

# Single Plan for Student Achievement



County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
19-64832-6020796	May 11, 2022	June 14, 2022

# School Mission and Vision Statements

**Our Mission:** Newhall Elementary ensures high levels of academic success for all students.

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

## Collective Commitments

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

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

## School Demographics/Profile

Newhall Elementary School is the first official school in the Newhall School District. Our TK-6th campus encompasses 12 acres, which includes a State Preschool Program as well as the Newhall Family Theater for the Performing Arts. Newhall Elementary was first built in 1879. The site became a community gathering place and continues to be a landmark in the Santa Clarita Valley. We serve the residents of the Newhall community. Housing includes apartments, condominiums, single-family homes, and mobile homes.

Our enrollment on Census Day was 567 students. Based on this enrollment Newhall's student population is 95.06% Hispanic (539 Students); 1.76% White (10 students); 0.88% Asian (5 students); 0.71% Filipino (4 students); 0.53% Black (3 students) and 0.53% "Other" (3 students). Our current Free/Reduced lunch percentage is 84.3%. The percentage of Socioeconomically Disadvantaged students is 89.4%. Our Emergent Bilingual population represents 58.55% of the total student body.

## School Staff

Administration	<ul style="list-style-type: none"><li>• Principal</li><li>• Assistant Principal</li></ul>
Office Staff	<ul style="list-style-type: none"><li>• Office Manager</li><li>• Attendance Clerk</li><li>• Community Outreach</li><li>• Health Assistant (part time)</li></ul>

Classroom Teachers	<ul style="list-style-type: none"> <li>● 25 teachers</li> </ul>
Special Education Staff	<ul style="list-style-type: none"> <li>● 3 teachers</li> <li>● Psychologist</li> <li>● Resource Specialist</li> <li>● Speech Pathologist (2)</li> <li>● Adaptive PE (part time)</li> <li>● Occupational Therapist (part time)</li> <li>● Behavior Support Specialist (2)</li> <li>● Instructional Assistants (6)</li> </ul>
Other Support Staff	<ul style="list-style-type: none"> <li>● 1 Learning Support Teacher</li> <li>● 3 WIN teachers (full time)</li> <li>● 2 WIN teachers (part time)</li> <li>● Curriculum Specialist (3)</li> <li>● Counselors (2)</li> <li>● Computer Support Technician (part time)</li> <li>● Library/Media Technician (part time)</li> <li>● Science Lab Technician</li> <li>● Project Manager</li> <li>● Safety Supervisors (7)</li> <li>● Day Custodian (1)</li> <li>● Night Custodians (2)</li> </ul>

## Executive Summary

During the 2021-22 school year we saw Newhall Elementary School (NES) students *Soar into Reading!* Our school wide instructional focus was within the dimension of Curriculum and Pedagogy, specifically differentiated instruction for student learning. The NES staff centered on providing high-quality, differentiated reading instruction. We took a deep dive into our data, evaluated our knowledge on early foundational reading skills, participated in the CORE - Online Elementary Reading Academy, District Explicit Phonics and the Daily 5 literacy framework workshops, followed a solid universal and diagnostic assessment system, and implemented data-driven small group reading instruction. All of these actions have transformed our teaching and learning at NES!

Our 2021-22 Single Plan for Student Achievement (SPSA) had clear goals and steps to ensure all students had access to a rigorous curriculum, highly effective teaching, and embedded academic and behavioral supports. Following our SPSA, the NES Instructional Leadership Team (ILT) continued to create the needed systematic change of our services and supports to identify and match the needs of all students, celebrate growth, reflect on areas of need, and plan next steps. To build a highly effective, collaborative core program, the ILT led a series of professional learning sessions, our ELA CAFE. The workshops included strategies like the Text Talk: Read-Aloud Method, Explicit Phonics Lesson Plan, CORE Phonics Progression, Small Group Instruction, integrated English Language Development, and Progress Monitoring. Our Learning Support Teacher (LST), Michelle Vasquez, led the way to equitable data collection and analysis. She trained us in the administration of the different universal screeners and progress monitoring tools from Fastbridge. Mrs. Vasquez also led professional development on best practices for the explicit instruction of foundational reading skills with all grade levels. The upper grade teachers reported high rates of success in reading and classroom participation after learning and using the rules of syllabication with their students.

