



Schoolwide Plan Program (SWP)

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Newhall Elementary	19-64832-6020796	February 10, 2025	March 11, 2025

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

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

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

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

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

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

Plan Description

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

The Educational Partners of Newhall Elementary conducted a comprehensive needs assessment using data from the California Dashboard and other district measurements to create our 2025-2026 Single Plan for Student Achievement. The plan includes four identified goals and strategies targeted to improve all student academic outcomes. Goal One ensures that all students demonstrate mastery of grade-level academic standards and language proficiency. Goal Two is focused on enhancing student engagement and fostering a positive school climate, ensuring that every student feels connected, supported, and motivated to actively participate in their education. Goal Three is focused on expanding our partnership with parents in decision-making processes and school activities, fostering a collaborative and supportive environment that positively impacts student success. Goal Four ensures that all students are taught academic standards at a high level of rigor in all content areas, using instructional materials aligned with standards. These goals are in alignment with our district's Local Control and Accountability Plan (LCAP).

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Single Plan for Student Achievement review process was comprehensive and inclusive, ensuring all voices were heard. The School Site Council (SSC) met on September 23, October 28, November 18, December 9, January 27, and February 10. These dates allowed for the ongoing monitoring of the implementation of our 2024-25 SPSA and development of the 2025-26 SPSA. The English Language Advisory Committee (ELAC) contributed on January 17. Key teams, including the PBIS Team (November 20), Instructional Leadership Team (November 18, February 10), and PTA Executive Board (December 16), provided input. Certificated staff collaborated in teams during various collaboration times in January 2025 to offer input too. Students also shared their perspectives via Associated Student Body representatives. This collaborative approach ensured the plan reflects our school community's needs and aspirations.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

All indicators in the report are in Yellow or higher, reflecting steady progress and the positive impact of targeted interventions across academic performance, engagement, and school climate. In Academic Performance, English Language Arts and Mathematics were both in the Yellow category, with performance 53.6 and 64.2 points below the standard, respectively. This represents a notable improvement from the previous year when both ELA and Math were in the Orange category, demonstrating that the school's focused efforts and instructional strategies are leading to measurable gains. However, achieving the goal of reaching the Blue category will require an even more intentional approach. First, the consistent use of formative assessments must continue to be prioritized to closely monitor student progress, allowing teachers to adjust instruction in real time to address learning gaps effectively. Second, maintaining high expectations through explicit direct instruction will be essential in ensuring that students are actively engaged, held accountable for their learning, and consistently working toward mastery of grade-level standards. By continuing to refine these practices and leveraging data-driven decision-making, the school is committed to accelerating student achievement and making steady progress toward the Blue category on the California School Dashboard.

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

Referring to the California School Dashboard, the performance of students with disabilities in English Language Arts and Mathematics is in the Red category, which is two or more performance levels below the "all student" performance. This indicates a significant achievement gap that requires targeted interventions and additional support to improve outcomes for this student group.

Other Needs

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

In addition to Dashboard data, locally collected data from our ELA Cycles highlights the need for targeted support and instructional alignment to improve pupil outcomes. Through the implementation of Curriculum Alignment Cycles, we have initiated a system of aligning and calibrating grade-level expectations to ensure equitable teaching and learning for all students. This process includes deep dives into state standards, the development of common assessments, and regular cycles of reflection and planning every 5-6 weeks. The participation data from Cycles 1 and 2 demonstrate strong engagement, with participation rates consistently above 90%. While there have been notable improvements in early grade ELA proficiency, such as Kindergarten increasing from 44% in Cycle 1 to 58% in Cycle 2, and 5th-grade performance improving from 38% on SBAC to 47% proficiency in Cycle 2, the data also highlights the need for continued support, particularly for students with disabilities. Although overall engagement is strong, students with disabilities have not shown the same level of progress, indicating that additional, targeted interventions are necessary to accelerate their learning and close the achievement gap. These cycles are driving Tier I instruction by providing actionable data to refine strategies, and a stronger focus on students with disabilities is needed to ensure they benefit from these improvements.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
512	96.1%	59.6%	0.0%
Total Number of Students enrolled in Newhall Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	305	59.6%
Foster Youth	0	0.0%
Homeless	8	1.6%
Socioeconomically Disadvantaged	492	96.1%
Students with Disabilities	72	14.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.6%
American Indian	2	0.4%
Asian	2	0.4%
Filipino	4	0.8%
Hispanic	474	92.6%
Two or More Races	3	0.6%
Pacific Islander	0	0.0%
White	18	3.5%

