As a title 1 school students with SWP address the academic needs to students who are not meeting standards. 	<ul style="list-style-type: none"> ● Teacher hourly and substitutes (Site Base: \$800; Supplemental: \$1,528; Title I: \$5,584 per grade level TK-6th) ● 5/.47 Certificated teachers and curriculum specialists (Supplemental \$31,281 per grade level TK-6th) ● Books, licenses, and other reference materials (Supplemental \$2,001; Title I \$1,000 per grade level TK-6th)

- Collaborate with staff in order to ensure the success of students with disabilities.
 - Visual schedule
 - Instruction in both auditory combined with visual aides
 - Hands on manipulative and realia
 - Flexible seating
 - Chunking and masking text and instruction
 - Computer accommodations
 - Equipment (Title I \$2,357 per grade level TK-6th)
 - Professional Development (Site Base: \$2,142; Title I: \$2,142 per grade level TK-6th)
- Total: \$48,835

**Newhall Elementary School
Grade 4 2020-2021
MATH Plan**

ANALYSIS of 19-20 Plan

**2019-20
Expected Outcome**

**2019-20
Actual Outcome**

GOAL: 50% of ALL students will meet or exceed standard.

**

Basis for Goal: Why this one over others? The ability to generate equivalent fractions is a foundational skill in mathematics. Understanding equivalent fractions is the precursor to being able to add, subtract, and multiply fractions.

2019-2020 DATA: PERCENT PROFICIENT

Student Group	#	18-19 Gr. 3 CAASP P	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	19-20 Gr. 4 CAASPP
All	55	53	61	63	57	51	73	*	*	**
White	NA	NA	NA	NA	NA	NA	NA	*	*	**
Hispanic	52	53	61	63	56	55	73	*	*	**
Asian	NA	NA	NA	NA	NA	NA	NA	*	*	**
EL	25	41	48	43	44	35	65	*	*	**
EO	NA	NA	38	70	54	42	67	*	*	**
RFEP	21	91	87	90	81	74	90	*	*	**
Students with Disabilities	9	NA	NA	NA	NA	NA	NA	*	*	**

* Due to COVID-19 and distance learning, students were not able to be assessed for Tri 3.

**Statewide CAASPP was suspended due to the unprecedented circumstances surrounding coronavirus disease 2019 (COVID-19).

AREAS of SUCCESS

- Grade level multiplication review to help foster understanding of factors, multiples, and prime/composite numbers.
- Teachers took steps to ensure that all students are completing a minimum of 5 lessons per week on Dreambox.

Teachers utilize the assign focus feature to reinforce classroom instruction.

- Implemented WHAT I NEED (WIN) time. WIN time was designed to give students what they need based on current test data. Our grade-level team analyzed data and distributed the grade level into seven leveled groups. Instructions were tailored to enrich and support each group's needs. Instruction was delivered by classroom teachers, and .47 teachers. The team set aside 30 minutes three times a week for WIN time.
- Our team developed common formative assessments to track student progress in a unit and in differentiated WIN groups.
- Students were able to utilize partner talk to increase understanding and develop new ideas.
- Students were able to use mathematical tools correctly.
- Students were able to use different strategies and models to show thinking and computation.

Google Classroom

- Majority of students have been able to meet online with the class and the teacher.
- Collaboration between the team has been unifying and of extreme benefit. We are communicating frequently and collaborating to create materials. Students benefit from the continuity and equitable experiences.
- Students are developing technological and problem solving skills. Students are using Kahoot, Seesaw, Jamboard, Bridges, Number Pieces, Dreambox, Youtube, and Learnzillion.
- Teachers have embraced Google Classroom, and taking risks by trying new things. We utilize the strengths of the team, connect with the students online, and take advantage of new programs and new student techniques and platforms.

Unit 1

- Multiplying one-digit numbers by multiples of 10
- Fluently multiply within 100
- Understand division as an unknown-factor problem
- Identifying factor pairs

Unit 2

- Multiply to solve word problem to solve multiplicative comparisons
- Multiply whole numbers up to four digits by a 1 digit whole number
- Whole number quotients and remainders with up to four-digit dividend and one digit divisor

Unit 3

- Decompose fractions in a sum of fractions
- Understand addition and subtraction with fractions
- Generate equivalent fractions

Unit 4

- Read and write multi-digit whole numbers
- Students understand place value as a power of 10
- Add and subtraction multi-digit whole numbers

Unit 5

- Measure angles with a protractor
- Recognize lines of symmetry
- Draw and classify geometric figures
- Finds area and perimeter

AREAS of GROWTH

- Intervention block interfered with core instruction.
- Reading, Math and ELD Intervention blocks were interrupted an estimated total of 6-10 times due to staffing and scheduling complications.
- More student practice with multi-step story problems.

Google Classroom

- Students need to begin the school year with Google Classroom and continue to sharpen and hone their digital skills.
- Continue and extend use of new digital tools.

Unit 1

- Multi-Step word problems with whole numbers

Unit 2

- Solves multi-step word problems in which remainders must be interpreted.

Unit 3

- Solve word problems involving addition, subtraction, and multiplication of a fraction by a whole number.

Unit 4

- Student struggle with conversions in measurement
- Use four operations to solve word problems involving elapsed time

Unit 5

- Multiply a whole number up to four-digit by 1 digit
- Add and subtract multi-digit numbers

2019 - 20 PLAN

PLANNED STRATEGIES	ACTUAL STRATEGIES	PROPOSED EXPENDITURES (SITE/LCAP)	ACTUAL EXPENDITURES (SITE/LCAP)
<ul style="list-style-type: none"> • Collaborate with WIN teachers • Practice math strategies • Small group instruction 	<ul style="list-style-type: none"> • As a team we met with the lead WIN teacher and demonstrated strategies, listed vocabulary and used manipulatives • Small groups were based on checkpoints and student needs • Students presented their reasoning and critique the reasoning of their peers • Students modeled reasoning using different strategies 	<ul style="list-style-type: none"> • Teacher hourly and substitutes (Site Base \$1,573; Title I \$2,470; Title III \$554 per grade level TK-6th) • 5/.47 Certificated Teachers (Supplemental \$25,044 per grade level 1st-6th) • Materials and supplies (Site Base \$4,544; Supplemental \$1,491; Title I \$1,127; Title III \$182 per grade level TK-6th) • 4 Curriculum Specialist (Supplemental-\$9,645) 	<ul style="list-style-type: none"> • Teacher hourly and substitutes (Site Base \$1,573; Title I \$2,470 per grade level TK-6th) • 5/.47 Certificated Teachers (Supplemental \$25,044 per grade level 1st-6th) • Materials and supplies (Site Base \$4,544; Supplemental \$1,491; Title I \$1,127 level TK-6th) • 4 Curriculum Specialist (Supplemental-\$9,645)
		Total: \$46,630	Total: \$45,894

OVERALL EFFECTIVENESS OF STRATEGIES

- Based on data from common formative assessments and summative assessments, it was beneficial for the team to work with the lead WIN teacher.
- Using .47 teachers during WIN, allowed our grade level to create smaller groups during intervention
- Students were able to connect Dreambox instruction to classroom strategies and discussions in the Bridges curriculum

CHANGES TO STRATEGIES

- The data shows that we need to continue to refine our Tier 2 instruction.
- The data shows that we need to refine our common formative assessments.
- Anchor, scaffolding and criteria for success charts posted to aid with multi-step word problems with all operations.
- Trying new strategies like numberless word problems, using ELA strategies for main ideas and details to help answer word problems.
- Focus on mathematical practices.
- Use ratio tables for mathematical conversions.
- Focus on algorithms for addition and subtraction.
- Utilize the area model for multiplication.
- Begin the school year with Google Classroom.
- Continue to use digital platforms.

2020-2021 Plan

	2020-21	2021 - 22	2022 - 23
GOAL: 50% of ALL students will meet or exceed standard.	53% of ALL students will meet or exceed standard.	55% of ALL students will meet or exceed standard.	60% of ALL students will meet or exceed standard.
Basis for Goal: Why this one over others?	The ability to generate equivalent fraction is a foundational skill in mathematics. Understanding equivalent fractions is the precursor to being able to add, subtract, and multiply fractions.		

2020-2021 STRATEGIC PLAN

STRATEGY (List specific student groups to be served)	HOW THIS STRATEGY WILL ADDRESS STATE AND/OR FEDERAL REQUIREMENTS	EXPENDITURES (Site / LCAP)
<ul style="list-style-type: none"> ● Provide cycles of Tier 2 intervention to all students ● Provide Tier 3 intervention for students significantly below grade level. 	<ul style="list-style-type: none"> ● As a Title 1 school, this SWP addresses the academic needs of students who are not meeting standards ● Visual schedule ● Instruction in both auditory combined with visual aides ● Hands-on manipulatives and realia ● Flexible seating ● Chunking and masking text 	<ul style="list-style-type: none"> ● Teacher hourly and substitutes (Site Base: \$800; Supplemental: \$1,528; Title I: \$5,584 per grade level TK-6th) ● 5/.47 Certificated teachers and curriculum specialists (Supplemental \$31,281 per grade level TK-6th) ● Books, licenses, and other reference materials

- Collaborate with staff in order to ensure success of students with disabilities.
 - and instruction
 - Computer accommodations (Supplemental \$2,001; Title I \$1,000 per grade level TK-6th)
 - Mainstream students for number corner and morning warm up
 - Staff are included in 4th grade Google Classrooms
 - Field Trips
 - RSP students meet with support staff to reinforce classroom materials
 - All students are included into arts integration ie: dance, visual art
 - Equipment (Title I \$2,357 per grade level TK-6th)
 - Professional Development (Site Base: \$2,142; Title I: \$2,142 per grade level TK-6th)
- Total: \$48,835

**Newhall Elementary School
Grade 5 2020-2021
ELA Plan**

ANALYSIS of 19-20 Plan

	2019-20 Expected Outcome	2019-20 Actual Outcome
GOAL: ELA CAASPP met or exceeded (all students)	48%	**
Basis for Goal: Why this one over others?	Proficiency in the ELA CAASPP assessment demonstrates student understanding of 5th grade ELA standards	

2019-2020 DATA: PERCENT PROFICIENT

Student Group	#	18-19 Gr. 4 CAASPP	Unit 3	Unit 4	IAB: Literary Text			IAB: Informational Text			Info Writing	Opinion Writing	Narrative Writing	19-20 Gr. 5 CAASPP
					B= Below	N= Nearly	A= Above	B	N	A				
All	69	44	4	24	*	*	*	*	*	*	35	*	*	**
White	NA	NA	NA	NA	*	*	*	*	*	*	NA	*	*	**
Hispanic	68	43	4	23	*	*	*	*	*	*	34	*	*	**
Asian	1	NA	NA	NA	*	*	*	*	*	*	NA	*	*	**
EL	31	8	0	13	*	*	*	*	*	*	20	*	*	**
EO	16	70	6	21	*	*	*	*	*	*	38	*	*	**
RFEP	21	85	10	40	*	*	*	*	*	*	55	*	*	**
Students with Disabilities	10	0	NA	NA	*	*	*	*	*	*	NA	*	*	**

* Due to COVID-19 and distance learning, students were not able to be assessed for Tri 3.

**Statewide CAASPP was suspended due to the unprecedented circumstances surrounding coronavirus disease 2019 (COVID-19).

AREAS of SUCCESS

Unit 3:

- RFEP students performed the highest with 10%.

Unit 4

- All student groups performed better on Unit 4 than Unit 3. There was a 19% increase from 4% to 23% for the Hispanic student group. The EL group increased from 0% to 13%. The EO group increased from 6% to 21%.
- The RFEP group had the largest increase of 30% from 10% on Unit 3 to 40% on Unit 4.
- All groups increased by 13% or more

AREAS of GROWTH

Unit 3:

- Students need more practice in small group with test taking strategies
- Integrate additional constructed response practice into small groups
- All students need additional practice identifying main idea and key details
- Students need practice summarizing text and recognizing which key event is missing from a summary
- Continue to practice making inferences and supporting ideas with details from the text

Unit 4

- Continue working with weekly assessments in small groups
- Integrate additional constructed response practice into small groups
- Continue practicing summarizing text and recognizing which key event is missing from a summary
- Continue to practice making inferences and supporting ideas with details from the text
- Identify text structure in informational text
- Practice identifying author’s purpose/word choice

2019 - 20 PLAN

PLANNED STRATEGIES	ACTUAL STRATEGIES	PROPOSED EXPENDITURES (Site / LCAP)	ACTUAL EXPENDITURES
<ul style="list-style-type: none"> ● Follow Benchmark curriculum ● Use Benchmark ELD program for ELD instruction ● Utilize RACE strategy, brief-writes, constructed response in writing instruction ● Utilize Benchmark writing prompts, especially when comparing two or more sources 	<ul style="list-style-type: none"> ● Followed Benchmark Curriculum and utilized leveled readers for small group instruction ● Used Benchmark for ELD ● Utilized all writing strategies ● Utilized Benchmark writing prompts and weekly assessments ● Used peer editing 	<ul style="list-style-type: none"> ● Teacher hourly and substitutes (Site Base \$1,573; Title I \$2,470; Title III \$554 per grade level TK-6th) ● 5/.47 Certificated Teachers (Supplemental \$25,044 per grade level 1st-6th) ● Materials and supplies (Site Base \$4,544; Supplemental \$1,491; Title I \$1,127; Title III \$182 per grade 	<ul style="list-style-type: none"> ● Teacher hourly and substitutes (Site Base \$1,573; Title I \$2,470 per grade level TK-6th) ● 5/.47 Certificated Teachers (Supplemental \$25,044 per grade level 1st-6th) ● Materials and supplies (Site Base \$4,544; Supplemental \$1,491; Title I