In collaboration with our LST, Data Analysis Meetings were established for grade-level teams. These data meetings allowed grade level teams to analyze progress monitoring data and plan Tier 2 targeted and Tier 3 intensive intervention cycles to meet individual student needs. We continued to use measures, like the Core Phonics Survey, to get an inventory of phonics skills students have learned. Looking at the foundational skills mastered over time gave us a true understanding of student academic growth. Through this process we learned to celebrate student achievement at the skill level.

We went back to the basics with our Positive Behaviors Intervention and Supports (PBIS) framework. Our goal was to continue to offer a positive, predictable and safe learning environment for all students returning to school full time. We focused on reteaching the school wide behavior expectations throughout the school year during assemblies, leading expectation stations, and delivering classroom lessons. We continued to celebrate student behavioral growth with our Eagle tickets and various rewards like our Eagle Store, Eagle Phone Calls Home, and trimester themed parties (like our Bobba and Board Games). Our Student Support Services team continued developing and implementing Tier 2 interventions, like our Check-In/Check-Out (CICO) and providing training to our teachers on Social Emotional Learning strategies that can be used with our students, such as self-management and anxiety/calming strategies. Care Solace was useful in coordinating mental health care for a couple of students. Our staff engaged in a Wellness Collective where we read and analyzed the book What Happened to You? Conversations on Trauma, Resilience, and Healing, by Bruce D. Perry and Oprah Winfrey. The group met to practice physical, social, and mental self-care while completing the book study.

In years past, attendance was of minimal concern with our student population. Over the past 3 years, with school closures, covid restrictions, and maladaptive behaviors, attendance has increasingly become a concern for our community. This year, with the return to traditional scheduling, attendance was impacted by covid guidelines, in which both positive cases and close contacts were expected to be absent until cleared. Though the restrictions were lifted later in the year, the data is cumulative so the impact remains. With the use of the Attention2Attendance (A2A) and Aeries monitoring system, our administration has monitored progress and conducted weekly check-ins with parents/families to improve attendance. During these meetings, administration ensure that parents are aware- we are available and willing to make necessary changes/adjustments to aid in their students' success in attending regularly and on-time. This year, it was our goal to assist families in removing barriers that

influence student attendance. In the following year, we plan to continue using A2A to notify parents and house conferencing information as well as run Aeries reports to inform teachers, parents, and administrators of on-going progress.

The Covid Compliance Team/Newhall Eagle Safety Task Force met monthly to review safety concerns, update covid compliance guidelines, and prepare for emergency procedures. The team delivered professional development to the staff including pre and post drill debriefs. Newhall has an emergency drill each month that focuses on one of the types of drills (earthquake, fire, lockdown, etc).

Newhall Elementary's student support services personnel met monthly to review special cases and calibrate daily expectations and procedures. This system was proven to be effective in maintaining communication amongst the case managers, service providers, and administrators. The team collaborated and problem solved to best serve our students. In addition, our assistant principal conducted trimester meetings to review scheduling, Individualized Education Plan (IEP) procedures, and collaborated on special cases with case managers and Ed Specialists. In preparation for the fall, the team will meet to review and schedule the Trimester 1 IEPs on schedule for the 2022-2023 school year. Additionally, we are implementing more inclusive practices including co-teaching and co-planning with our GenEd and Ed Specialists.

We know that children learn best when the significant adults in their lives -- parents, teachers, and other family and community members -- work together to encourage and support them. This school year we made it our priority to strengthen our partnerships with families. Parent Engagement was on the move again at Newhall Elementary School! Through our School Site Council (SSC) we were able to have conversations about how we all have children's best interests at heart. The Newhall Elementary School Parent Teacher Association (PTA) was key in fostering a caring school climate by including all families in fundraising events, monthly meetings, and fun activities like the BMX assembly. We created opportunities for our bilingual families to learn about the importance of establishing a family reading routine, early literacy development, language development and other topics of their interest. Latino Literacy, Parent Institute for Quality Education (PIQE), Eagle Parent University, and the English as a Second Language classes in collaboration with the College of the Canyons are some examples.

Our community partnerships help to improve academic outcomes. We are very proud and celebrate our continued partnership with CalArts. This year Art Pilots, a semester-long, collaborative course between CalArts' School of Art, CalArts' Community Arts Partnership (CAP) and our school was in-person again! About 80 Newhall Elementary students received supplies, lessons and collaborated with the CalArts students this school year. Another successful partnership was [Creativity in the Classroom & Beyond](#). Million Little, a nonprofit organization, in collaboration with our school counselor presented a series of workshops for 2nd and 3rd grade students focused on Social Emotional Learning through the arts and reading. Million Little created bilingual lessons that were presented in the classroom and sent home for a connection with families, here is a [sample art lesson](#) connected to the book Beautiful Oops by Barney Saltzberg.