School and Student Performance Data

Overall Performance






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



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div><p>Yellow</p></div>	<div>Chronic Absenteeism</div> <div><p>Yellow</p></div>	<div>Suspension Rate</div> <div><p>Green</p></div>
<div>Mathematics</div> <div><p>Yellow</p></div>		
<div>English Learner Progress</div> <div><p>Yellow</p></div>		

School and Student Performance Data

Academic Performance English Language Arts

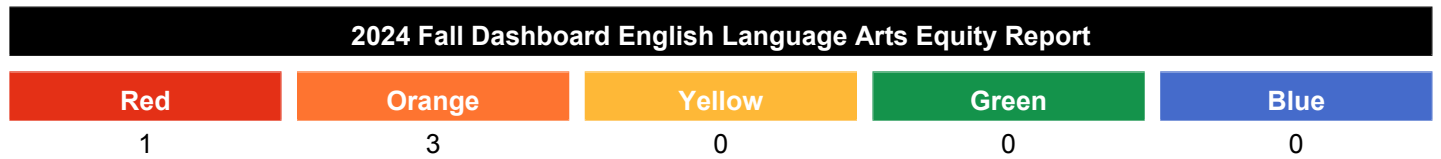
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>53.6 points below standard</div> <div>Increased 3.6 points</div> <div>304 Students</div>	<div>English Learners</div> <div> Orange</div> <div>63.7 points below standard</div> <div>Maintained 1.2 points</div> <div>204 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>9 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>55.8 points below standard</div> <div>Maintained 2.2 points</div> <div>292 Students</div>

Students with Disabilities  <p>Red</p> <p>126.2 points below standard</p> <p>Declined 18.9 points</p> <p>46 Students</p>	African American  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>0 Students</p>	American Indian  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
Asian  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	Filipino  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	Hispanic  <p>Orange</p> <p>56.1 points below standard</p> <p>Maintained 1.8 points</p> <p>288 Students</p>
Two or More Races  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	Pacific Islander  <p>No Performance Color</p> <p>0 Students</p>	White  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>

School and Student Performance Data

Academic Performance Mathematics

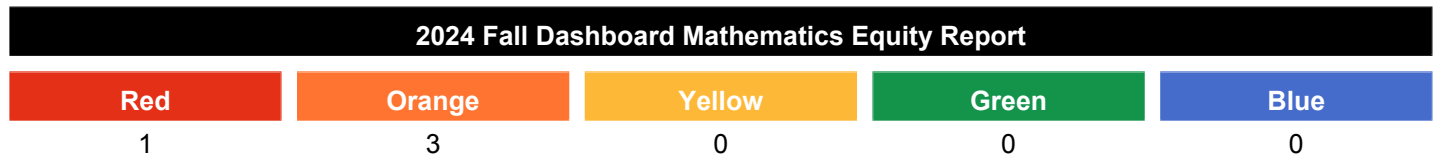
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>64.2 points below standard</div> <div>Increased 3.4 points</div> <div>307 Students</div>	<div>English Learners</div> <div> Orange</div> <div>73.5 points below standard</div> <div>Maintained -2 points</div> <div>206 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>9 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>67 points below standard</div> <div>Maintained 0.8 points</div> <div>295 Students</div>

Students with Disabilities  Red 145.1 points below standard Declined 22.4 points 46 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Hispanic  Orange 67.2 points below standard Maintained 0.7 points 290 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students

School and Student Performance Data



Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
<div></div> <div>Yellow</div> <div>45.4% making progress.</div> <div>Number Students: 238 Students</div>	<div></div> <div>No Performance Color</div> <div>making progress.</div> <div>Number Students: 7 Students</div>

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26.9%	27.7%	5.9%	39.5%

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

15.6% Chronically Absent

Declined 1.2

550 Students

English Learners



Yellow

12% Chronically Absent

Declined 1.4

324 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - data not displayed for privacy

10 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

1 Student

Homeless



No Performance Color

38.9% Chronically Absent

Increased 22.2

18 Students

Socioeconomically Disadvantaged












Yellow

15.3% Chronically Absent

Declined 1.3

524 Students

Students with Disabilities  Orange 18.8% Chronically Absent Increased 1 85 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	Hispanic  Yellow 15% Chronically Absent Declined 1.6 506 Students
Two or More Races  No Performance Color 36.4% Chronically Absent 0 11 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 21.1% Chronically Absent Increased 6.8 19 Students