<ul style="list-style-type: none"> ● Use of peer editing ● Utilize multi-media sources for learning and writing ● Use ICONS and Thinking Maps to organize and plan ● Weekly Common Core homework in math, ELA, and reading comprehension ● Students are expected to read and complete one AR book per week ● Tier 3 for reading comprehension/ fluency growth 	<ul style="list-style-type: none"> ● Utilized multi-media sources for learning and writing in science ● Used ICONS and Thinking Maps ● Consistent use of CC homework in math, ELA, and reading comp. ● Students read at least one AR chapter book per week ● Tier 3 groups determined by Benchmark fluency level tests in August and January ● Use of Google Classroom for homework assignments, classroom assignments, exit tickets, quizzes, use of multimedia sources 	<ul style="list-style-type: none"> ● level TK-6th) ● 4 Curriculum Specialist (Supplemental-\$9,645) 	<ul style="list-style-type: none"> ● \$1,127 level TK-6th) ● 4 Curriculum Specialist (Supplemental-\$9,645)
		Total: \$46,630	Total: \$45,894

OVERALL EFFECTIVENESS OF STRATEGIES

- Benchmark data has been effective in determining Tier 2 and Tier 3 groups as well as designing purposeful Tier 1 instruction
- Our work with Katrina Stroh guided us to utilizing daily small group instruction using Benchmark leveled readers
- Small group instruction with leveled texts
- Used the Benchmark Weekly assessments as a part of small group instruction to enhance learning and focus on test taking strategies
- Students used graphic organizers, thinking maps, annotating and other note taking strategies to deepen their understanding of how to identify main ideas and key details, summarize text, recognize missing key events from summary, making inferences and finding supporting details

CHANGES TO STRATEGIES

- Next year, we will incorporate even more practice with multi-media sources through the use of technology, i.e. STEMscopes, Mystery Science, Mystery Doug, BrainPop, YouTube, Grammarly, Accelerated Reader, DreamBox.
- Teachers will deepen the use of graphic organizers, thinking maps, annotating and other note taking strategies to deepen their understanding of how to identify main ideas and key details, summarize text, recognize missing key events from summary, making inferences and finding supporting details in text.
- Text structure identification will become part of the annotating process to help students understand the author's purpose for writing a particular type of text.

- in text.
- Teachers used text structure to help students understand the author's purpose for writing a particular type of text.
- Teachers will use AB partners, talking sticks, sentence frames, and cooperative group responsibilities for participation to encourage student discourse
- Teachers used Benchmark comprehension questions for the Leveled Readers to provide additional practice with constructed response writing strategies.

- Continue to use digital instruction best practices, like live meets and video instruction to accompany lessons in Google Classroom.

2020-2021 Plan

	2020-21	2021 - 22	2022 - 23
GOAL:	51%	54%	57%

Basis for Goal: Why this one over others? Proficiency on the ELA CAASPP assessment demonstrates student understanding of 5th grade ELA standards

2020-2021 STRATEGIC PLAN

STRATEGY (List specific student groups to be served)	HOW THIS STRATEGY WILL ADDRESS STATE AND/OR FEDERAL REQUIREMENTS	EXPENDITURES (Site / LCAP)
<ul style="list-style-type: none"> Provide differentiated daily designated English language development to English Learners Student discourse will exceed the amount the teacher talks-including partner talk, small group discussion, and oral presentations for all groups of students, but EL in particular. Scaffolding techniques will support student comprehension (graphic organizers, thinking maps, icons, visual aids etc.) for all student groups. All students will use leveled texts to access curriculum, make connections and infer 	<ul style="list-style-type: none"> Designated ELD is required so that students meet the CA ELD standards This will help support language development for EL students as well as EO students Reading comprehension is a priority standard in 5th grade Inferencing is a high level standard and students need consistent practice 	<ul style="list-style-type: none"> Teacher hourly and substitutes (Site Base: \$800; Supplemental: \$1,528; Title I: \$5,584 per grade level TK-6th) 5/.47 Certificated teachers and curriculum specialists (Supplemental \$31,281 per grade level TK-6th) Books, licenses, and other reference materials (Supplemental \$2,001; Title I \$1,000 per grade level TK-6th) Equipment (Title I \$2,357 per grade level TK-6th) Professional Development (Site Base: \$2,142; Title I:

- Tier 2 and Tier 3 Intervention with .47 teacher. Grade level teachers will service the far below basic students. The .47 teachers will work with the below basic and basic students.
 - SDC students will be mainstreamed into regular ed classrooms when possible and appropriate.
 - .47 teachers will push into the regular ed classroom to provide support during Tier 2 keeping group size smaller.
 - All students will use sentence frames, modeling, and direct instruction to teach purposeful conversation strategies at different DOK levels.
 - Provide additional practice for summarizing text, inferring and supporting inferences, and sequencing for all students.
 - Students with special needs will be provided with color coding, preferential seating, modified assignments, sentence frames, anchor charts, visuals, posted schedules, auditory support for reading text, peer tutoring, adaptations for physical needs, immediate and specific feedback.
 - Use of Google Classroom for homework assignments, classroom assignments, exit tickets, quizzes, use of multimedia sources
 - As a Title 1 school, this addresses the needs of students who are not meeting standards
 - Individuals with Disabilities Education Act (IDEA)
 - This SWP addresses the academic needs of all Title 1 students
 - This SWP addresses the academic needs of all Title 1 students
 - Summarizing, inferring, details to support, and sequencing are standards in 5th grade for both literature and informational text
 - Individuals with Disabilities Education Act (IDEA)
 - This SWP addresses the academic needs of all Title 1 students
- \$2,142 per grade level TK-6th)
- Total: \$48,835

**Newhall Elementary School
Grade 5 2020-2021
MATH Plan**

ANALYSIS of 19-20 Plan

	2019-20 Expected Outcome	2019-20 Actual Outcome
GOAL: Math CAASPP percent met or exceeded (all students)	58%	**
Basis for Goal: Why this one over others?	Proficiency in the Math CAASPP assessment demonstrates student understanding of the 5th-grade math standards	

2019-2020 DATA: PERCENT PROFICIENT

Student Group	#	18-19 Gr. 4 CAASPP	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	19-20 Gr. 5 CAASPP
All	73	51	34	33	51	53	73	*	*	**
White	0	NA	NA	NA	NA	NA	NA	*	*	**
Hispanic	72	57	33	32	50	52	73	*	*	**
Asian	1	NA	NA	NA	NA	NA	NA	*	*	**
EL	36	33	25	14	42	41	68	*	*	**
EO	15	53	27	47	31	51	81	*	*	**
RFEP	21	NA	53	55	77	73	73	*	*	**
Students with Disabilities	10	7	NA	NA	NA	NA	NA	*	*	**

* Due to COVID-19 and distance learning, students were not able to be assessed for Tri 3.

**Statewide CAASPP was suspended due to the unprecedented circumstances surrounding coronavirus disease 2019 (COVID-19).

AREAS of SUCCESS

Unit 1:

- RFEP students demonstrated the highest level of proficiency with 53% met or exceeded
- WIN cycle #1 on multiplication and long division front-loaded skills and knowledge of strategies
- Utilized daily math drills to master math facts

- Utilized daily math review and word problem practice
- EL student proficiency increased from the previous year from 11% in 2018-2019 to 25% this year.

Unit 2:

- EO students made a gain of 20% increasing percent proficient from 27% proficiency to 47% proficiency
- WIN cycle on finding the common denominator helped students understand equivalent fractions
- RFEP students demonstrated the highest level of proficiency scoring 55% met or exceeded
-
- EO student proficiency increased from the previous year from 36% in 2018-2019 to 47% this year

Unit 3:

- RFEP students demonstrated the highest level of proficiency scoring 77% met or exceeded
- The overall percent proficient increased from 33% in Unit 2 to 51% in Unit 3
- EL student proficiency increased from 14% in Unit 2 to 42% in Unit 3
- RFEP student proficiency increased from 55% in Unit 2 to 77% in Unit 3
- WIN cycle on place value including decimals to the thousandths aided student understanding

Unit 4:

- The overall percent proficiency increased from 51% in Unit 3 to 53% in Unit 4
- The overall percent of proficiency has increased each unit thus far
- Hispanic students percent proficiency increased from 50% in Unit 3 to 52% in Unit 4
- EO students made a gain of 20% jumping from 31% in Unit 3 to 51% in Unit 4
- More students mastered multiple strategies for solving multiplication and division problems, demonstrating proficiency
- WIN cycle #1 front loaded division skills

Unit 5:

- The overall percent proficiency increased from 53% in Unit 4 to 73% in Unit 5
- The overall percent of proficiency has increased each unit
- Hispanic students percent proficiency increased from 52% in Unit 4 to 73% in Unit 5
- EL students made a gain of 27% jumping from 41% in Unit 4 to 68% in Unit 5
- EO students made the greatest gain of 30% increasing from 51% in Unit 4 to 81% in Unit 5

AREAS of GROWTH

Unit 1:

- Small group instruction for ELs to increase engagement and discourse
- Early identification of students needing intervention
- Begin small group instruction/reteach foundational skills as early as possible

Unit 2:

- EL decreased in proficiency
- Utilize Claim Example Stems in instruction and reteach

Unit 3:

- EO decreased in proficiency
- WIN cycle on rounding whole numbers and decimals
- Small groups to ensure mastery of place value concepts- powers of 10

Unit 4:

- RFEP decrease in proficiency
- WIN cycle for the proficiency of multiplication and division algorithms

Unit 5:

- RFEP students did not increase in proficiency from Unit 4 with 73% to Unit 5 with 73%
- WIN cycle for proficiency of multiplication and division of fractions

2019 - 20 PLAN

PLANNED STRATEGIES	ACTUAL STRATEGIES	PROPOSED EXPENDITURES (SITE/LCAP)	ACTUAL EXPENDITURES (SITE/LCAP)
<ul style="list-style-type: none"> ● Students completed 5 DreamBox lessons per week ● CC math spiral homework ● Focused WIN time ● Weekly CFA guided instruction ● Cooperative learning groups ● Student discourse was greater than teacher talk- partner A and B ● Consistently used Number Corner ● RACE for math word problems ● Intentionally paired EL students with EO 	<ul style="list-style-type: none"> ● Students completed and were held accountable for 5 or more DreamBox lessons each week ● CC math spiral homework ● WIN time focused on foundational skills for each unit ● Weekly CFA guided instruction and reteach needs ● Cooperative learning groups utilized to challenge students to explore and discover new math concepts ● Increased student discourse ● Consistent use of Number Corner ● Use of RACE for math word problems taught throughout the units ● Intentionally paired EL students with proficient bilingual students ● WIN cycles focused on foundational skills and utilized .47 teacher ● Tracked and analyzed data during PLC to guide instruction ● Use of Google Classroom for homework assignments, classroom assignments, 	<ul style="list-style-type: none"> ● Teacher hourly and substitutes (Site Base \$1,573; Title I \$2,470; Title III \$554 per grade level TK-6th) ● 5/.47 Certificated Teachers (Supplemental \$25,044 per grade level 1st-6th) ● Materials and supplies (Site Base \$4,544; Supplemental \$1,491; Title I \$1,127; Title III \$182 per grade level TK-6th) ● 4 Curriculum Specialist (Supplemental-\$9,645) 	<ul style="list-style-type: none"> ● Teacher hourly and substitutes (Site Base \$1,573; Title I \$2,470 per grade level TK-6th) ● 5/.47 Certificated Teachers (Supplemental \$25,044 per grade level 1st-6th) ● Materials and supplies (Site Base \$4,544; Supplemental \$1,491; Title I \$1,127 level TK-6th) ● 4 Curriculum Specialist (Supplemental-\$9,645)
		Total: \$46,630	Total: \$45,894

quizzes, use of
multimedia sources.

OVERALL EFFECTIVENESS OF STRATEGIES

- Data from CFAs and Unit assessments drove our WIN cycles, instruction, and reteach
- Having additional help from .47 during WIN cycles was instrumental in growth of student proficiency
- .47 teachers pushed into the regular ed classroom to provide support during Tier 2 keeping group size smaller.
- Assigned focus DB lessons provided students with foundational knowledge and independent practice
- Mainstreaming special needs students during Number Corner and Tier 1 instruction facilitated learning and student discourse and provided an informal setting for student learning
- Student leadership opportunities enhanced student participation, accountability, and built in responsibility to help their peers i.e. “proficient student math coaches” mentored and encouraged their “teams” during each unit. Student leaders managed Number Corner activities.
- Early identification of student needs addressed through analysis of data guided instruction and intervention. Weekly CFA were given to all students. Data guided Tier 2 instruction for the following week and determined if Tier 1 reteach is necessary.
- Unit test scores were analyzed to find strengths and gaps in learning across the grade level. Students received additional, targeted practice and reteach opportunities so they can attain proficiency. Teachers discussed new teaching methods to provide more efficient and effective lessons for the following year in the areas of need.
- Students with special needs were provided with color coding, preferential seating, modified assignments, sentence frames, anchor charts, visuals, posted schedules, auditory support for reading text, peer tutoring, adaptations for physical needs, immediate and specific feedback.