This school year, 75 Newhall Elementary School families were identified as experiencing homelessness. Most of these families are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason. NES focused on providing support and resources to the identified families by opening a Resource Center ("La Tiendita") where families could have a

dignified shopping experience. Through community donations and the generous collaboration of the Santa Clarita Valley Neighbors in Need, “La Tiendita” offered clothes, food, and personal care items. In collaboration with Feed SCV, a local nonprofit organization, our school counselors delivered weekly Snack Packs to our identified families. The Snack Pack provides nutritional food for students who do not have enough to eat through the weekend. Through constant communication with the families and an Open House event in the Spring we partnered with the families experiencing homelessness to provide support and above all, build connections and a caring relationship.

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

We are happy and proud to celebrate that Newhall Elementary School was selected as a 2022 California Pivotal Practice Award winner! The California Pivotal Practice (CAPP) Program is being utilized by California in 2022 in place of the California Distinguished Schools Program. The program highlights innovative practices implemented during the 2020/21 school year when California required schools to offer distance learning due to the COVID-19 pandemic. In our application we highlighted our parent engagement practices during the pandemic.

This summer, the Newhall staff is conducting a 10-day intensive program to address language development for our English Learners, LEAP Summer Academy- Language Enrichment through the Arts Program. The Newhall staff is formally trained in Kennedy Arts and plans to utilize this framework to develop and enrich language through the arts.

To continue to move teaching and learning forward at NES, these are the goals that have been created for the 2022-23 school year.

**Goal 1-ELA**

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

**Goal 2-Math**

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

**Goal 3-Social Emotional**

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



# Stakeholder Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

The role of our School Site Council (SSC) was key to monitor the implementation of the 2020-21 SPSA and develop the 2022-23 plan. On March 9 our SSC met to delegate the development of the 2022-23 plan to our school instructional Leadership Team (ILT) and approved it on May 11.

Our ILT has been crucial in shaping a collaborative culture of teaching and learning at our school. The ILT met on April 12 to assess the progress of the 2021-22 goals, analyze data, and write data-driven goals and actions for our 2022-23 school year.

Our teachers collaborated during our staff meetings on April 19, April 26, and May 10. All teachers gave feedback on the proposed goals and the actions. Student voice was also included in the process. On May 10, Student Council members gave feedback on the goals and actions for the 2022-23 SPSA.

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

On May 10, the community at large had an opportunity to voice their ideas and provide feedback during Coffee with the Principal (Cafecito con la Directora). A space for discussion, questions and collaboration.

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal 1-ELA

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

### Identified Need

The Fastbridge aReading Group Screening Norms Report shows that 41% of our second through sixth grade students spring in the average or above average performance compared to national norms. At a district level, the Fastbridge aReading Group Screening Benchmarks Report shows that 71% of our second through sixth grade students fall in the "some risk" or "high risk" categories. Multi Tiered Systems of Support (MTSS) research indicates that most schools can provide supplemental and intensive support for 20% to 30% of their students and accelerated learning opportunities for about 15% of their students (Christ, 2008; Christ & Arañas, 2014). Schools rarely have resources to provide supplemental and intensive support for more than 30% of learners at-risk for low achievement, even if a larger proportion would benefit. Based on the research and our spring data, the identified need is to continue to refine our MTSS, primarily our Tier 1 core instruction. Focusing on our MTSS will ensure that all students receive high-quality, differentiated instruction and raise the percentage of students meeting end of the year performance goals. We have used national norms in