School and Student Performance Data

Conditions & Climate Suspension Rate

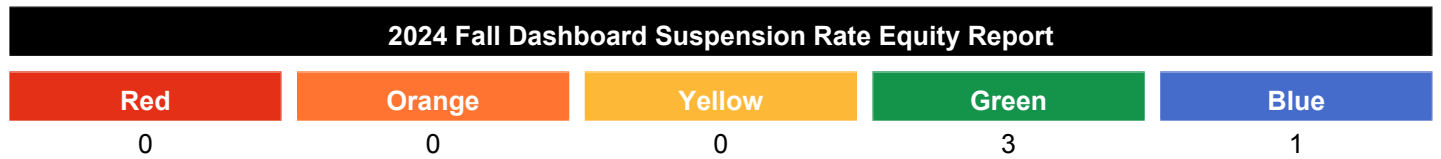
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>1.3% suspended at least one day</div> <div>Declined 1%</div> <div>559 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>0.6% suspended at least one day</div> <div>Declined 1.4%</div> <div>328 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>10 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>3 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>4.8% suspended at least one day</div> <div>Increased 4.8%</div> <div>21 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>1.3% suspended at least one day</div> <div>Declined 0.9%</div> <div>531 Students</div>

Students with Disabilities  Green 1.1% suspended at least one day Declined 2.1% 88 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	Hispanic  Green 1.2% suspended at least one day Declined 0.9% 511 Students
Two or More Races  No Performance Color 8.3% suspended at least one day 12 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0% suspended at least one day Declined 7.1% 20 Students

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Achievement and Other Pupil Outcomes

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

A review of Dashboard and local data reveals both progress and areas requiring improvement. We met our expected goal of increasing one color on the California Dashboard Indicators in English Language Arts (an increase of 3.6 points), Mathematics (an increase of 3.4 points), and English Language Proficiency. However, challenges remain in foundational mathematics skills as we did not meet the expected outcome of a 5-percentage-point increase in students meeting or exceeding standards on District Mathematics Unit Assessments. Similarly, while the California Science Assessment (CAST) shows notable progress, with the percentage of students meeting or exceeding standards increasing from 13.42% to 22.58%, 57% of students still perform below standard. To address these gaps, targeted interventions in early numeracy, expanded professional development for educators, and hands-on investigations, literacy-rich activities, and use of interactive digital tools to empower students to think, read, write, and argue like real scientists are being implemented to build on progress and support all student groups more effectively.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Indicator for English Language Arts:	Overall color ranking: Yellow Points from standard: 53.6 points below standard Change from the previous year: Increased by 3.6 Points Student groups that performed below the overall school rating: English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic.	The school will increase its performance level to at least Green. All student groups will increase their performance level by at least one color. English Learners: Increase to at least Yellow Socioeconomically Disadvantaged: Increase to at least Yellow Students with Disabilities: Increase to at least Orange Hispanic: Increase to at least Yellow
California Dashboard Indicator for Mathematics:	Overall color ranking: Yellow Points from standard: 64.2 points below standard Change from previous year: Increased 3.4 Points Student groups that performed below the overall school rating: English Learners, Socioeconomically	The school will increase its performance level to at least Green. All students groups will increase its performance level by at least one color. English Learners: Increase to at least Yellow Socioeconomically Disadvantaged: Increase to at least Yellow

	Disadvantaged, Students with Disabilities, and Hispanic.	Students with Disabilities: Increase to at least Orange Hispanic: Increase to at least Yellow
California Dashboard Indicator for English Language Proficiency	Overall color ranking: Yellow Percent of students who maintained a level 4 or increased one ELPI level: 45.4% making progress	The school will increase its performance level to at least Green. All students will increase one ELPI level, or maintain a level 4.
District English Language Arts Cycle Assessments (Kindergarten - 2nd Grade)	Percent Proficient by Cycle Kinder Cycle 1: 44% Cycle 2: 58% Cycle 3: 77% 1st Cycle 1: 65% Cycle 2: 56% Cycle 3: 63% 2nd Cycle 1: 72% Cycle 2: 70% Cycle 3: 87%	Each grade level to increase the number of students meeting or exceeding standards by at least 5 percentage points in each cycle assessment.
District Mathematics Unit Assessments (Kindergarten - 2nd Grade)	Percent Proficient by Unit Kindergarten Unit 1: Optional, no data Unit 2: 78.9% Unit 3: 81.8% Unit 4: Upcoming assessment–data not yet available. Unit 5: Upcoming assessment–data not yet available. Unit 6: Upcoming assessment–data not yet available. First Grade Unit 1: 87.7% Unit 2: 78.0% Unit 3: 82.4% Unit 4: Upcoming assessment–data not yet available. Unit 5: Upcoming assessment–data not yet available. Unit 6: Upcoming assessment–data not yet available. Second Grade Unit 1: 81% Unit 2: 76% Unit 3: 76% Unit 4: Upcoming assessment–data not yet available. Unit 5: Upcoming assessment–data not yet available. Unit 6: Upcoming assessment–data not yet available.	Each grade level to increase the number of students meeting or exceeding standards by at least 5 percentage points.