CHANGES TO STRATEGIES

- Continue to use .47 teacher for intervention during Tier 2 and Tier 3. Grade level teachers will service the far below basic students. The .47 teachers will work with the below basic and basic students.
- Continue to work on analyzing unit test results to find strengths and gaps in learning across the grade level. Teachers will continue to discuss new teaching methods to provide more efficient and effective lessons for the following year in the areas of need.
- Early identification of students needing intervention at the beginning of the school year to begin addressing gaps in foundational skills
- Begin small group instruction/reteach foundational skills as early as possible
- Teachers will deepen the use of AB partners, talking sticks, sentence frames, and cooperative group responsibilities for participation to encourage student discourse
- Continue to use digital instruction best practices, like live meets and video instruction to accompany lessons in Google Classroom.

2020-2021 Plan

	2020-21	2021 - 22	2022 - 23
GOAL: Math CAASPP percent met or exceeded (all students)	60%	63%	66%
Basis for Goal: Why this one over others?	Proficiency in the Math CAASPP assessment demonstrates student understanding of the 5th-grade math standards		

2020-2021 STRATEGIC PLAN

STRATEGY	HOW THIS STRATEGY WILL ADDRESS STATE AND/OR FEDERAL REQUIREMENTS	EXPENDITURES (Site / LCAP)
<ul style="list-style-type: none"> All students are expected to complete 5 DreamBox lessons per week Common Core math spiral homework for all students- modify for students with disabilities Focused WIN time for students who need intervention. Groups will be created based on targeted weaknesses from the weekly common formative assessments Team will continue to use analysis of data to guide instruction and intervention. Data from CFAs and Unit assessments will provide useful information to drive WIN cycles, instruction, and reteach. 	<ul style="list-style-type: none"> DreamBox allows students to work independently on foundational skills Allows students additional practice Address the academic needs of students who are not meeting standards Assess mastery and identify weaknesses 	<ul style="list-style-type: none"> Teacher hourly and substitutes (Site Base: \$800; Supplemental: \$1,528; Title I: \$5,584 per grade level TK-6th) 5/.47 Certificated teachers and curriculum specialists (Supplemental \$31,281 per grade level TK-6th) Books, licenses, and other reference materials (Supplemental \$2,001; Title I \$1,000 per grade level TK-6th) Equipment (Title I \$2,357 per grade level TK-6th) Professional Development (Site Base: \$2,142; Title I: \$2,142 per grade level TK-6th)
<ul style="list-style-type: none"> Cooperative learning groups will include language learners, students with proficiency, students with disabilities, reclassified students. Student discourse greater than teacher talk- partner A and B. Partners will be purposely 	<ul style="list-style-type: none"> Group discourse supports English Learners Discourse supports English Learners 	<p>Total: \$48,835</p>

chosen based on ability and language level.

- Consistent daily use of Number Corner
- RAP (Restate, Answer, Prove) for math word problems for all students
- Intentional pairing of EL students with EO students
- Provide differentiated ELD instruction during math to support EL
- Early identification of students needing intervention
- Begin small group instruction/reteach foundational skills as early as possible
- Use of Google Classroom for homework assignments, classroom assignments, quizzes, use of multimedia sources
- Spiral review ensures multiple opportunities to reach proficiency
- RACE allows students to apply writing technique to math word problems
- Discourse supports English Learners
- Early identification of students not meeting standards
- Early intervention for students not meeting standards
- This SWP addresses the academic needs of all Title 1 students
- This SWP addresses the academic needs of all Title 1 students

**Newhall Elementary School
Gr 5 2020-2021
Physical Fitness Plan**

ANALYSIS of 19-20 Plan

	2019-20 Expected Outcome	2019-20 Actual Outcome
GOAL: Aerobic Capacity	71%	*
Basis for Goal: Why this one over others?	Proficiency in Aerobic Capacity demonstrates an overall fitness level.	

Test Area	2017-18 Site % Meeting Standard	2017-18 District % Meeting Standard	2018-19 Site % Meeting Standard	2018-19 District % Meeting Standard	2019-20 Site % Meeting Standard	2019-20 District % Meeting Standard
Aerobic Capacity	59%	76%	68%	75%	*	*
Body Composition	49%	66%	53%	66%	*	*
Abdominal Strength	68%	76%	66%	75%	*	*
Trunk Extension	96%	90%	100%	97%	*	*
Upper Body Strength	52%	66%	75%	79%	*	*
Flexibility	57%	70%	68%	76%	*	*

*The physical fitness test (PFT) for students in California schools was suspended due to the unprecedented circumstances surrounding coronavirus disease 2019 (COVID-19).

AREAS of SUCCESS

- Daily mile run as a grade level was effective and motivating
- Engaging games that involved running added extra aerobic practice
- .47 taught 45 minutes of skill based instruction and games each Friday
- Before running, all students had the opportunity to stretch and strengthen flexibility

AREAS of GROWTH

- Begin timing their run earlier in the year
- Incorporate upper body strength exercises at least one time per week

2019 - 20 PLAN

PLANNED STRATEGIES	ACTUAL STRATEGIES	PROPOSED EXPENDITURES (Site / LCAP)	ACTUAL EXPENDITURES
<ul style="list-style-type: none"> • Our team will meet as a grade level for aerobic exercise to run the mile 3-5 times per week • Our team will begin instruction and practice PE Standards early in the school year • Our team will continue to provide opportunity to stretch and increase flexibility 3-5 times per week 	<ul style="list-style-type: none"> • Our team met each morning for aerobic exercise • Our team started instruction and practice on test areas in September • We provided the opportunity to stretch and strengthen flexibility each day before running 	PE Equipment (Site Supplemental):\$500 Total: \$500	PE Equipment (Site Supplemental):\$500 Total: \$500

OVERALL EFFECTIVENESS OF STRATEGIES

*

CHANGES TO STRATEGIES

- Continue all strategies and begin to time their running earlier in the school year to encourage them to improve and monitor their own progress

*The physical fitness test (PFT) for students in California schools was suspended due to the unprecedented circumstances surrounding coronavirus disease 2019 (COVID-19).

2020-2021 Plan

	2020-21	2021 - 22	2022 - 23
GOAL:	74%	76%	78%

Basis for Goal: Why this one over others?

Proficiency in Aerobic Capacity demonstrates an overall fitness level.

2020-2021 STRATEGIC PLAN

STRATEGY (List specific student groups to be served)	HOW THIS STRATEGY WILL ADDRESS STATE AND/OR FEDERAL REQUIREMENTS	EXPENDITURES (Site / LCAP)
Our team will continue to have students run the daily mile 3-5 times per week.	California mandates at least 200 minutes of physical education every 10 school days in grades 1-6.	None at the moment.
Our team will continue to have students stretch before they run each day.	Public school students in grades five are required to take the Physical Fitness Test (PFT.) The Physical Education Framework for California Public	
Our team will incorporate upper body strength exercises 3-5 times a week.		
Our team will incorporate upper body strength exercises 3-5 times a week.		

**Newhall Elementary School
Grade 6 2020-2021
ELA Plan**

ANALYSIS of 19-20 Plan

	2019-20 Expected Outcome	2019-20 Actual Outcome
GOAL: ELA CAASPP Percent Met or Exceeded (All Students)	60% proficient	**
Basis for Goal: Why this one over others?	We're hoping to raise the overall reading level since CP-5 Scaffolds for learning in reading informational text is our school-wide focus.	

2019-2020 DATA: PERCENT PROFICIENT

Student Group	#	18-19 Gr. 5 CAASPP	IAB: Literary Text			IAB: Language and Vocabulary Use			IAB: Informational Text			Info Writing	Argument Writing	Narrative Writing	19-20 Gr. 6 CAASPP
			B= Below	N= Nearly	A= Above	B	N	A	B	N	A				
All	99	44.21	32	53	16	30	55	16	16	49	34	40	*	*	**
White	2	100	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	*	*	**
Hispanic	92	43.68	33	52	15	32	56	12	18	49	33	42	*	*	**
Asian	5	60	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	*	*	**
EL	30	10	60	40	0	60	40	0	32	64	4	12	*	*	**
EO	20	29.41	36	44	20	25	45	29	21	53	26	37	*	*	**
RFEP	48	70.21	13	61	26	13	70	17	6	42	52	45	*	*	**
Students with Disabilities	16	13.34	NA	NA	NA	NA	NA	NA	NA	NA	NA	17	*	*	**

* Due to COVID-19 and distance learning, students were not able to be assessed for Tri 3.

**Statewide CAASPP was suspended due to the unprecedented circumstances surrounding coronavirus disease 2019 (COVID-19).

AREAS of SUCCESS

IAB: Literary Text

- Exceed:16%
- 69% of students are moving toward mastery of interpreting literary texts

IAB: Language & Vocabulary Use

- 71% of students are moving toward mastery of the English language & vocabulary usage.

IAB: Informational Text

- 52% of RFEP's above proficiency.
- Our overall percentage (34%) of above proficiency has increased (doubled).
- 49% of students are near

Informational Writing

- 40 % proficient

AREAS of GROWTH

IAB: Literary Text

- Below: 32 %
- Continued focus on essential standards **RI 2 & RI 3** (Main idea, key details, summarizing, theme)
- Skills like predicting, visualizing , inferencing, questioning need to be taught explicitly and continually.

IAB: Language & Vocabulary Use

- Below: 30%
- Focus on use of context clues by modeling both during ELA, think aloud during read alouds, throughout all curriculum areas & student practice during small group with leveled readers
- Focus on vocab development (C.C.D; highlight unknown words; cognates; word attack skills; visuals; connotations)

IAB: Informational Text

- Build reading stamina; practicing incremental increases daily; using Accelerated Reader program to track growth
- Continue working on note taking skills with journal, graphic organizers, outlining, process grids
- Continue to work on interpreting questions by dissecting the prompt; vocabulary development; restating the question in their own words
- Continue to work on elaboration with text to text, text to self, text to world connections; citing evidence from text & explaining
- Continue to work on inference by interpreting multi meaning words; through context clues; building background knowledge

Informational Writing

- Continue to work on elaboration with text to text, text to self, text to world connections; citing evidence from text & explaining
- Continue working on citing evidence by strategies like “lifting a line” from the text; quoting the author; using sentence starters; paraphrasing
- Continue working on opening & conclusions by breaking down writing assignments,; brief writes; sentence starters; step by step instructions i.e.: questioning, scenario)

2019 - 20 PLAN

PLANNED STRATEGIES	ACTUAL STRATEGIES	PROPOSED EXPENDITURES (Site / LCAP)	ACTUAL EXPENDITURES
<p>EL: Language Development (ELD lessons), GLAD strategies to scaffold lessons - (i.e. Cognitive Content Dictionary, Sentence Patterning Chart, Listen and Sketch, Co-op strip Paragraph, Observation Charts), TPR (Total Physical Response), multiple modalities (Arts Integration, sensory connections – kinesthetic, auditory, etc.)</p> <p>SWD: Language Development, GLAD strategies, scaffold lessons, TPR, multiple modalities</p> <p>Benchmark Advance: leveled readers Guided questions Anchor charts TE</p>	<ul style="list-style-type: none"> ● Review test & test taking strategies ● Continually revisit skills ● Graphic Organizers ● Model ● Group to individual work ● Critiquing peer work/peer editing ● GLAD strategies ● Small group instruction with leveled readers ● SWD: partnering; ● Small group; visual cues; chunking assignments; students repeat directions ● .47 teachers push into classrooms to get to really know students 4 days a week; pull tier 3 students for remediation 	<ul style="list-style-type: none"> ● Teacher hourly and substitutes (Site Base \$1,573; Title I \$2,470; Title III \$554 per grade level TK-6th) ● 5/.47 Certificated Teachers (Supplemental \$25,044 per grade level 1st-6th) ● Materials and supplies (Site Base \$4,544; Supplemental \$1,491; Title I \$1,127; Title III \$182 per grade level TK-6th) ● 4 Curriculum Specialist (Supplemental-\$9,645) 	<ul style="list-style-type: none"> ● Teacher hourly and substitutes (Site Base \$1,573; Title I \$2,470 per grade level TK-6th) ● 5/.47 Certificated Teachers (Supplemental \$25,044 per grade level 1st-6th) ● Materials and supplies (Site Base \$4,544; Supplemental \$1,491; Title I \$1,127 level TK-6th) ● 4 Curriculum Specialist (Supplemental-\$9,645)
		Total: \$46,630	Total: \$45,894

OVERALL EFFECTIVENESS OF STRATEGIES

- CCD facilitated vocab development
- Revisiting skills helped reinforce
- Small group instruction facilitated fluency & comprehension
- Push in .47 teachers effective

CHANGES TO STRATEGIES

- Implement Flocabulary
- Continue with A to Z Reading/RAZ kids/RAZ+
- Cognitive Content Dictionary
- Reader’s Theater
- Shadow Puppetry

- Modeling & guided practice effective
- Chunking assignments into more manageable tasks effective

- Visual Understanding Environment (VUE) for analyzing & critiquing works
- Music to demonstrate tone; improve fluency
- Drama
- Videos for remediation
- Implementing Google Forms to enhance assessments.
- Provide supplemental materials (Videos, Readworks, Time for Kids) will also enhance teaching in the future.
- Continue to use digital instruction best practices, like live meets and video instruction to accompany lessons in Google Classroom.

2020-2021 Plan

	2020-21	2021 - 22	2022 - 23
GOAL: ELA CAASPP Percent Met or Exceeded (All Students)	60%	65%	70%

Basis for Goal: Why this one over others?