combination with criterion-referenced benchmarks to guide our decisions and plan our strategies/activities for this goal.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fastbridge (early Reading)	Kindergarten: 23% of the students are at low risk, 35% at some risk, and 42% at high risk Grade 1: 34% of the students at low risk, 36% at some risk, and 30% at high risk	At the end of 2023, the number of students at low risk and/or college pathway will be at $\geq 50\%$ .
Fastbridge (aReading)	Grade 2: 6% of the students are on a college pathway, 15% of the students at low risk, 38% at some risk, and 41% at high risk  Grades 3: 9% of the students are on a college pathway, 28% of the students at low risk, 29% at some risk, and 34% at high risk  Grade 4: 4% of the students are on a college pathway, 18% of the students at low risk, 40% at some risk, and 38% at high risk  Grade 5: 5% of the students are on a college pathway, 12% of the students at low risk, 45% at some risk, and 38% at high risk  Grade 6: 14% of the students are on a college pathway, 25% of the students at low risk, 28% at some risk, and 33% at high risk	At the end of 2023, the number of students at low risk and/or college pathway will be at $\geq 50\%$ .
English Language Proficiency Assessments for California (ELPAC)	21.5% of our English Language Learners are at level 1. 35.9% of our English Language Learners are at level 2. 33.2% of our English Language Learners are at level 3. 6.5% of our English Language Learners are at level 4.	Grades 4-6: At the end of 2023, the number of students at or above level 3 in the ELPAC will be at $\geq 45\%$ .
English Language Proficiency Assessments for California (ELPAC)	Grade 4: 11.7% At Risk of Long Term English Learner (LTEL)* Grade 5: 53.4% At Risk of Long Term English Learner (LTEL) Grade 6: 35% At Risk of Long Term English Learner (LTEL)	At the end of 2023, the number of students At Risk of LTEL will be at $\leq 20\%$ in 6th grade (from 55 to 10 or less students) and $\leq 5\%$ in 4th grade (from 12 to 2 students).



\*The term Long Term English Learner (LTEL) refers to English learner (EL) students who have been enrolled in a U.S. school for six years or more and have not been reclassified as fluent English proficient.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students K-3

### Strategy/Activity

1a. All students will be assessed using the Universal Screener at the end of each trimester and at the beginning of the school for a baseline. What I Need (WIN) Response to Intervention (RTI/MTSS) has proven to be the best way to systematically respond when our students don't learn. The district funded team will continue to partner with grade level teachers to plan six week cycles of targeted instruction and assess growth using the Universal Screener.

1b. Data meetings will be scheduled at the end of each cycle for collaboration between grade level teachers and our Learning Support Teacher. The teams will use Universal Screener data during data meetings to inform Tier 1 instruction and create Tier 2 and T3 reading groups. T2 reading groups will be led by the WIN team and classroom teachers. T3 intense intervention will be led by WIN teachers. The full time WIN team will continue to be funded directly from the district supplemental funds for the 2022-23 school year, according to the Local Control Accountability Plan (LCAP).

1c. Grade level teachers will use their understanding of the Orton Gillingham (OG) method to create structured literacy lessons, implement daily Explicit Phonics blending M-Th, daily Phonemic Awareness activities M-Th, and follow Explicit Phonics routines with fidelity. This work will be supported by the district coach and the Learning Support Teacher providing ongoing professional learning opportunities to refine Tier 1 core instruction. Teachers that did not complete the OG training during the 2021-22 school year will attend during the 2022-23 school year. Fastbridge training will be provided for all teachers.

1d. As a system, we will implement the strategies, tools, and tips for building high-performing professional learning communities (PLC)—our team's goal will be to focus on learning, build a collaborative culture, and be results oriented. K-3 grade level teachers that have not attended the PLC will attend The Summit on PLC at Work® to regroup and sustain a strong, collaborative PLC. The Instructional Leadership Team will attend The RTI at Work™ Institute to ensure each child continues to receive the time and support needed to achieve success.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$40,000	Title I
\$40,000	Site Supplemental

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All students 4-6

### Strategy/Activity

2a. Students will be assessed using the Universal Screeners to determine foundational reading skills and comprehension levels. Teachers will use this data to plan six week cycles of targeted instruction with ongoing assessment. These baseline tests will also allow teachers to immediately form What I Need (WIN) groups for students in need of additional support. WIN groups will be held for ELA support four times a week and will be supported by the site funded WIN team and the Learning Support Teacher.

2b. Data meetings will be scheduled at the end of each cycle for collaboration between grade level teachers and our Learning Support Teacher. The teams will use Universal Screener data during these meetings to inform Tier 1 instruction and create Tier 2 and T3 reading groups. T2 reading groups will be led by the WIN team and classroom teachers. T3 intense intervention will be led by the WIN team. The part time WIN team will be funded by site supplemental funds for the 2022-23 school year.

2c. Teachers will use their understanding of morphology, fluency, vocabulary, and comprehension to implement and create structured literacy lessons. They will deliver 20 minutes daily lessons on weekly phonics skills, phonics activities will include phonemic awareness, phonological processing, syllabication, spelling, reading fluency passages will correlate to phonics skill.