California Science Assessment (CAST)	22.58% of 5th graders were proficient on the 2024 CAST	50% or more students to be proficient on the CAST.
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Curriculum Alignment and Data Reflection Sessions</p> <p>To effectively enhance student achievement in English Language Arts (ELA), we will continue our curriculum alignment efforts, which this year involved the implementation of cycles of instruction, we will engage in data reflection sessions. These sessions will allow us to evaluate the effectiveness of our core instruction and interventions, refine our approaches, and ensure that our strategies remain aligned with our educational goals and the evolving needs of our students. Grade-level teacher teams and site administrators will conduct this analysis to ensure a unified approach to planning and executing interventions that accelerate student learning.</p>	All students	<p>15,000 Supplemental</p> <p>Guest Teachers 2,035 Supplemental</p> <p>Materials and Supplies</p>
1.2	<p>Tiered Intervention for Reading and Math</p> <p>Tiered intervention will be provided for ELA and math. Grade-level teachers in collaboration with our WIN Team, will provide targeted intervention Kindergarten through Sixth grade. Our grade-level teams will work closely with the WIN team through Data Reflection Sessions to ensure the core standards, identified in the assessment maps, are being addressed through intervention as needed.</p>	All Students	<p>117,000 Supplemental</p> <p>Certificated WIN Teacher 80,000 Title I</p> <p>Curriculum Specialists 1,000 Supplemental</p> <p>Materials and Supplies</p>
1.3	<p>Addressing Unfinished Math Learning and Professional Growth</p> <p>In the upcoming school year, we will implement a focused plan to address unfinished math learning while maintaining the rigor of grade-level content. Grade-level teams will prioritize essential math concepts, emphasizing depth over breadth to ensure mastery of key skills. Using the NSD mathematics proficiency maps, teams will align instructional goals with grade-level expectations and collaboratively plan lessons to create a clear pathway for student learning. Clear, measurable success criteria will be developed to track student progress and ensure transparency. Additionally, targeted interventions will be provided for students who need additional support.</p>	All Students	<p>12,000 Supplemental</p> <p>Guest Teachers 3,000 Title I</p> <p>Materials and Supplies 2,100 Supplemental</p> <p>Materials and Supplies</p>
1.4	Designated and Integrated English Language Development (ELD)	Emergent Bilingual Students (All Students)	<p>5,000 Title I</p>

	For the upcoming school year, we will continue to implement a comprehensive approach to English Language Development (ELD) that integrates both designated and integrated ELD, aligned with the CA ELD standards. Designated ELD will be scheduled as protected instructional time, focusing on explicit language instruction, including vocabulary development and targeted strategies to support content learning. Integrated ELD will be embedded across all subject areas, ensuring that language development occurs within daily instruction.		Teacher extra hourly and materials 1,000 Supplemental Materials and Supplies 3,000 Supplemental Certificated Extra Hourly
1.5	Our school continues strengthening its literacy instruction by incorporating multi-sensory strategies, ongoing professional development, and targeted student support. Teachers will continue implementing structured literacy lessons with daily explicit phonics blending, phonemic awareness activities through Heggerty, and consistent routines to support foundational reading skills. Collaboration with the WIN team during data meetings will ensure interventions align with core standards and effectively address student needs.	All Students	10,000 Supplemental Institute for Multi-Sensory Education (IMSE) training 2,000 Supplemental Certificated and Classified Staff Extra Hourly 3,000 Supplemental Materials and Supplies
1.6	Science Mastery through ELD Strategies To improve science mastery, ELD strategies will be integrated into science instruction, focusing on vocabulary development and academic language specific to science. Teachers in third, fourth, and fifth grades will meet regularly to review student progress, discuss curriculum goals, and adjust teaching strategies based on assessment data.	All Students	3,000 Title I Certificated Extra Hourly 3,000 Supplemental Science Assemblies
1.7	Supporting Newcomer Students through Cultural Understanding, Trauma-Informed Practices, and Differentiated Support To address the academic and social-emotional needs of newcomer students, we will implement a comprehensive plan focused on cultural understanding, trauma-informed practices, and differentiated academic support. A committee consisting of teachers, administration, and other staff will continue to collaborate to create, implement, and monitor a targeted plan that provides resources, information, and support to ensure better access to the curriculum and integration into the school community. This team will also develop a flow map to outline the steps for assessing and instructing newcomers. To further support newcomer students, we will organize a field trip to Leo Carrillo State Park for the Junior Ranger Program. This educational program offers a fun and interactive learning experience where students can explore the plants, animals, and	Newcomer Students	5,000 Title I Field trip 3,000 Title I Classified and Certificated Extra Hourly