Since circumstances prevented completion of the school year, based on CFA performance of this group the previous year this is a high expectation but we look forward to the challenge.

2020-2021 STRATEGIC PLAN

STRATEGY	HOW THIS STRATEGY WILL ADDRESS STATE AND/OR FEDERAL REQUIREMENTS	EXPENDITURES (Site / LCAP)
<p>Flocabulary.com (Can be differentiated for all levels of students both academic and second language) it's highly engaging with a variety of activities in all subjects including arts integrated lessons.</p> <ul style="list-style-type: none"> ● Langue Learners: vocabulary development; audio component; videos for comprehension; discussion prompts for speaking component ● Reclassified: scaffolded lessons to build fluency and comprehension; can create & publish work ● SWD: multi- lexile levels; videos for comprehension; 	<p>Addresses, ALL GRADE LEVEL STANDARDS: ELA, ELD, Social Studies, Science Standards, & Social Emotional Development</p>	<ul style="list-style-type: none"> ● Teacher hourly and substitutes (Site Base: \$800; Supplemental: \$1,528; Title I: \$5,584 per grade level TK-6th) ● 5/.47 Certificated teachers and curriculum specialists (Supplemental \$31,281 per grade level TK-6th) ● Books, licenses, and other reference materials (Supplemental \$2,001; Title I \$1,000 per grade level TK-6th) ● Equipment (Title I \$2,357 per grade level TK-6th)

audio component

Implement Readworks: all students can be working on the same topic but assigned reading and comprehension questions/activities at different levels. Lessons easy to differentiate and customize.

Reading and activities are aligned with Common Core Grade Level standards. Sequence of learning scaffolded for maximum effectiveness.

- Professional Development (Site Base: \$2,142; Title I: \$2,142 per grade level TK-6th)

Total: \$48,835

**Newhall Elementary School
Grade 6 2020-2021
MATH Plan**

ANALYSIS of 19-20 Plan

	2019-20 Expected Outcome	2019-20 Actual Outcome
GOAL: MATH CAASPP Percent Met or Exceeded (All Students)	50%	**

Basis for Goal: Why this one over others? If we reach a goal of 50% that'll be a little over a 15% increase which seems attainable because we are providing all students with spiral reviews of preceding and upcoming standards.

2019-2020 DATA: PERCENT PROFICIENT

Student Group	#	18-19 Gr 5 CAASPP	Arithmetic Strategies	Statistics	Integers / Absolute Value	Variable s / Ratios	Decimals / Percents	Expressions	Rates / Inequalities	Equations	19-20 Gr 6 CAASPP
All	99	34.74	17	16	29	27	34.38	30	*	*	**
White	2	100	50	50	50	50	100	NA	*	*	**
Hispanic	92	33.33	17.24	16.85	26.96	22.7	32.28	26	*	*	**
Asian	5	60	40	0	60	100	80	NA	*	*	**
EL	30	3.33	3	10	10	6	6.9	17	*	*	**
EO	20	41.17	15	20	40	30	36.85	30	*	*	**
RFEP	48	51.04	28.26	19.15	40.42	36.17	48.93	35	*	*	**
Students with Disabilities	16	0	0	6.67	6.67	0	34.38	7	*	*	**

* Due to COVID-19 and distance learning, students were not able to be assessed for Tri 3.
 **Statewide CAASPP was suspended due to the unprecedented circumstances surrounding coronavirus disease 2019 (COVID-19).

AREAS of SUCCESS

- Arithmetic Strategies**
- students understood equations
- Statistics**

- Supplemental materials (Engage New York & SBAC Claims) facilitated understanding
- Students have introductory skills to facilitate success in Ch. 8

Integers/Absolute Value

- TPR helped reinforce the concept of absolute value
- Visuals (number line) helped.

Variables/Ratios

- Studying **Smarter Balanced Assessment Consortium (SBAC)** Claims facilitated understanding
- Stressing language of math worked well
- Math Minute reinforced concepts

Decimals/Percents

- Supplemental Materials (Illustrative Math) facilitated understanding

Expressions

- Students are doing well with combining like terms.
- Students are grasping substituting numbers for a variables
- Beginning to understand distributive property and equivalent expressions.

AREAS of GROWTH

Arithmetic Strategies

- 16% still struggle with add/ sub/ division of decimals (push in W.I.N. teachers to help those students: flexible grouping, step by step process chart, modeling)
- Majority of students struggle with factorization and geometry (reteach through warm-ups & Review/Preview) WIN teacher used for students still struggling after reteach.
- Spend more time developing and practicing mathematical vocabulary & discourse.

Statistics

- Confuse differences between measures of central tendency. Teach each measure separately. CPM assumes they had some statistics in 5th grade however Bridges does not cover statistics. More hands on statistics activities. Delay test until later in the year when concepts have been sufficiently practiced and reviewed.
- Struggle with interpreting graphs. Students need more time developing their own graphs and interacting with the data. Use anchor charts & word walls for scaffolding vocabulary.

Integers/Absolute Value

- Students still struggle with the concept of the larger the negative integer, the smaller the value. Reinforce this skill with much more practice on numbers. Create chalk number lines on the playground for students to physically move along the number line. Possibly create a class economy to reinforce concepts.
- Struggle with solving problems with negative integers. Reinforce this skill with much more practice on numbers. Create chalk number lines on the playground for students to physically move along the number line. Possibly create a class economy to reinforce concepts.

Variables/Ratios

- Students have difficulty interpreting problems. Create word walls. Have students make their own vocabulary cards. Incorporate more real world problems.
- Connect ratios to percentages (special kind of ratio) to reinforce strategies using ratio tables, giant one, percent ruler.
- Draw % ruler to help connect the concept.

Decimals/Percents

- Be more strategic about Exit Tickets: one problem to demonstrate understanding at the end of the lesson; push in WIN can address few students who don't understand, reteach if majority of class doesn't understand.
- Continue with Math Minute daily to reinforce a variety of skills; reinforces vocabulary; math facts and concepts on one page and spirals throughout the year.

Expressions

- Students still struggle with order of operations: start at beginning of year; post anchor charts; use acronyms; rap

song to reinforce

- Still don't completely read directions with multiple steps or criteria. From beginning of the year practice reading & interpreting directions
- Still need more reinforcement with mathematical vocabulary. Need word walls; self made vocabulary cards
- Still struggle with exponents in expressions with variables. Practice daily through math minute.

2019 - 20 PLAN

PLANNED STRATEGIES	ACTUAL STRATEGIES	PROPOSED EXPENDITURES (SITE/LCAP)	ACTUAL EXPENDITURES (SITE/LCAP)
<ul style="list-style-type: none"> ● Test taking strategies ● Solving multiple-step problems ● Build math vocabulary 	<ul style="list-style-type: none"> ● Test taking strategies ● Solving multiple-step problems ● Build math vocabulary ● Anchor charts ● Friday W.I.N. (pull out) for the few students who struggled with basic math concepts ● Exit Tickets daily, with student self assessment. ● Continue with Math Minute daily to reinforce variety of skills (spiral review) ● Flexible WIN groups M-Th (push in) for very flexible groups as needed. ● "Around The World" review with students moving around the room to different stations. Necessitates student discourse and negotiation to solve world "word problems"; students then recorded learning 	<ul style="list-style-type: none"> ● Teacher hourly and substitutes (Site Base \$1,573; Title I \$2,470; Title III \$554 per grade level TK-6th) ● 5/.47 Certificated Teachers (Supplemental \$25,044 per grade level 1st-6th) ● Materials and supplies (Site Base \$4,544; Supplemental \$1,491; Title I \$1,127; Title III \$182 per grade level TK-6th) ● 4 Curriculum Specialist (Supplemental-\$9,645) 	<ul style="list-style-type: none"> ● Teacher hourly and substitutes (Site Base \$1,573; Title I \$2,470 per grade level TK-6th) ● 5/.47 Certificated Teachers (Supplemental \$25,044 per grade level 1st-6th) ● Materials and supplies (Site Base \$4,544; Supplemental \$1,491; Title I \$1,127 level TK-6th) ● 4 Curriculum Specialist (Supplemental-\$9,645)
		Total: \$46,630	Total: \$45,894

OVERALL EFFECTIVENESS OF STRATEGIES

- WIN (push in): allowed for truly flexible grouping and time frames 4 days a week. Teachers could streamline lessons to work on very specific areas of weakness.

CHANGES TO STRATEGIES

- Continue to analyze our instructional practice to identify areas of growth for our team
- Reteach through warm-ups & Review/Preview
- Strengthen Tier 1 instruction using supplemental materials (Engage New York & SBAC Claims) facilitated understanding
- Increase Total Physical Response (TPR) strategies to help reinforce the concepts
- Increase development and practice of mathematical vocabulary & discourse during Tier 1 instruction.
- Use anchor charts & word walls for scaffolding vocabulary with every unit for Tier 1 instruction.
- Math Minute daily to reinforce variety of skills
- Google CFA's will be used in up-coming year.
- Videos, Math Antics, & other supplemental materials will continue to be used during all tiers of instruction.
- Continue to use digital instruction best practices, like live meets and video instruction to accompany lessons in Google Classroom.

2020-2021 Plan

	2020-21	2021 - 22	2022 - 23
GOAL: MATH CAASPP Percent Met or Exceeded (All Students)	55%	60%	65%

Basis for Goal: Why this one over others? As students have more background in Common Core practices, they'll come into 6th grade better prepared to interpret and perform more complex math problems.

2020-2021 STRATEGIC PLAN

STRATEGY (List specific student groups to be served)	HOW THIS STRATEGY WILL ADDRESS STATE AND/OR FEDERAL REQUIREMENTS	EXPENDITURES (Site / LCAP)
<p>Flocabulary.com (Can be differentiated for all levels of students both academic and second language) it's highly engaging with a variety of activities and printable resources.</p> <ul style="list-style-type: none"> • Language Learners: vocabulary development; audio component; videos for comprehension; discussion 	<ul style="list-style-type: none"> • Addresses all 6th Grade Math Common Core Standards 	<ul style="list-style-type: none"> • Teacher hourly and substitutes (Site Base: \$800; Supplemental: \$1,528; Title I: \$5,584 per grade level TK-6th) • 5/47 Certificated teachers and curriculum specialists

prompts for speaking component

- **Reclassified:** scaffolded lessons to build skills; can create & publish work
- **SWD:** multi-levels; videos for comprehension; audio component

Google Forms to individualize CFA assessments

- **Language Learners:** videos for comprehension; hints
- **Reclassified:** Visual prompts
- **SWD:** videos for comprehension; visual prompts; hints
- **GATE** Extension problems

Increase usage of **Guided Language Acquisition Design (G.L.A.D.)**

Strategies:

- Award vocabulary cards
- Cognitive Content Dictionary
- Narrative Input

- Students can demonstrate mastery of skills & concepts at their own level. All students take assessments at the same time so no students are singled out as remedial or advanced. Addressing not only math but social/emotional health as well.

- The nature of the strategies have built in differentiation to address the needs of all learners for vocabulary development, background knowledge, flexibility of thinking.

(Supplemental \$31,281 per grade level TK-6th)

- Books, licenses, and other reference materials (Supplemental \$2,001; Title I \$1,000 per grade level TK-6th)
- Equipment (Title I \$2,357 per grade level TK-6th)
- Professional Development (Site Base: \$2,142; Title I: \$2,142 per grade level TK-6th)

Total: \$48,835

Section III: School Climate and Support

**Newhall Elementary School
2020-2021
School Climate Plan**

Analysis of 19-20 Plan

	2019 - 20 Expected Outcomes	2019-20 Actual Outcomes
GOAL: Attendance Rate	98%	96.5%
GOAL: Suspension Rate	1-2	2
GOAL: Feel Happy to be at School	80%	84%

Climate Areas Measured	17-18		18-19		19-20	
Attendance Rate/Chronic Absenteeism Rate (Percentage)	97.6%	*	96.8%	*	96.5%	5.1%
Suspension Rate (Number of students)	2		4		2	
CHKS: California Healthy Kids Survey Feel Part of the School (Percentage of 5th Graders)	82%		83%		75%	
CHKS: California Healthy Kids Survey Feel Happy to be at School (Percentage of 5th Graders)	82%		77%		84%	
CHKS: California Healthy Kids Survey Feel safe at school. (Percentage of 5th Graders)	92%		78%		78%	
Parent participation in academic conferences (Percentage of total number of parents)	92%		91%		92%	
Parent/community involvement in school committees, and events. (Total number of participants)	2,428		2,530		919**	
Parent/community volunteer hours. (Total number of hours)	2,428		2,685		564**	

*Not reported in the 17/18 or 18/19 Single Plan for Student Achievement

**Number were impacted by school closures

AREAS of SUCCESS

- Attendance groups were created and monitored by the Assistant Principal and Social Worker.
- Tier I Positive Behavior Intervention Supports continue to be in place, Eagle Awards ceremonies were held

every trimester, Tier 2 PBIS strategies started to be explored with staff and students.

- The California Healthy Kids Survey results show that students feel happy at school. We have invested time building relationships and creating a positive learning environment for all.

AREAS of GROWTH

- The students in our chronic absenteeism list are students stuck in a cycle of illness. Our partnership with parents to grow their understanding of procedures for accessing health care and the resources available through our Social Worker and Community Liaison, so they can get timely proper care. Education around making appointments after school hours can also improve.
- The PBIS team will have to further update our school-wide and classroom expectations to address health guidelines to slow the spread of COVID-19 and create a plan to enhance Tier I expectations for Distance Learning.
- The current concerns around COVID-19 and other social factors will continue to impact our community. Our focus on safety will continue to be a priority. This will require collaboration from all stakeholders. The safety committee will continue with phase 3 of their School Emergency Preparedness Plan.
- We need to strengthen the connection between the Newhall community values and our school identity, so students can feel part of the school. We will continue to build relationships with all stakeholders and align our school’s identity with the community we serve.