2d. This work will be supported by District Coaches and Learning Support Teachers providing ongoing professional learning opportunities to refine Tier 1 core instruction and facilitate small group T2 instruction in their classrooms. Teachers that did not complete the OG training during the 2021-22 school year will attend during the 2022-23 school year. Fastbridge training will be provided for all teachers.

2e. As a system, we will implement the strategies, tools, and tips for building high-performing professional learning communities (PLC)—our team’s goal will be to focus on learning, build a collaborative culture, and be results oriented. 4-6 grade level teachers that have not attended the PLC will attend The Summit on PLC at Work® to regroup and sustain a strong, collaborative PLC. The Instructional Leadership Team will attend The RTI at Work™ Institute to ensure each child continues to receive the time and support needed to achieve success.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$45,000	Title I
\$135,000	Site Supplemental

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

A Parent Workshop Calendar will be created for the 2022-23 school year. This calendar will include our Latino Literacy, Family Book Club, Parent University, Parent Institute for Quality Education and Social Emotional Learning workshops. The workshops will have the goal of keeping parents informed about and involved in what happens in the classroom. The information will be shared with parents at the beginning of the school year.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$19,492	Title I

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

Emergent Bilinguals

#### Strategy/Activity

4a. Classroom teachers will plan and create *designated* English Language Development learning opportunities for their students. They will use the English Language Arts/English Language Development (ELA/ELD) Framework to plan instruction for Emergent Bilingual students around both content and language standards.

4b. Classroom teachers will plan and create *integrated* English Language Development learning opportunities for their students. They will use the English Language Arts/English Language Development (ELA/ELD) Framework to plan instruction for Emergent Bilingual students around both content and language standards.

4c. Professional development (PD) for teachers will include an overview of the framework and its distinctive features, the five key themes of ELA/Literacy and ELD instruction included throughout the document, and sample guidance and instructional suggestions for each grade level. At the end of the PD series, teachers will be able to define the connections between your content and ELD standards, develop their own guiding principles for implementing both sets of standards, create an action plan to integrate both sets of standards, and pull out strategies and supports for Emergent Bilinguals at their grade level that are mapped to the content and ELD standards.

4d. In addition, professional development on Ellevation Strategies and Ellevation Modules will be led during staff meetings and collaboration time. Ellevation Strategies reflects best practices for Emergent Bilingual students and are research-based. They address the unique needs, struggles, and gaps in instruction that often affect Emergent Bilinguals. Ellevation Professional Learning Modules focus on relevant and urgent Emergent Bilingual topics. Grade levels will have three days of collaboration and planning time to create units and prepare ELD lessons during the school year.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
\$36,155	Title I

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

5a. Teaching through the arts helps children simultaneously engage different senses and create and strengthen the connections across the brain that form the basis for learning. We will continue to use the arts as a way to support reading and language development throughout the curriculum. Arts integration trained teachers will continue to use the different tools from the various Kennedy-Arts training to develop cognitive skills, build social and emotional skills, and support literacy.

5b. We know that arts integration can be an extremely effective way to connect creative skills and curriculum requirements. When used strategically, students can see up to 20% improvement in academic measurements and 5% or more increased attendance. Our school will use the Accelerator, arts integration platform, to access combined standards-aligned curriculum, accredited professional development, and premium teacher resources to provide us with scalable and sustainable support for our arts integration efforts.

5c. Our Instructional Leadership Team with the support of the dedicated Arts Integration expert provided by Accelerator will create an implementation map for our staff. This guide will customize each teacher’s experience based on their knowledge of arts integration, unique needs and initiatives shared through the success pathway questionnaire. Each teacher will have access to professional development during staff meetings and/or minimum day collaborations and one paid accredited online course (25 hours).

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
\$23,000	Title I

**Goal 2-Math**

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

**Identified Need**

The Fastbridge aMath Group Screening Norms Report shows that 51% of our second through sixth grade students fall in the average or above average performance compared to national norms. At a district level, the Fastbridge aMath Group Screening Benchmarks Report shows that 58% of our second through sixth grade students fall in the “some risk” or “high risk” categories.

The Fastbridge earlyMath Group Screening Report shows that 59% of our Kindergarten students fall in the average or above average performance compared to national norms and that at a district level, the benchmark percentage of students at “some risk” or “high risk” combined is 54%.