	<p>history of the park, fostering a deeper connection to the local environment. The program is tailored for children aged 7-12, providing hands-on opportunities to engage with nature and learn about the unique ecology of California. This trip will help students feel more connected to their new surroundings and promote a sense of belonging in their community.</p> <p>We will host a family luncheon at the school as a culminating activity to celebrate the completion of the school year. This gathering will provide an opportunity for families to share a meal, build relationships, and reflect on their children's academic and social-emotional growth. Staff will also be available to share resources and offer guidance on how families can continue to support their children's development over the summer and into the next school year.</p>		
1.8	<p>Supplemental Instructional Materials</p> <p>Supplemental materials will provide enrichment, background knowledge, and practice. These programs include tools to support student learning in reading, math, and multimedia, offering personalized practice and interactive lessons. They will complement classroom instruction and help accelerate student progress, with specific resources tailored to upper elementary grades for literacy development.</p>	All Students	<p>20,000 Supplemental</p> <p>Subscriptions 1,965 Supplemental</p> <p>Materials and Supplies</p>
1.9	<p>Enhancing Core Instruction with Curricular Field Trips</p> <p>We will integrate Curricular Field Trips to support and enhance the core instructional program, providing hands-on, immersive learning experiences that align with grade-level standards and enrich students' understanding of history, social studies, science, and other academic disciplines. The following field trips will be offered: 6th-grade Ancient Civilizations, 5th-grade Colonial Days, 4th-grade Gold Rush, and 3rd-grade Chumash History Experiences. In addition, we will include science-focused trips to Gilchrist Farm, Rancho Camulos, Natural History Museum, Cal State Northridge, the Los Angeles Zoo, the California Science Center and IMAX, Underwood Family Farms, and the Discovery Cube Museum in Los Angeles. These trips provide valuable opportunities for students to experience science, history, and nature in engaging ways.</p>	Grades 3-6	<p>25,501 Title I</p>

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The strategies outlined in the 2024-25 Single Plan for Student Achievement demonstrated significant progress toward the articulated goal of enhancing student outcomes through targeted instruction and systemic alignment. Key strengths include the successful implementation of the Curriculum Alignment System, fostering a culture of collaboration through unit planning and data reflection sessions, and building teacher capacity through the gradual release of support. Tier 2 and Tier 3 instruction has proven effective in addressing differentiated student needs, while explicit reading instruction, bolstered by phonemic awareness instruction and high-frequency word instruction, has laid a solid foundation for literacy development. The consistent use of supplemental materials and enrichment activities, such as on-site field trips, connects academic content to real-world applications, enhancing student engagement. Additionally, the formation of a newcomer committee and the introduction of an Arts Integration lead teacher reflect proactive measures to support diverse student populations and classroom integration. However, areas such as science articulation, math proficiency, and consistent literacy leadership require additional attention to ensure long-term success. Overall, the implemented strategies have been effective in building a strong foundation, with opportunities for refinement in areas needing targeted support.

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

The intended implementation of strategies in the Single Plan for Student Achievement generally aligns with the articulated goals, though some differences between expectations and execution have emerged. For example, the plan to address vertical articulation for science in grades 4-6 has not yet been implemented. Similarly, while the intervention system and explicit reading instruction are functioning effectively, the plan to improve math proficiency has not achieved full implementation. Furthermore, the newcomer committee, though formed, is still in its early stages, requiring clear goals and actionable plans.

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.

Based on the analysis, some changes will be made to the strategies in the SPSA to refine and enhance implementation. The gradual release from the partnership with Orenda has allowed the principal to lead Data Reflection Sessions, fostering staff collaboration and capacity-building. To sustain this, site supplemental funds will be allocated to support time outside the classroom for these sessions if LCAP funding is unavailable. The inclusion of the WIN teacher in a Tier 1 rotation for sixth grade has addressed the need for smaller group instruction, resulting in immediate gains in student proficiency on cycle assessments. Additionally, the Instructional Leadership Team's expertise in selecting rigorous materials has led to the adoption of the IXL platform for all grade levels to align with state standards. To support emergent bilingual students, field trips explicitly connected to content standards will be prioritized to build their background knowledge. The systems in place are achieving the desired outcomes, and these adjustments, detailed in the SPSA, aim to accelerate student learning while addressing evolving needs.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Student Engagement and School Climate

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Based on the review of the California Dashboard and local data, our school has made notable progress in improving school climate, attendance, and student behaviors. Our suspension indicator, with an overall color rating of Green, shows a positive trend with a decrease in suspensions by 1%, dropping from 2.3% to 1.3% this year. To maintain this progress, we will continue to focus on the implementation of our tiered Positive Behavior Interventions and Supports (PBIS) program. The PBIS is currently in the application process for PBIS School Recognition.