2019-20 PLAN

PLANNED STRATEGIES	ACTUAL STRATEGIES	PROPOSED EXPENDITURES (Site / LCAP)	ACTUAL EXPENDITURES
<ul style="list-style-type: none"> ● The plan to celebrate attendance was created at the beginning of the year, but was overshadowed by other initiatives. The goal this 19-20 will be to celebrate perfect attendance with an AttenDANCE each trimester. ● Our Student Council has shared that some areas of growth 	<ul style="list-style-type: none"> ● An attenDANCE was held the the first two trimesters that we were in school. The primary students were excited about it, but the engagement of the upper grade students was very low. ● The Student Council organized monthly themed spirit day and a school-wide spirit week to 	<ul style="list-style-type: none"> ● Attendance Award allocation from DO (as earned by increasing attendance) ● Safety Supervisor (Supplemental-\$12,402) ● Classified extra duty pay (Site Base \$1,337) ● Student Council Enrichment (Site Supplemental-\$1,400) 	<ul style="list-style-type: none"> ● Safety Supervisor (Supplemental-\$12,402) ● Classified extra duty pay (Site Base \$1,337)
		Total: \$15,139	Total: \$13, 739

include: lead a school-wide goal/project and improve their promotion.

- We will include parents in our PBIS Self-Assessment Survey (SAS)

commemorate Read Across America. Student Council also involved all students in a school wide art project that had a school-wide mural as a final project.

- Parents in our various committees were invited to complete our Self-Assessment Survey.

OVERALL EFFECTIVENESS OF STRATEGIES

- Our school social worker implemented a program to provide guidance and support to the students that were chronically tardy or absent. The goal of his class was to identify possible solutions to improving the students' attendance. Each student created a goal to improve their attendance and received a reward for meeting their goal. Students were recognized during the trimester awards ceremonies.
- Our Community Liaison created perfect **attendance** certificates each trimester. Students were recognized by administration for being at school every day to learn.
- **Student Council** lead a few team building activities throughout the year
- We continued to involve parents in the implementation of PBIS celebrating student growth at our trimester Eagle Awards (behavior only) and including parent volunteers for our Eagle store and Spirit days.

CHANGES TO STRATEGIES

- Formalize the work admin and social worker have done to improve attendance and address chronic absenteeism with an Attendance Task Force. The task force will continue to monitor attendance and identify students that are headed toward chronic absenteeism.
- Admin will continue to hold SART conferences will be used to develop plans for families to avoid falling into chronic absenteeism.
- The task force will be used to generate ideas to help families, plan parent engagement nights, and meet with families to help improve attendance.
- With the focus on positive support we will see a shift in students' social and emotional wellbeing. We will continue to train staff and provide support. Students will be celebrated and rewarded for good choices through our Eagle awards.
- The school counselor will continue to deliver appropriate programs to promote our student's social and emotional wellbeing.

2020-2021 Plan

	2020-21	2021-22	2022-23
GOAL # 1: Attendance Rate/Chronic Absenteeism	96.5% / 5.1%	97.5% / 4.5%	97% / 4%
GOAL # 2: Suspension Rate	2	1	0
Goal #3: Feel Part of the School (Percentage of 5th Graders)	80%	85%	90%
Goal #4: Feel safe at school. (Percentage of 5th Graders)	80%	85%	90%

2020-21 STRATEGIC PLAN

STRATEGY for Goal #1-Attendance Rate/Chronic Absenteeism (List specific student groups to be served)	HOW THIS STRATEGY WILL ADDRESS STATE AND/OR FEDERAL REQUIREMENTS	EXPENDITURES (Site / LCAP)
<ul style="list-style-type: none"> Attendance groups led by Social Worker and counselor (student in our at risk attendance list) 	<p>California Ed Code: EC Section 48260 (a)</p>	<p>Books and reference materials-Title I:\$2,500 Parent workshop supplies-Title I: \$1,000</p>
<ul style="list-style-type: none"> Parent education (all students) 	<p>California Ed Code: EC Section 48260 (a)</p>	<p>Total: \$3,500</p>

STRATEGY for Goal #2-Suspension Rate (List specific student groups to be served)	HOW THIS STRATEGY WILL ADDRESS STATE AND/OR FEDERAL REQUIREMENTS	EXPENDITURES (Site / LCAP)
<ul style="list-style-type: none"> Continue to build a climate and culture of behavior expectations through our PBIS framework implementation. (All students) 	<p>With the focus on positive support we will see a shift in students' social and emotional wellbeing.</p>	<p>Supplies-PBIS: \$1,601 Extra hourly and substitutes-PBIS:\$1,649</p>
<ul style="list-style-type: none"> Social worker, counselor, and behavior support specialists to support expectations. (All students) 	<p>Social skills classes and individual meetings will help students that need extra support in building healthy interactions and relationships.</p>	<p>Total: \$3,250</p>

**STRATEGY for
Goal #3-Feel Part of the School
(List specific student groups to be
served)**

Understand how our school’s identity is currently inspiring (or not) students. Assess how our current school identity aligns (or not) to our community and history. (All students)

**HOW THIS STRATEGY WILL
ADDRESS STATE AND/OR
FEDERAL REQUIREMENTS**

The California Healthy Kids Survey (CHKS) is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency. It enables schools and communities to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence. The CHKS is part of a comprehensive data-driven decision-making process on improving school climate and student learning environment for overall school improvements.

EXPENDITURES (Site / LCAP)

None at the moment.

**STRATEGY for
Goal #4-Feel safe at school.
(List specific student groups to be
served)**

- The safety committee will continue with phase 3 of their School Emergency Preparedness Plan.

**HOW THIS STRATEGY WILL
ADDRESS STATE AND/OR
FEDERAL REQUIREMENTS**

Federal and State recommendations on school safety.

EXPENDITURES (Site / LCAP)

None at the moment.

**Newhall Elementary School
2020-2021
Student Supports Plan**

ANALYSIS of 19-20 Plan

	2019 - 20 Expected Outcomes	2019-2020 Actual Outcomes
GOAL: Increase English Language Learner Reclassification	45	27
GOAL: Reduce At risk Long Term English Learners	30	58
GOAL: Decrease students receiving Special Education Services in an Academic Area.	48	38

Areas Measured	17-18	18-19	19-20
English Language Learners (Number)	398	382	352
Reclassified English Language Learners (Number of students)	21	58	27
Long Term English Language Learners (Number three years or more)	22	0 (37 At risk)	24
Participation in Response to Intervention (Number of students)	363	N/A	280
Participation in Enrichment (Number of students)	N/A	100	75
Identified Gifted and Talented (Number of Students)	8	16	No testing
Special Education Services in an Academic Area (Number of Students not SDC)	44 (S&L 69)	36	38 (S&L 30)
Special Education Classroom Assignment (Number of Students)	26	47	31

AREAS of SUCCESS

- School Wide PD Plan 2019-20
 - CP5: Use of Scaffolds-Teachers have used scaffolds to ensure access to ALL students
- Administrators and ILT held ongoing PD around 5D indicators.
- Designated English Language Development implemented in all grade levels (30 minutes daily).

- We used Ellevation data to configure ELD groups leveled by the three language proficiencies: Emerging, Expanding and Bridging.
- Reclassification of 27 students.
- We currently have 24 Long Term English Language learners. We will continue to work on meeting their specific needs.
- Teachers in grades 3rd- 6th administered the ELPAC for the 2nd time. It was very successful!
- Data from our Response to intervention program shows growth in reinforcing foundational reading skills and increasing reading fluency.
- Second grade implemented after school phonics intervention for EL Students who are working below grade level expectations.
- Explicit Phonics Instruction was implemented this year by our RSP
- We also had the most number of students referred for GATE testing than any previous year. We hope to administer the test as soon as it is possible.
- PLC Teams continued to meet during distance learning on a regular schedule.
- English classes were provided by COC to help Spanish speaking families learn English
- Parent engagement continues to grow. Our parents were more successful joining our PTA meetings through the Zoom app.
- We had 100% attendance for IEPs through the Zoom app.

AREAS of GROWTH

- Use the 5D+ Rubric for Instructional Growth to improve student outcomes.
- Focus on student social emotional wellness upon return to in-school learning.
- Continue to monitor At Risk LTELs consistently throughout the year. The academic criteria is hindering their reclassification. Most students are successful on the ELPAC but not on the CAASPP.
- Continue professional development in the use of Ellevation's instructional strategies especially now that we may continue with distance learning in some capacity.
- Continued professional development on integrated vs Designated ELD.
- Continued focus on scaffolds and release of responsibility to students in the classroom.
- Disaggregate data to target At- Risk students and provide specific language supports in the less dominant domain (usually reading and writing).
- Continue to define and grow our understanding on Tier II Intervention.
- Continue to refine our SST site procedures and continue implementing protocols in alignment with District guidelines.
- Provide enrichment opportunities for all but specifically for our high achieving students and GATE students.

2019-20 PLAN

PLANNED STRATEGIES	ACTUAL STRATEGIES	PROPOSED EXPENDITURES (Site / LCAP)	ACTUAL EXPENDITURES
<ul style="list-style-type: none"> ● Incorporate curriculum specialists into RtI and ELD designated blocks to support Newcomers and students with limited English 	<ul style="list-style-type: none"> ● Curriculum specialist assisted with RtI and ELD designated supports. They also assisted our Newcomers in foundational skills. 	<ul style="list-style-type: none"> ● 5/.47 Certificated teachers (Supplemental-\$150,267) 	<ul style="list-style-type: none"> ● 5/.47 Certificated teachers (Supplemental-\$150,267)
<ul style="list-style-type: none"> ● Provide workshops to help families learn content and strategies they can use at home. 	<ul style="list-style-type: none"> ● We offered 2 sessions of the Latino Literacy program. Parents learned various reading strategies they could implement at home. 	<ul style="list-style-type: none"> ● Translators (Title III-\$1,000) ● Classified extra duty (Site Base-\$1,337) 	<ul style="list-style-type: none"> ● Classified extra duty (Site Base-\$1,337)
<ul style="list-style-type: none"> ● Acquire research-based computer programs and site technology to support language development 	<ul style="list-style-type: none"> ● Coding classes were offered to students to build technology skills and language. 	<ul style="list-style-type: none"> ● Materials and supplies (Title I-\$7,893) 	<ul style="list-style-type: none"> ● Materials and supplies (Title I-\$7,893) ● Site license and equipment (Title I-\$7,436)
<ul style="list-style-type: none"> ● Staff attend conferences/workshops to support ELD 	<ul style="list-style-type: none"> ● Teams worked with ELD coaches to plan Designated ELD lessons. 	<ul style="list-style-type: none"> ● Site license and equipment (Title I-\$7,436) 	<ul style="list-style-type: none"> ● Conferences (Title I-\$7,120)
<ul style="list-style-type: none"> ● Purchase library books (English and Spanish) to support literacy nights and promote parent involvement. 	<ul style="list-style-type: none"> ● Book club was offered to support literacy at home. English/Spanish books were purchased for students and parents. 	<ul style="list-style-type: none"> ● Conferences (Title I-\$7,120) ● Books (Title I-\$730) ● 4 Curriculum Specialist for RTI (Supplemental-\$57,879) 	<ul style="list-style-type: none"> ● Books (Title I-\$730) ● 4 Curriculum Specialist for RTI (Supplemental-\$57,879)
<ul style="list-style-type: none"> ● Provide gifted students with extracurricular activities that involve academic skills. 	<ul style="list-style-type: none"> ● GATE program was led by .47 teachers with lessons around Next Generation Science lessons. 	<ul style="list-style-type: none"> ● 3 Curriculum Specialist for kindergarten (Supplemental-\$40,931) 	<ul style="list-style-type: none"> ● 3 Curriculum Specialist for kindergarten (Supplemental-\$40,931)
		<p>Total: \$267,157</p>	<p>Total: \$266,157</p>

OVERALL EFFECTIVENESS OF STRATEGIES

- **“WIN” Time:** What I Need time (“WIN” time) for ELA or Math. Grade level teams continued to analyze data. Instruction is then tailored to enrich or support each group’s needs. Curriculum Specialists supported “WIN” time by working with students at grade level providing enrichment.
- **Designated ELD** - instruction has been successful as students receive 30 minutes of instruction 5 days a week. ELD Benchmark curriculum is used with fidelity and Ellevation continues to be utilized for progress monitoring.
- **Parent Engagement-** Programs such as the book club and Latino Literacy were both successful in increasing literacy in the home. We also had successful ELAC meetings which provided excellent advice to our school site council.

CHANGES TO STRATEGIES

- Continue to create CFAs and asses standards regularly to inform instruction.
- Continue to incorporate Ellevation strategies within designated and integrated lessons. Continue to use scaffolds and release responsibility to students and increase skill transferability.
- Continue to build basic technology skills by offering parent training periodically throughout the year. We will also continue to offer relevant topics through our ELAC committee to ensure that our parents are represented.

2020-21 Plan

	2020-21	2021 - 22	2022-23
GOAL: Students Receiving Special Education Services in an Academic Area	35	30	25

Basis for Goal: Why this one over others?