For our first grade students, the Fastbridge earlyMath Group Screening Report shows that 56% of the students fall in the average or above average performance compared to national norms and that at a district level, the benchmark percentage of students at “some risk” or “high risk” combined is 54%.

Multi Tiered Systems of Support (MTSS) research indicates that most schools can provide supplemental and intensive support for 20% to 30% of their students and accelerated learning opportunities for about 15% of their students (Christ, 2008; Christ & Arañas, 2014). Schools rarely have resources to provide supplemental and intensive support for more than 30% of learners at-risk

for low achievement, even if a larger proportion would benefit. Based on the research and our Winter data, the identified need is to continue to refine our MTSS, primarily our Tier 1 core instruction in all grade levels. Focusing on our MTSS will ensure that all students receive high-quality, differentiated instruction and raise the percentage of students meeting end of the year performance goals. We have used national norms in combination with criterion-referenced benchmarks to guide our decisions and plan our strategies/activities for this goal.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fastbridge (earlyMath)	Kindergarten: 46% of the students are at low risk, 23% at some risk, and 21% at high risk Grade 1: 46% of the students at low risk, 36% at some risk, and 18% at high risk	At the end of 2023, the number of students at low risk and/or college pathway will be at $\geq 65\%$ .
Fastbridge (aMath)	Grade 2: 10% of the students are on a college pathway, 19% of the students at low risk, 44% at some risk, and 27% at high risk  Grades 3: 21% of the students are on a college pathway, 22% of the students at low risk, 23% at some risk, and 34% at high risk  Grade 4: 9% of the students are on a college pathway, 32% of the students at low risk, 40% at some risk, and 19% at high risk  Grade 5: 11% of the students are on a college pathway, 26% of the students at low risk, 30% at some risk, and 33% at high risk  Grade 6: 17% of the students are on a college pathway, 37% of the students at low risk, 26% at some risk, and 20% at high risk	At the end of 2023, the number of students at low risk and/or college pathway will be at $\geq 60\%$ .

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students



## Strategy/Activity

- 1a. All students will be assessed using the Universal Screener at the end of each trimester and at the beginning of the school for a baseline.
- 1b. Teachers will plan cycles of targeted instruction based on unit and priority standards and assess growth using common formative assessments.
- 1c. Teachers will continue to use Bridges/CPM curriculum with fidelity, including Work Places and Number Corner to ensure the implementation of daily, systematic, spiral review of grade priority standards. Use assessment data to create Tier 2 groups. Ongoing vertical articulation across grade levels.
- 1d. Grade level teams will continue to collaborate as a Professional Learning Community (PLC) and implement the PLC process to establish effective teaching methods, lesson development, and assessment strategies specific to mathematics.
- 1e. During grade level collaborative time, teams will use Universal Screener data to inform Tier 1 instruction and create Tier 2 and T3 math groups. T2 math groups will be led by the classroom teachers. T3 intense intervention will be led by the site WIN team.
- 1f. A part time math WIN teacher will be funded by site supplemental funds for the 2022-23 school year. This part time certificated teacher will focus on co-teaching with any combination class teachers.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$58,852

Supplemental

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

Emergent Bilinguals

## Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$7,700	Title I

### Goal 3-Social Emotional

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

#### Identified Need

The 2021-22 California Healthy Kids Survey (CHKS) indicates that 43% of students in grade 5 reported that the school supports meaningful participation in school. In addition, the CHKS shows that 69% of our students feel connected to school “most of the time” and/or “all of the time.” This includes having *caring adults in school, high-expectations from adults in school, and meaningful participation at school*. It is clear that we need to create the opportunities and conditions for students to build relationships with staff members and peers, give them a chance to help decide school activities or rules, and increase student voice. It is evident that staff training, expert coaching, a character-based curriculum for students, and personalized support, to implement transformational processes focused on social-emotional wellbeing, relationship-driven campus culture, and student connectedness is needed.

#### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
20-21 California Healthy Kids Survey	98% of 5th grade students took the California Healthy Kids Survey.	The number of students that complete the California Healthy Kids survey will be $\geq$ 98%.
20-21 California Healthy Kids Survey	43% of students in grade 5 reported that the school supports meaningful participation in school.	The number of students that feel they are part of the school will increase by 22%.
20-21 California Healthy Kids Survey	69% of students in grade 5 reported that they felt connected to their school.	The number of students that feel that they are connected to their school will increase by 21%.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

1a. The school counselors will conduct social-emotional groups and visit classrooms providing whole class lessons related to social emotional wellbeing and establishing a sense of community. Counselors will use district adopted Social Emotional Learning (SEL) curriculum, Second Step.