Despite the progress in suspension reduction, chronic absenteeism remains an area requiring attention. With a Yellow performance level for chronic absenteeism, 15.6% of our students are chronically absent, with students with disabilities being a key group needing our attention. We are committed to addressing this challenge by implementing additional supports for students, including outreach, counseling, and intervention programs to improve attendance rates.

In moving forward, our primary goals are to increase our performance level for both suspension and chronic absenteeism to Blue on the Dashboard. We are also focused on further improving school climate indicators, ensuring that all students feel safe, supported, and engaged. These efforts will be guided by our PBIS framework, CKH strategies, and a continued commitment to enhance our ability to design engaging and meaningful learning experiences that inspire students to actively participate and look forward to coming to school each day.

Annual Measurable Outcomes

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

Metric/Indicator			Baseline/Actual Outcome	Expected Outcome
California Indicator	Dashboard	Suspension	<p>Overall color rating: Green Percent suspended at least one day: 1.3% Declined 1%</p> <p>Student groups that earned a color rating below the overall school color: None</p>	<p>The school will increase by one performance level to Blue. All student groups will increase by at least one performance level. Students with Disabilities: Increase to Blue English Learners: Maintain Blue Hispanic Students: Increase to Blue Students with Disabilities: Increase to Blue Socioeconomically Disadvantaged: Increase to Blue</p>
California Indicator	Dashboard	Chronic Absenteeism	<p>Overall color rating: Yellow Percent chronically absent: 15.6% Increase/decrease of: Declined 1.2%</p> <p>Student groups that earned a color rating below the overall school color: Students with Disabilities</p>	<p>The school will increase by at least one performance level to at least Green. All student groups will increase by at least one performance level. English Learners: Increase to at least Green Hispanic Students: Increase to at least Green Students with Disabilities: Increase to at least Yellow Socioeconomically Disadvantaged: Increase to at least Green</p>
California Healthy Kids Survey (2024)			<p>Percentage of students engaged based on key indicators: School connectedness: 67% Academic motivation: 86% Social and emotional learning supports: 73% Feel safe at school: 70% 2025 Upcoming assessment–data not yet available.</p>	Will score 90% or higher in each indicator.
PBIS Award			Earned the Silver Recognition award.	To earn the recognition award aligned with our current tier in the PBIS program.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Positive Behavior Interventions and Supports (PBIS)</p> <p>To enhance student engagement and foster a positive school climate at our elementary school, we are committed to advancing our Positive Behavior Interventions and Supports (PBIS) strategy, with a particular emphasis on Tier 2 supports. These supports are designed to address specific skill deficits in individual students or small groups, building on the solid foundation established by our</p>	All Students	<p>LCFF/District Funded</p> <p>PBIS Professional Development 4,465</p> <p>Supplemental Materials and Supplies</p>