It is important that we focus on students that are being referred to special education for academic support. These students are usually English learners and have experienced years of academic struggles. There are many factors that contribute to the increased number of referrals. It is important that we work through our SST procedures and scaffold supports as needed before initiating additional testing for students. This will be crucial now that we will also be experiencing a “pandemic slide.” We need to work collectively as a site to offer students all the support necessary through various means. Continue to grow in our inclusive practices.

2020-2021 STRATEGIC PLAN

STRATEGY (List specific student groups to be served)	HOW THIS STRATEGY WILL ADDRESS STATE AND/OR FEDERAL REQUIREMENTS	EXPENDITURES (Site / LCAP)
Offer after school intervention for at risk students.	This intervention would be offered to students who are struggling with foundational skills.	Teacher hourly and substitutes (Site Base: \$800; Supplemental: \$1,528; Title I: \$5,584 per grade level TK-6th)
Establish English Learner focus groups	This will help students reflect on their	5/.47 Certificated teachers and

according to adjacent proficiency levels.	progress in their ELD classes and track their own progress. EL students will be able to understand their success criteria for reclassification and work towards individual academic goals. This work would be student led.	curriculum specialists (Supplemental \$31,281 per grade level TK-6th) Books, licenses, and other reference materials (Supplemental \$2,001; Title I \$1,000 per grade level TK-6th) Equipment (Title I \$2,357 per grade level TK-6th) Professional Development (Site Base: \$2,142; Title I: \$2,142 per grade level TK-6th)
Peer Mentors for lower grade students.	Upper grade students would mentor lower grade students with foundational phonics skills such as letter recognition and sight words. This will also include upper grade students participating in our primary SDC classroom.	Total: \$48,835 per grade level TK-6th
Attendance groups	The social worker and administration would monitor and guide this group to establish attendance goals. This will assist in supporting student absenteeism.	
Leadership student groups	This group will be composed of both upper grade boys and girls with leadership potential. This differs from student council as reflection, individual leadership goals, and student led activities will be developed and led by students.	
Inclusive practices	Increase mainstreaming depending on students strengths and team collaborative time to look for opportunities for co-teaching	

Section IV: District Programming



Vision Statement:

Empowering Every Child Every Day

Mission Statement:

Newhall School District students will become global citizens who think critically, solve problems, embrace diversity in people and viewpoints, and have a passion for learning and the arts.

NSD Collective Commitments:

- The Newhall School District Community will:
- Collaborate and build on each other's strengths
- Innovates for the future
- Persevere through new and challenging learning opportunities
- Excel and continuously strive for improvement

Changes in California Public Education

Starting in the 2014-15 school year, districts across California implemented a new school funding structure authorized by the California State Legislature. Known as the Local Control Funding Formula (LCFF), this funding structure consolidated numerous former state "categories" of funds into one category that aspires to not only make school funding less complex, but also to provide more targeted support to students who, historically, have been challenged to master state academic standards.

With creation of the LCFF came a new planning document, the Local Control Accountability Plan (LCAP), which the NSD Governing Board must approve annually. The LCAP sets forth how a district

will elevate students to mastery of the Common Core State Standards by addressing eight state priorities. These priorities are:

Provision of Basic Services (e.g., students have fully credentialed teachers and access to current instructional materials)

Implementation of State Standards (students are taught the State Board of Education-adopted Common Core State Standards (CCSS))

Course Access (i.e., students have access to all areas of study)

Student Achievement (students are meeting or exceeding standards [Common Core] on State tests [California Assessment of Student Performance and Progress-CAASPP]; English Learners are attaining proficiency in English)

Other Student Outcomes (students are attaining proficiency on District-created assessments)

Student Engagement (e.g., students attend school consistently; students report that they fully participate in their learning)

School Climate (e.g., student suspension rate is low; the school environment is focused on positive behaviors)

Parent Involvement (e.g., parents attend conferences and school activities; parents volunteer in the classroom and in school activities)

The LCAP is a three-year plan that must be updated annually. The process for updating the plan requires districts to engage as many “stakeholders” as possible, particularly parents and students. Preceding the Governing Board’s adoption of the plan in June are numerous stakeholder meetings that not only provide information on progress toward LCAP goals, but also solicit input in preparation for the following year’s Plan update. In Spring of 2020, due to the Covid-19 pandemic this process was interrupted and delayed by the Governor. In lieu of the traditional LCAP, Newhall School District has reported out on specific criteria as required by the state. This report , the Covid-19 Written Operations report is posted on the district webpage. In fall of 2020, the district will be creating a one year LCAP for 2020-21 and the three year cycle will begin again in 2021-22 .

Besides the new school funding (LCFF) and accountability (LCAP) structures, students have been taking the CAASPP test yearly since 2015. The outcomes of this test along with other indicators can be found on the California Dashboard which publically provides information on the district as a whole and each of our 10 schools. The system “grades” performance for current year and growth over time. Within the Dashboard, there are ratings for academic performance, attendance, suspensions, implementation of State standards, and parent and student engagement. The Dashboard uses colors—blue, green, yellow, orange, red—(with blue being the highest and red the lowest) for ratings.

Beyond including CAASPP results, the Single Plan format has been changed to closely align to the State Priorities listed above (and elaborated in the NSD LCAP). Overall, this Plan provides clarity on

programs the school offers, goals the school has set, and how the school is progressing toward meeting its goals.

With changes in funding, standards, testing and accountability reporting, California is truly in a new era of public education. The 2020-21 Single Plan for Student Achievement reflects those changes, and, going forward, will track results for a variety of academic and non-academic “metrics”.

NSD English-Language Arts Program

The Common Core State Standards (CCSS) form the basis for the Newhall School District English-language arts program. The standards are rigorous and are to be taught in a way that helps students “connect” their learning across multiple subjects. By making connections, students are able to apply what they are learning to real-world situations. With application comes greater preparation for college and career readiness.

In our curriculum, reading and writing are presented as complementary subjects. Our goal is to help students learn and appreciate what good readers and writers do and to view *themselves* as good readers and writers. The CCSS clearly define the skills students are expected to master. Required assessments at key junctures ensure common rigor toward mastery of all standards by the end of each grade. The District’s data management system, iEducation, enables teachers and administrators to track progress over the year with careful attention given to learning “gaps” that can be quickly closed through provision of additional learning time.

In kindergarten students master the building blocks of reading. These include learning the letters and the sounds the letters make, identifying letter sounds in various positions of words (phonemic awareness) and then beginning to “blend” letter sounds to read words (phonics). Students also learn “sight” words, frequently appearing key words that they commit to memory. In first grade, students practice to read “fluently;” that is, they learn to blend sounds at sufficient speed to make meaning (reading comprehension). The District’s first grade target fluency rate is 65 words per minute. From second grade on up, students apply their fluency skills to read a variety of narrative and informational texts, with a grade-to-grade increase in the sophistication (e.g., vocabulary, overall reading content) of the reading selections.

Benchmark Advance, a very comprehensive, student-friendly program was Board approved and implemented starting in the 2017-18 school year. To supplement *Benchmark Advance*, teachers continue to use Depth and Complexity Icons (strategies to engage students in “higher-order” thinking skills), Thinking Maps (strategies to maximize reading comprehension), English Language Development (ELD) standards (for English Learners), Guided Language Acquisition Design (GLAD—strategies to learn new vocabulary), and 21st century thinking skills (collaboration, critical thinking/problem solving, creativity, and communication).

As specified in the District’s Local Control Accountability Plan (LCAP), key reading benchmarks are in first grade (reading fluency), third grade (reading comprehension) and sixth grade (reading comprehension). Required assessments for each of these benchmarks are administered at different junctures in the school year.

Much of our reading success depends on thinking skills developed through the District's Coherent Writing Program (CWP). Effective writing remains a high priority at our school and is based on these beliefs:

- Writing can be taught; all students can learn to write
- Students must understand different types of writing (e.g., narrative, opinion)
- Students must practice the writing "process" (steps in drafting a written piece) to produce a final draft, just as professional writers do
- Students must identify the purpose of and audience for each writing task
- Students must be able to use cognitive knowledge and reasoning in order to create a constructed response
- Students must add information to the beginning, middle or end of a written passage in the form of a "brief write"
- Students learn grammar, punctuation, and spelling best in the context of their own writing
- Students should have opportunities to share what they write
- Writing about a subject helps students learn more about the subject
- Writing improves reading skills; reading improves writing skills

All students maintain portfolios (a compendium of their writing "products") to show progress over the year. Teachers use scoring "rubrics" (a system for numerically rating a written piece) aligned to the State testing system to evaluate student writing. In addition to rubrics, teachers use "anchor" papers (previously scored student work at each performance level) to inform their scoring. Anchor papers are selected each year for use in the succeeding year. Prior to scoring, teachers go through a "calibration" process (using draft student work) to ensure that they can reliably rate performance from one student paper to the next.

Teachers administer District writing assessments 3 times per year. They score the work and enter the results in ioEducation. This enables efficient analysis of individual student, classroom, and grade level results. Careful analysis by grade level teachers yields new strategies to elevate performance.

English Learners (ELs) are assessed annually using the State-adopted California English Language Development Test (ELPAC). Students assessed as "Emerging" learn to understand (receptive language) words in context over repetition (how everyone learns language). With repetition in context, students begin to speak (expressive language). Over time, with good instruction, they build their fluency to attain the ELPAC-measured Expanding and Bridging levels. At the Bridging level, students have acquired (and continue to improve) their reading and writing skills, positioning them to be "reclassified" (or "re-designated"), a State term that denotes full proficiency in English (listening, speaking, reading, writing). With the new State standards and assessments, the District has updated its criteria for reclassifying an English Learner as Fluent English Proficient (FEP). These criteria are as follows:

- A. Grade 1 Reading Fluency: 65+ wpm for Grade 2 Reading Fluency: 124+ wpm
- B. Grades 3-6 "Standard Met" or "Standard Exceeded" on the annual CAASPP ELA Assessment
- C. Majority of performance levels for standards taught in reading and language arts are at level 2 or above
- D. ELPAC Overall score of '4'

Once students are reclassified, their progress is monitored for the next four years. The intent is to verify that, as re-classified students, they are making grade-level progress. Students who are not making progress are evaluated and then given additional instruction.

English Learners in the district are provided both integrated and designated ELD. Integrated strategies are used in all content areas to support student's access to the core content concepts. Students are also grouped by English proficiency level for a minimum of 30 minutes daily for designated ELD. The curriculum used for this instructional content area is part of the Benchmark Advance ELD curriculum.

NSD Mathematics Program

The Common Core State Standards (CCSS) for mathematics are rigorous. They emphasize understanding of related mathematical concepts that form the basis for students' application of mathematical "operations" (e.g., subtraction with borrowing, multiplying fractions). Conceptual understanding facilitates solving of real-world problems. Further, it addresses the seemingly age-old comment that math has no relevance in day-to-day living, including the work setting. Our goal is grade-by-grade mastery of the standards to prepare students for success in the secondary grades and, beyond that, success in college and career.

The CCSS for mathematics are different than their predecessor standards (the ones most of us have learned) in the following ways:

Greater focus on fewer topics: The standards ask teachers to significantly narrow and *deepen* what students learn. The major work for each grade is as follows:

Grades K-2: concepts, skills and problem-solving related to addition and subtraction

Grades 3-5: concepts, skills and problem-solving related to multiplication and division of whole numbers and fractions

Grade 6: ratios and proportional relationships and early algebraic expressions and equations

Greater coherence across the grades: The standards are designed around coherent progressions from grade to grade with an ongoing emphasis on problem-solving. Learning is carefully connected so that students can build new understanding on foundations built in previous years.

Greater rigor in building conceptual understanding, procedural skills and "fluency" and application: Conceptual understanding means knowing *why* math procedures work (e.g., why we "borrow" when we subtract). Procedural skills and fluency are about speed and accuracy in calculations. Application means students have sufficient conceptual understanding and procedural/fluency skills to use in situations that require mathematical knowledge (i.e., problem solving).

Grade level teachers work collaboratively to review and plan lessons, analyze assessment results, and share teaching strategies. The District's data management system, IO Education, enables teachers and administrators to track progress over the year with careful attention given to learning "gaps" that can be quickly closed through provision of additional learning time.

As specified in the District's Local Control Accountability Plan (LCAP), key mathematics benchmarks are in first grade, third grade, and sixth grade. Required assessments for each of these benchmarks, administered at different junctures in the school year, reflect the grade level focus areas set forth above.

To support students' mastery of the standards, the District has purchased a license for DreamBox, a standards-aligned, web-based tutorial that students can access at school or at home. DreamBox evaluates

students' proficiency level and then advances them upward without any adult assistance. Teachers have the ability to assign students to work on a specific standard with Dream Box's "Assigned Focus" option.