1b. The school counselors will pilot the implementation of Character Strong, PurposeFull People, a character-based curriculum for Tier 1 instruction. They will also share relevant resources that will support Tier 2 support for social and emotional learning.

1c. Counselors, school psychologists, and administrators will attend the next ASCA Annual Conference.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$18,000

Supplemental

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

Tier 2 Counseling Groups

### Strategy/Activity

2a. School counselors and administrators will attend a facilitator training event for the ROX program for girls. The ROX program engages participants fully in the research, content, theory and experience of the critical issues facing girls and provides the opportunity to explore one's own beliefs and behaviors as they relate to the education, safety, development and empowerment of girls.

2b. Million Little will lead Creativity in the Classroom & Beyond for third grade students. Million Little will expose students to the arts while supporting their social emotional development and literacy.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$17,167	Supplemental

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

The PBIS coaches, our two school counselors, will continue to attend training to help in the implementation of Tier 2 strategies and impart the learning to the staff. The training will focus on social emotional learning, trauma informed care, bullying-behavior prevention and restorative practices.

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$16,500	Title I

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

5a. All students will have the opportunity to increase their social emotional-awareness and receive positive recognition and incentives for following the school-wide PBIS Behavior Expectations.

5b. All staff members will continue to implement PBIS structures, analyze behavioral data to support student needs.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$7,076

Title I

## Annual Review

### SPSA Year Reviewed: 2021–22

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

## ANALYSIS

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

Our 2021-22 Single Plan for Student Achievement (SPSA) had clear goals, but most importantly, clear steps to ensure all students had access to a rigorous, essential grade-level curriculum, highly effective teaching, and embedded academic and behavioral supports. This school year we were truly dedicated to equity and ensuring all students learned at high levels, responding effectively when students struggled—especially now, due to the impact of the COVID-19 pandemic on student learning.

All strategies and activities listed in our 2021-22 SPSA were implemented and yielded positive results. Although our school's standardized student learning data only shows some growth, we understand that this information can be valuable, but it provides only a glimpse into how a student is

performing. Our school is now disaggregating data to understand what content and skills students have not yet mastered and where additional instruction or support is needed.

Through our Multi-Tiered System of Support (MTSS) this year we:

- Integrated a data collection and assessment system, including universal screening, diagnostics and progress monitoring, to inform decisions appropriate for each tier of service delivery.
- Relied on a problem-solving systems process and method to identify problems, develop interventions and evaluate the effectiveness of the intervention in a multi-tiered system of service delivery.
- Sought and implemented appropriate research-based interventions for improving student learning.
- Used school-wide and classroom research-based positive behavioral supports for achieving important social and learning outcomes.
- Implemented a collaborative approach to analyze student data and work together in the intervention process.

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

The pandemic has exacerbated the labor shortage and increased vacancies in many educational institutions. Newhall Elementary School was not free from that reality. We were unable to hire a School Social worker, a Curriculum Specialist, or a part time WIN teacher. These were significant supports for our strategies/activities that unfortunately were not available for our students, team and community.

We started conversations with our SSC and leadership teams and decided to invest in ourselves and the refinement of our Tier 1 Core instruction. A total of eighteen certificated staff has or will attend the Orton Gillingham sequential, multi-sensory approach to teach literacy training. Eighteen certified staff will attend the Professional Learning Communities at Work Institute from Solution Tree. Fifty certificated and classified members of Newhall Elementary School will attend the Capturing Kids' Hearts Institute.

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

All of the goals have been updated to reflect the changes resulting from our analysis. The SPSA is a living document that will be revised periodically with SSC. Supporting high-quality standards and research-based, culturally and linguistically relevant instruction with the belief that every student can learn including students of poverty, students with disabilities, English learners, and students from all ethnicities evident in the school and district cultures continues to be our goal.



# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$194,923
Total Federal Funds Provided to the School from the LEA for CSI	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$506,467

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$194,923

Subtotal of additional federal funds included for this school: \$194,923

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

State or Local Programs	Allocation (\$)
Site Base	\$42,525
Site Supplemental	\$269,019

Subtotal of state or local funds included for this school: \$311,544

Total of federal, state, and/or local funds for this school: \$506,467