	<p>Tier 1 interventions. A key Tier 2 strategy we are implementing is the Check-In, Check-Out program, which provides additional behavioral support and personalized feedback to help students stay on track. Our strategy involves continuous professional development for our staff to ensure effective implementation and adaptation to meet diverse student needs.</p>		
1.2	<p>Capturing Kids' Hearts (CKH)</p> <p>We are dedicated to continuing our journey with the Capturing Kids' Hearts (CKH) processes. Our strategy involves a commitment to CKH methodologies, spearheaded by our Process Champions Team, who guide our campus through the key steps of the CKH journey. Our ultimate goal remains to earn the distinction of being a National Showcase School.</p> <p>In the 2025-26 school year, we will collaborate closely with our CKH strategist to refine and implement a tailored campus action plan. This plan will help us build momentum toward our nomination while reinforcing CKH principles across our school. By utilizing CKH resources, we aim to deepen our understanding of the program's impact and remain steadfast in our commitment to its processes. We will incorporate one Campus Traction Visit in the fall—featuring group sessions and one-on-one coaching for campus administrators and our Process Champions Team. These visits will support a structured cycle of analysis and improvement, ensuring sustained progress in our CKH implementation.</p> <p>We will continue our CKH Campus Premium subscription, a campus-specific service that offers comprehensive, ongoing support to leaders and staff who have completed Capturing Kids' Hearts® Training. This premium service provides valuable resources and professional development to strengthen our CKH culture and reinforce best practices throughout the year.</p>	All Students	<p>9,050 Supplemental</p> <p>Capturing Kids' Hearts Products and Services 2,400 Supplemental</p> <p>Extra Hourly 1,500 Supplemental</p> <p>Materials and Supplies</p>
1.3	<p>YMCA of Los Angeles Recess Enrichment and Physical Education Program</p> <p>The YMCA Recess Enrichment Program provides students with guided games and group sports activities led by trained YMCA recess leaders. These leaders will be present on our campus during regular and lunch recess periods, ensuring that our students have consistent opportunities to engage in organized physical activities. The recess enrichment program is designed to offer numerous benefits, including improved physical fitness, enhanced team-building skills, and more positive social interactions among students. By actively participating in these organized games and sports, students will not only enjoy their recess time more</p>	All Students	<p>31,000 Supplemental</p> <p>Recess Enrichment Contract with YMCA of Los Angeles 2,035 Supplemental</p> <p>Materials and Supplies</p>

	<p>but also develop crucial social and physical skills in a supportive setting.</p> <p>In addition to the recess enrichment program, we would like to include an additional 40-minute physical education session each week for grades UPK-6. This added session will not only provide students with more structured physical activity, but also give teachers valuable planning and collaboration time. During the PE lesson conducted by YMCA, teacher teams will be able to meet to analyze data and plan grade-level interventions or enrichment. This strategy aims to supplement the base YMCA of Los Angeles Recess Enrichment Program provided by our Newhall School District under the Local Control Accountability Plan, ensuring a comprehensive approach to physical education and supporting both student and teacher growth.</p>		
1.4	<p>Creativity in the Classroom and Beyond</p> <p>Our partnership with Million Little continues with the "Creativity in the Classroom and Beyond" program for K-3 students. This initiative integrates arts education with reading and social-emotional learning aligned with California's standards.</p> <p>The program includes grade-specific art lessons, monthly art supply distributions, and take-home art kits to encourage creativity beyond the classroom. Students will progressively build artistic skills, culminating in a showcase event to celebrate their work. Our school will partially fund the program, with additional support from Million Little, which matches our funds to offer the program.</p> <p>Additionally, we will offer two parent events in the fall where art and reading are integrated, reinforcing literacy skills through creative expression. To foster community engagement, we will host a family picnic to welcome families to the 2025-26 school year and a family lunch in the fall with the theme of Gratitude.</p>	K-Third Grade Students	<p>20,000 Supplemental Million Little Agreement</p>
1.5	<p>California Institute of the Arts, Community Arts Partnership (CAP)</p> <p>Our school is proud to continue the partnership with the CalArts Community Arts Partnership to offer the Art Pilots program, an enriching afterschool initiative in visual arts for our students in grades two and three. Twice a year, our young learners have the unique opportunity to work directly with art students from the California Institute of the Arts, fostering an environment of mutual learning and creative exchange. The Art Pilots program is founded on a teaching philosophy that emphasizes the vital connection between creativity and cognitive processes, advocating that this link enhances all aspects of learning and school engagement. By participating in this program, our students not only develop their artistic skills but also enhance their</p>	Second and Third Grade Students	<p>0 No Direct Cost</p>

	<p>critical thinking and problem-solving abilities through creative activities. Each session is structured to allow our elementary students to work side-by-side with CalArts students in a collaborative, inspiring environment. This setup not only benefits our young learners by exposing them to advanced artistic techniques and new forms of expression but also provides the CalArts students with invaluable teaching experience and the joy of witnessing the developmental impact of their guidance. The program culminates in a biannual art exhibit held at the California Institute of the Arts, showcasing the works created by the students. This exhibit is organized twice a year, enabling participation in two distinct groups—one in the fall and another in the spring semester. These exhibitions not only celebrate the students' hard work and creativity but also bring together families, students, and educators from both institutions to witness and appreciate the art created through this vibrant collaboration. This program is funded in its entirety by the CAP.</p>	
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The consolidation of frameworks like Positive Behavioral Interventions and Supports (PBIS) and processes from Capturing Kids' Hearts (CKH) has continued to strengthen results at our campus. These frameworks have provided a cohesive approach to fostering a positive school culture and improving student outcomes. While we are awaiting results from this year's California Healthy Kids Survey, preliminary insights from our Capturing Kids' Hearts mid-year survey provide valuable feedback on the impact of these efforts. Students have expressed feeling welcomed and valued at school, noting that teachers greet them warmly and foster connections through activities that build relationships among peers and staff. They feel supported by teachers who ask about their interests, celebrate their successes, and use the classroom Social Contract to promote fairness and address behavior. Students report that they enjoy coming to school, have positive relationships with their teachers, and experience a respectful environment where peers affirm and celebrate each other. These sentiments reflect a strong sense of community and belonging within the school. Additionally, the integration of PBIS and CKH has had a positive impact on student behavior, as evidenced by the Green placement in the School Dashboard suspension rate for all students at the elementary school. This demonstrates a reduction in suspensions and further underscores the effectiveness of these activities in creating a safe and supportive school environment.