NSD Science Program

The District continues to advance its science program toward one that is coherent, inquiry-based and fully aligned to the State Board of Education-adopted Next Generation Science Standards (NGSS). Just as the Common Core State Standards (CCSS) have replaced the former State standards for English-language arts, mathematics and history-social science, so the NGSS have replaced the former California Science Standards. NSD students will participate in the new State (NGSS-based) science assessment this school year

To ensure that its TK-6 science program is of the highest quality, the NSD has done the following:

- Constructed dedicated science labs at all ten school sites; science labs extend classroom learning by providing students in-depth opportunities to engage in application of foundational scientific practices and skills such as predicting, hypothesizing, collecting data, summarizing, and drawing conclusions.
- Hired science support staff to manage the labs and to gather needed materials for classroom teachers so they can teach the lessons.
- Funded, two Teachers on Special Assignment (TOSA) to: (1) help the District transition to a coherent TK-6 curriculum under the NGSS with accompanying assessments; (2) build Specialists' and classroom teachers' content knowledge and pedagogical skills under the NGSS, and; (3) identify instructional resources that best serve the NGSS

At this point in the transition to the NGSS, third, fourth, and fifth grade teachers are in full implementation. These grade levels will participate in demonstration lessons and collaborate with colleagues to identify shifts they have successfully made in their instructional practice and areas where continued growth is needed. Grades K-2 teachers are in year three of implementation and will continue to learn about the many ways learning for students under NGSS is different from the learning under the former California Science Standards. Grade 6 teachers are entering the first stage of NGSS implementation, called the awareness phase. Teachers will be learning what NGSS is all about (i.e., the new content they will be responsible for teaching, the shifts in practice and the different types of knowledge students are to acquire).

All grade levels are using NGSS-aligned lessons that utilize STEMscopes. STEMscopes is a California NGSS aligned resource built around the 5E lesson structure. The 5E model represents a shift in *how* teachers are teaching and lends itself to student self-discovery. STEMscopes provides tremendous support to teachers during this transition, and the 5E lesson structure draws students into what they are learning. The anatomy of a 5E lesson is Engage, Explore, Explain, Elaborate, and Evaluate.

- During the Engage phase, students are presented with phenomena from the natural world and begin to ask questions in order to understand it. Ownership begins here, because students are making the observations, and *they* are asking the questions that will lead them through the next phase- Explore.
- During Explore, teachers provide activities for students that help them understand the scientific principles behind the phenomena, and students collaborate and discuss with classmates as they

make connections between what they are learning and the phenomena. This phase is very student-driven.

- The Explain phase is where teachers begin introducing vocabulary in context, provide reading, passages and video segments, lead whole group discussions and actively help students make connections between what they already know and what they are learning. During Explain, students begin to formulate their own explanations and articulate their thinking through writing, drawing, and discussions.
- Elaborate provides students the opportunity to extend what they are learning or apply it to a project. They can develop models to show what they know and understand about the phenomena or develop solutions to real world problems.
- Evaluate: Performance tasks and constructed responses, where students are applying what they have learned serve as formal assessment during the Evaluate phase; however, all of the work students do during the 5E lesson progression serves as assessment and is used to gauge where students are on their path toward mastery.

NSD History-Social Science Program

The District's history-social science (HSS) program is aligned to the *History-Social Science Content Standards for California Public Schools*. Teachers use *Harcourt Reflections* (Board-adopted publisher's program) as an instructional resource. By grade level, the standards' major themes are:

Kindergarten: Learning and Working Now and Long Ago (study the local community)

First Grade: A Child's Place in Time and Space (study the components of a society and also study local geography)

Second Grade: People Who Make a Difference (study people in history)

Third Grade: Continuity and Change (study the development of communities in California)

Fourth Grade: A Changing State (study early California through statehood)

Fifth Grade: United States History and Geography: Making a New Nation (study the development of the U.S. up to 1850)

Sixth Grade: World History and Geography: Ancient Civilizations (study the beginning of major Western and non-Western civilizations)

With the implementation of the Common Core State Standards (CCSS) in English-language arts (ELA), teachers maximize ELA instruction time by integrating HSS standards with language arts (e.g., reading selections/writing activities). With the District's (2017) purchase of *Benchmark Advance*, a State Board of Education-approved reading-language arts program, grade-appropriate history -social science lessons are fully integrated into the readings and related learning activities.

NSD Visual and Performing Arts

The Newhall School District's Visual Arts Program provides all students in grades 3-6 standards-based lessons delivered by two credentialed art teachers. The teachers rotate through each of the District's ten school sites in intensive teaching cycles, presenting lessons that combine art history and art appreciation with instruction in technique through a variety of media. Each lesson includes a creative expression

component that directly addresses the California Visual and Performing Arts Content Standards as well as integrate into other core subjects. The overall goal is to provide every student the skills to communicate and interpret ideas visually and support their development of grade level standards.

The District's annual Student Visual and Performing Art Show provides an opportunity for every student to display a work of art in a gallery setting, validating students' creativity in a public forum as well as demonstrating to the community the value the District places on arts instruction. Students from across the District also have an opportunity to display their talents in instrumental and choral music, as well as dance at the Newhall Family Theatre.

The Newhall School District's music program is unique from other music programs in that it is offered as a comprehensive TK-6 program and has a large number of participating students (annually, about 900 instrumental music participants and about 800 choral music participants). All TK-2 students acquire foundational skills. All third grade students learn to play the recorder. Starting in fourth grade, students participate in homogenous groups (e.g., strings, winds) for intense instrumental music instruction. This grouping approach maximizes learning unique to the class of instruments. Students then come together as orchestras (beginning, intermediate, and honor), giving winter and spring concerts before packed houses. Joining them are school site choruses (grades 4-6) who perform throughout the concerts.

Hip Hop dance instruction is delivered to 6th grade students at all 10 school sites. Experienced teaching artists deliver robust, standards-based curricula that integrate the 21st century "Four C's" skills (Communication, Critical Thinking, Creativity, Collaboration) and Common Core State Standards. Students develop the character and skills needed to practice, create, critique, and perform dance in an upbeat, structured, and supportive setting. Teaching artists work with students one day a week over the course of ten weeks. The program culminates with a hip hop student performance for 5th graders and the 6th grade parents.

All 5th grade students in the district participate in a theater residency program which makes clear connections to the Next Generation Science Standards as well as the California content standards for Visual and Performing Arts. Fifth graders meet with a visiting teaching artist once a week for a 10-week residency. Students perform in an informal culminating performance at the end of the residency to showcase their skills in using various elements of theater to demonstrate their understanding of grade level science concepts.

In the 2019-20 school year, a folk dance residency was added for all 4th grade students. This program includes the foundations of social dance with the social studies curriculum of 4th grade which focuses on early California history. The teaching artists meet with each class once a week during an eight week residency and finishes with a culminating performance.

Since 2010, The Kennedy Center's Partners in Education Program, in partnership with the College of the Canyons PAC K-12 Arts Education Outreach Program and SCV elementary school districts, has brought professional development around arts integration to over 200 Newhall School District teachers. Teaching artists from the Kennedy Center offer workshops in a variety of different disciplines and provide classroom teachers with strategies to integrate art forms with other academic subjects. At the beginning of the 2018-19 school year, all NSD teachers who had not previously had Kennedy Arts

training attended professional development to develop their understanding of the fundamentals of arts integration. Other teachers in the district who had already received training in arts integration were given the opportunity to meet together and plan lessons integrating content area standards and Visual and Performing Arts standards. In the 2019-20 school year, the program narrowed its focus to supporting reading comprehension through the arts. After each of the teaching artist workshops and demos, teachers had the opportunity to collaborate and plan arts integrated lessons to support reading comprehension in their specific grade level. This focus on reading comprehension was also the driving force of our Arts Collaborative group. Teacher representatives from each site participated in professional development in specific arts integration strategies that could be used during, or in support of, their classroom reading instruction.

In 2017-18, the District opened the Newhall Family Theater for the Performing Arts located at Newhall School. Funded by voter-approved Measure E, this state-of-the-art performance venue not only serves students from all District schools, but also offers youth-oriented dance, music and drama programming to the entire Santa Clarita community. It will continue to grow as an integral part of the City of Santa Clarita's emerging arts and entertainment zone in downtown Newhall.

NSD Physical Education

Physical Education (PE) is an important part of wellness. Being “well” helps students succeed academically. By California Education Code, students are to have at least 200 instructional minutes of PE (exclusive of recess or lunch) for every 10 school days.

Teachers will be implementing a comprehensive PE program, using the SPARK curriculum (for information about SPARK, go to: <http://www.sparkpe.org/>). Teachers will continue to log minutes on a standard form.

Annually, fifth graders must take the California Physical Fitness Test (FITNESSGRAM). The tests measures: (1) aerobic capacity; (2) abdominal strength and endurance; (3) upper body strength and endurance; (4) body composition; (5) trunk extensor strength and flexibility, and; (6) flexibility.

Differentiating to Meet the Needs of All Students

The Newhall School District's overall goal is to ensure that all students attain grade level proficiency under State Board of Education-adopted Common Core State Standards (CCSS), as well as supporting the social and emotional needs of all students. For students who need extra learning time to become grade level proficient, schools provide those supports through a variety of means. For students who are already demonstrating grade level proficiency, schools work to advance these students by elaborating work around grade level standards and/or by providing work that is considered above grade level. Finally, for students identified as Gifted and Talented, our schools implement strategies and programs commensurate with students' needs and interests.

Just as we teach students how to read, write, and do math, the Newhall School District invests time in teaching students appropriate behavior in all settings around the school. Through the implementation of

Positive Behavior Intervention and Supports (PBIS), all students are encouraged to make the right choices.

The fundamental idea under the term “differentiating instruction” is to move students *forward* from wherever they are academically or socially. Inasmuch as public schools are at times characterized as “one size fits all,” that characterization would never fit the Newhall School District. Listed below are the key processes of our school’s program to: (1) elevate students who are performing below grade level to grade level proficiency; (2) accelerate students who are already at grade level proficiency, and; (3) support students identified as Gifted and Talented.

Newhall Elementary School Response to Intervention Plan 2020-2021

Newhall Elementary Vision of Response to Intervention

We believe all children can learn and that all children need to be given the support they need to be successful.

Newhall Elementary RtI Methodology

As a staff we will...

- base our intervention on proficiency of the grade level’s priority standards for English Language Arts and mathematics
- follow the pacing of our grade level’s proficiency maps for English Language Arts and mathematics
- work together with our colleagues, coaches, and administration to share best practices and strategies
- agree on learning targets; what we want students to learn, identify how we will measure learning, plan what we will do when students learn, and what we will do when they don’t
- implement curricula and programs with fidelity and rigor
- use screening tools and other data to identify at risk students
- use consistent procedures and specific reports to analyze data
- deliver quality intervention matched to each student’s needs
- carefully consider students’ individual proficiencies, including academic and linguistic needs
- differentiate and scaffold instruction
- provide extension activities, when appropriate

- regularly monitor progress and make decisions related to instruction and goals
- apply knowledge gained during instruction and informal assessments to make on the spot instructional adjustments
- make next step decisions based on student’s responsiveness to the interventions
- reteach information using different methods and modalities
- effectively utilize our PLC time to analyze data

Tier I

The first level of learning is in the hands of our teachers. It is essential that students receive strong standards-based instruction every day and that teachers use small group teaching, reteaching, differentiated support, and extension activities to further student learning.

Essential Components

- Integrated Language and Designated Supports in all content areas
- Best practices and strategies including but not limited to Kennedy Arts Integration, Guided Language Acquisition Design (GLAD), Thinking Maps, Depth & Complexity and Content Imperative Icons, Mathematical Practices, Science and Engineering Practices, Number Talks, and Academic Discourse
- Small group learning opportunities
- Flexible grouping formats to meet identified students’ needs
- Designated Language Supports (30 minutes per day) will be provided based on proficiency level, as well as progress at the domain level

Time

- Proficiency Map
- Beginning of year assessments in all grades
- Common formative assessments (teacher created)

Assessment

Data

- Formative and summative NSD assessments
- NSD end-of-year testing for grades K-6
- CAASPP Assessment results for grades 3-6

Providers

Classroom teachers

Setting

General education classroom (building and Google Classroom)

Tier II

This level of support is for students who are not making adequate progress in Tier I core instruction or students who have other learning needs that require additional targeted support.

Essential Components	<ul style="list-style-type: none">● Identified specific literacy and/or math skills/standard using baseline data● Small group instruction (6-8 students) using targeted intervention materials from adopted curricula● Homogeneous grouping● Specialists push-in/co-teach, when possible
Time	<ul style="list-style-type: none">● 3-4 days a week● Allotted time will vary● After school small group instruction may be offered to students who need additional learning time on a concept or skill
Assessment	<ul style="list-style-type: none">● Baseline data and post instruction assessment
Data	<ul style="list-style-type: none">● Checkpoints
Providers	<ul style="list-style-type: none">● General education teachers● Curriculum Specialists● .47 teachers
Setting	<ul style="list-style-type: none">● General education classrooms (building and Google Classroom)● WIN classrooms

Tier III:

This level of support is for students who have not responded to Tier II intervention. These students will receive more intensive individualized intervention support.

Essential Components	<ul style="list-style-type: none">● Identified specific literacy and/or math skills/standard using baseline data
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	<ul style="list-style-type: none"> ● Small group instruction (4-6 students) using targeted research-based intensive intervention program/tools ● Homogeneous grouping ● Specialists pull-out (after core instructional block) ● Continued participation and support in Tier II ● 4 days a week
Time	<ul style="list-style-type: none"> ● Allotted time will vary (up to 45 minutes per day) ● After school small group instruction may be offered to students who need additional learning time on a concept or skill
Assessment	<ul style="list-style-type: none"> ● Individually administered (norm-referenced and criterion referenced) standardized assessments
Data	<ul style="list-style-type: none"> ● Pre and post instruction assessment ● Checkpoints
Providers	<ul style="list-style-type: none"> ● .47 teachers ● Curriculum Specialists
Setting	<ul style="list-style-type: none"> ● WIN classrooms ● General Education classrooms (building and Google Classroom)

Positive Behavior Interventions and Support (PBIS) at Newhall

At Newhall we continue to implement the PBIS framework to build a positive school climate. The team is intentional on specific school settings such as the bathroom, playground, bus, arrival and dismissal areas, cafeteria, and walkways. PBIS is based on the idea that when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, 80-85% of students will meet these expectations. The 15-20% of students not responding to school-wide interventions will receive additional support through group and individual interventions.

During the past 3 years, the PBIS committee has met several times to continue to analyze the current behavioral climate at Newhall elementary, research best practices, and devise a universal (Tier 1) system of support for all students in the school. These supports include clearly defined behavioral expectations,

a schedule of opportunities to teach these expectations to students, systems for acknowledging appropriate behavior, and systems for correcting inappropriate behavior.

This year the committee continues to refine the program to ensure that students have the tools they need to be respectful, responsible and safe. Specifically, the focus was on reinforcing Tier 1 systems and introducing Tier 2 supports for students not responding to initial interventions. There was a need to reinstate expectations and ensure that all staff, students, and personnel were working together to implement tier 1 supports with fidelity. The PBIS team built consistency and developed consensus in understanding of expectations through staff presentations. Important conversations around unconscious bias and classroom management were the center of our discussions as alternative classroom management approaches were introduced. As we transferred into the distance learning model, the team found the need to transfer our school expectations to the digital learning environment. There were four PBIS distance learning expectation videos that guided students on school wide expectations when interacting through the digital platform. A new distance learning matrix was also created and shared with staff to help support behavior in this new model.

At this moment it is unclear what our school environment may look like. However, the PBIS team will continue to support student behavior through the framework. The team will create further resources for teachers and parents to support distance learning. It will also continue to implement the current expectations and rebuild our practice in the brick and mortar setting. Together we will continue to implement Tier 2 strategies such as community circles and work together to support students who will need social emotional support after living through this pandemic.

School-wide Support (Tier 1)

Tier I provides high quality instruction and behavioral supports for all students. Research shows that the school-wide level is adequate for 80-85% of students in the school. Classroom management and individual student behavior is based on expectations, responsibility, and proactive feedback.

Secondary Supports (Tier 2)

For students who need support beyond school-wide measures, the secondary system gives students more individualized support based on their behavioral needs. If clear and consistent classroom interventions have been unsuccessful, the student will be referred to a Behavior Intervention Team. Tier 2 interventions may include Check In/Check Out (CICO), a small social group, or a mentoring program with peers.

Tertiary Supports (Tier 3)

In the rare cases when it is necessary, students may receive further intervention at the tertiary level, which works with individual students and their families. Research says that 5% or less of students will require this level of support.

NSD GATE Program Overview

The Newhall School District implements a GATE plan. Among the plan's components are the criteria for identifying GATE students. These criteria are:

1. Score on the Otis-Lennon School Ability Test (OLSAT), a test of mental ability, in the superior range. Other test information which may be available within a student's records may also be considered. Students whose primary language is other than English may be assessed using the N NAT3 non-verbal Standard Progressive Matrices.
2. Strong teacher recommendation. The current teacher and previous teacher(s) will provide input.

Newhall Elementary GATE Program

This year, GATE students participated in a pull-out enrichment program that met on Fridays. This program was led by two of our intervention teachers, Mrs. Tysver and Mrs. Golbert. Students learned about environmental science topics such as water conservation. They engaged in hand-on experiences and collaborated with each other to test hypotheses, build water wheels and solved a series of puzzles to escape a virtual escape room. As a culminating event, students partnered with high school students from Hart High School to engage in the experimental process. This included two biology labs : fingerprinting DNA and growing glow in the dark bacteria. During the 2020-2021 school year the GATE program will be extended to include:

- Differentiated instruction in the core curricular areas provided by the classroom teacher.
- STEAM project-based learning activities by participating in our afterschool programs Curiosity Club, Girls Who Code, 3D printing.
- Parents, students and teachers will collaborate on establishing goals to be accomplished during the school year. These goals will be established, reviewed and signed during conferences using the Individual Learning Plan (ILP).
- Students will be encouraged to participate in school/community support programs such as the Student Council
- Thinking of enrichment during distance learning, we may also consider creating a virtual group of student experts on a specific research topic. Enrichment activities may include virtual visits to distant places or virtual interviews with specific scientists. As we look into the future of our program, we will keep our opportunities open willing to keep our students active in their learning.

Assisting Students Who Are Having Difficulty Learning

The Newhall School District offers a continuum of services in the Least Restrictive Environment (LRE) to students who have been identified through the Individualized Education Program (IEP) process as eligible for special education per federal and state legal criteria. The IEP provides an opportunity for

teachers, parents, school administrators, related service providers and students when appropriate, to work together to design a program to meet the unique needs of the student. Special Education programs may include collaborative, consultative and pull out/direct instruction services based on needs and related goals per each eligible students' IEP. In addition to these programs, various Designated Instructional Services (DIS), which include but are not limited to Speech and Language, Adapted Physical Education, Occupational Therapy and Counseling, are also provided via the IEP.

Prior to a student being referred for a special education assessment, accommodations and modifications of the student's current program are considered and, where appropriate, utilized. The pre-referral process, which may include a referral to the Student Success Team (SST)/Response to Instruction and Intervention (RtI) Team, aims to identify and address learning and/or behavioral needs using informal intervention strategies, supports and programs within the regular classroom. The SST/RtI Team may include Parents, Teachers, School Administrators and other Specialists, such a Speech Language Pathologist, School Psychologist, Counselor and Special Education Teacher. When the members of the SST/ RtI Team believe all reasonable alternatives have been provided and are insufficient, a referral may be initiated for special education. The pre-referral process is not a requirement of the Individual Education Program (IEP) eligibility process.

The District provides a comprehensive counseling program at each school site. Credentialed counselors positively impact students' lives by partnering with staff and parents to identify and address social-emotional and behavioral needs that are negatively impacting student achievement. The program offers individual and group support services and also helps schools implement their anti-bullying activities. Further, counselors assist in providing Designated Instructional Services (DIS) for students eligible for special education, as appropriate. Finally, counselors complete an "intake" process for all students living in foster care. These students then receive services as needed.

NSD Instructional Technology

All Newhall School District teachers have access to classrooms that are equipped as "21st Century classrooms." A "21st Century classroom," at minimum, contains a teacher computer that is connected to the Internet, a sound system, a document camera, a projection system as well as a SMART 880 Interactive White Board. Teachers and students now utilize Lenovo "Yoga" laptops and Chromebooks funded by voter-approved Measure E. Schools are allocated these devices at a ratio of two devices to one student in grades K-2 and one-to-one in grades 3-6. By any standard, it is quite remarkable that Newhall students enjoy easy and ongoing access to devices to enhance their learning.

In the 2018-19 school year, teachers and administrators were given access to the G Suite: an integrated suite of secure, cloud-native collaboration and productivity apps, including Google Classroom. Some classrooms have begun to use these apps in meaningful and innovative ways. Over the course of the 19-20 school year, a group of teacher leaders met to develop professional development modules centered around the effective use of these online apps. In March of 2020, all Newhall School District classrooms moved to distance learning due to the global coronavirus pandemic. All Newhall teachers participated in professional development to prepare them for the use of the following platforms: Google Classroom, Google Meet, and YouTube Studio. In April of 2020, all teachers began delivering instruction through Google Classroom. Our instructional coaches continue to support teachers during this transition with virtual 1:1 or team coaching and weekly professional development opportunities centered around effective instructional strategies during distance learning.

The District has implemented a wide variety of software to support student achievement. These include:

- **DreamBox Learning**, a web-based math tutorial, aligned to the Common Core State Standards (CCSS), that adapts to the learner’s needs, including acceleration if the learner is demonstrating grade level proficiency.
- **Reading A-Z/RAZ Kids**, a web-based tutorial designed to support mastery in grades K-3. The program allows teachers to assign reading selections at students’ appropriate level and then to assist students’ comprehension of the selection.
- **Safari Montage**, a web-based teacher resource that offers a library of instructional videos and other resources to support student learning.
- **IO Education (formerly EADMS)**, a web-based data management and assessment system teachers and administrators use to monitor student progress over a range of assessments. IO Education also features an extensive “bank” of assessment items that teachers assemble and then use as on-line tests similar to those administered by the State under the California Assessment of Student Performance and Progress.

The NSD Technology Committee (comprised of K-6 classroom teachers, site and District administrators, District technology staff and parents) has identified 3-5 technology priority standards at each grade level that support mastery of the CCSS. Students are assessed on each standard based on a rubric that identifies a student as either Beginning, Proficient, or Advanced. Grade level goals fall under the following headings:

- basic technology operations
- multimedia presentations and tools
- research and gathering information
- acceptable use, copyright, and plagiarism

Annually, the Technology Committee analyzes assessment results and, based on the results, makes recommendations on any needed technology resources (e.g., programs, professional development) going forward.

California Healthy Kids Survey

Student engagement is an important State priority under the Local Control Accountability Plan (LCAP). Starting in the 2015-16 school year, the Newhall School District administered the California Healthy Kids Survey (CHKS) to fifth graders whose parents granted consent. As a “student voice” survey, CHKS allows the staff and parents to understand how students feel about their school over several domains, including:

- School engagement and supports
- School safety
- Disciplinary environment
- Substance abuse

From the California Department of Education (CDE): “The CDE has funded the CHKS since 1997 to provide data that would assist schools in: (1) fostering positive school climates and engagement in learning; (2) preventing youth at-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience and wellbeing. These surveys grew out of CDE’s commitment to helping schools promote the successful cognitive, social and emotional development of all students and create more positive, engaging school environments for students, staff and parents.”

NSD Parent Involvement

One of the Newhall School District’s main goals is to build a partnership among all stakeholders in supporting student achievement. **Parents are critical stakeholders** as they are their child’s first teachers. During the school years, parents are important partners in helping their child succeed. They attend school events, conference with teachers, ensure homework is completed, volunteer in the classroom, serve on school committees and, overall, are the primary stewards of their children’s education.

Our school welcomes this partnership and offers many ways (in addition to those listed above) parents can make a difference, not only for their own child, but also for the entire school. These include membership in our Parent-Teacher Association (PTA), Parent-Teacher Organization (PTO), school foundation, School Site Council, or our English Learner Advisory Committee. All of these entities have one thing in common: provide the best education to our students.

Our belief in strong parent involvement is backed by the District’s Local Control Accountability Plan (LCAP**). Under Parent Involvement, the Plan calls for increased parent engagement (involvement in school programs/activities; feedback on school performance) through the following:

- a. Track and increase parent volunteer hours
- b. Track and increase attendance at school and District events
- c. Track percentage of parent attendance at fall conferences and at Back-to-School Night
- d. Track annual fundraising for each site
- e. Implement new District/site website designs and a new messaging system
- f. Provide each site a bilingual Community Liaison to maximize parent involvement in their child’s education
- g. Implement annual School Effectiveness surveys
- h. Purchase and utilize transmitter/receivers for simultaneous translation

Our school staff and various parent committees seek input through parent education events, parent conferences, School Site Council and through other surveys. We keep parents well-informed through newsletters, calendars and through frequent use of the Blackboard Connect messaging system.

Section V: Budget & Signatures

Newhall Elementary 2020-2021 Budget

Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a school-wide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school Districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$44,250	<input type="checkbox"/>
<input checked="" type="checkbox"/> LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$308,831	<input type="checkbox"/>
<input type="checkbox"/> LCFF – Concentration Grant Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	\$	<input type="checkbox"/>

- California School Age Families Education (Carryover only)** \$
 Purpose: Assist expectant and parenting students to succeed in school

- Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)** \$
 Purpose: Help educationally disadvantaged students succeed in the regular program

- Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only)** \$
 Purpose: Develop fluency in English and academic proficiency of English Learners

- Peer Assistance and Review (Carryover only)** \$
 Purpose: Assist teachers through coaching and mentoring

- Professional Development Block Grant (Carryover only)** \$
 Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas

- Pupil Retention Block Grant (Carryover only)** \$
 Purpose: Prevent students from dropping out of school

- Quality Education Investment Act (QEIA)** \$
 Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement

- School and Library Improvement Program Block Grant (Carryover only)** \$
 Purpose: Improve library and other school programs

- School Safety and Violence Prevention Act (Carryover only)** \$
 Purpose: Increase school safety

- Tobacco-Use Prevention Education** \$
 Purpose: Eliminate tobacco use among students

- List and Describe Other State or Local Funds** \$
 (e.g., Career and Technical Education [CTE], etc.)

Total amount of state categorical funds allocated to this school \$353,081

Federal Programs	Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/> Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$157,936	<input type="checkbox"/>
<input type="checkbox"/> Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/> For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	
<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP ^[1]

- Title VI, Part B: Rural Education Achievement Program** \$
Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs
- For School Improvement Schools only: School Improvement Grant (SIG)** \$
Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement
- Other federal funds** After School Education and Safety Program (ASES) Grant \$133,169
- Other federal funds** (list and describe) \$
- Other federal funds** (list and describe) \$

Total amount of federal categorical funds allocated to this school \$291,105

Total amount of state and federal categorical funds allocated to this school \$644,186

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

Newhall Elementary School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.^[2] The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Marilú Bacilio				X
Chrystal Martinez				X
Maria Muñiz				X
Ernestina Aguilar				X
Mathew Cavin		X		
Jyoti Patel		X		
Sulma Gurrola		X		
Claudia Arrue			X	
Jackeline Tapia	X			
Numbers of members in each category	1	3	1	4