The Positive Behavioral Interventions and Supports (PBIS) framework and Capturing Kids' Hearts (CKH) processes are deeply embedded in our school identity and established systems of support, consistently demonstrating their effectiveness in enhancing student engagement, attendance, and overall school climate. The SOAR acronym—representing Safety, Ownership, Acceptance, and Responsibility—serves as the foundation for our behavioral expectations, embraced by both students and staff. Our commitment to continuous training and monthly reviews of our practices and rewards system sustains a supportive learning environment that naturally fosters positive behaviors. The use of SOAR bucks, which students exchange for rewards, and the ongoing SOAR assemblies are integral traditions that strengthen our sense of community, boosting student engagement and family involvement.

The success of the Capturing Kids' Hearts (CKH) processes in creating a respectful and supportive school environment is evident from the positive feedback received in our mid-year survey, where students, staff, and families expressed high satisfaction with the school culture. This has led to our recommendation for the National Showcase School recognition. Furthermore, last year's results from our California Healthy Kids Survey (CHKS) among fifth-grade students, where we

saw improvements or maintenance in 17 out of 21 school climate indicators, underscore the significant strides we've made in fostering a healthier and more engaging school environment. This progress is a testament to the effective synergy between our PBIS framework and CKH processes, highlighting our successful development and implementation of strategies that genuinely connect with and support our students' needs.

A local design company developed a custom proposal for a new logo and mural installations to enhance the school's identity. Now completed, the murals not only beautify the campus but also reinforce behavioral expectations and core values. Serving as both a gathering space and a symbol of school pride, they bring the community together. Featuring the school motto, "Together We SOAR," along with artistic themes and the eagle mascot, the murals celebrate diversity and strengthen connections among students, staff, and the wider community.

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

All strategies have been implemented as planned. The Positive Behavior Interventions and Supports (PBIS) strategy has been expanded with a focus on Tier 2 supports and continuous professional development. Capturing Kids' Hearts (CKH) continues with enhanced training and campus visits planned. The YMCA Recess Enrichment Program provides guided activities during recess to improve fitness and social skills. The "Creativity in the Classroom and Beyond" program, supported by Million Little, integrates arts education with social-emotional learning. The school logo and mural project, developed by a local design company, enhances the campus environment and reflects the community's values. The CalArts Art Pilots program continues, providing art experiences for second and third graders.

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

As a result of this analysis, we are proposing an addition to our physical education program to better meet the needs of our students and teachers. In addition to the current YMCA Recess Enrichment Program, we would like to include an extra 40-minute physical education session each week for grades UPK-6th. This added session will provide students with more structured physical activity, supporting their physical fitness and well-being. Moreover, the additional session will provide valuable planning and collaboration time for our teachers. During the PE lesson conducted by YMCA, teacher teams will meet to analyze student data and plan grade-level interventions or enrichment. This collaborative time will enhance teachers' ability to address the diverse needs of students, ultimately improving both academic and social outcomes.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Parental Involvement and Family Engagement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Based on our review of site data, we have identified areas where we can improve parental involvement and family engagement to better support our students' academic and social success. While our social events see strong attendance, our educational workshops and support sessions for families have lower participation rates, highlighting the need for more dynamic and interactive event formats. To address this, we plan to enhance communication about the direct benefits these events provide to student achievement and implement engaging formats. Additionally, we aim to increase parental attendance at fall conferences, with a current attendance rate of 89%. Our goal is to raise this figure to at least 95% by offering flexible scheduling, virtual conference options, and emphasizing the importance of these conferences in understanding and supporting their child's educational progress. We also seek to improve representation in our parent committees, such as the English Language Advisory Council (ELAC), where we currently have 10% of EL students represented, and aim to raise this figure to 20%. To further strengthen parent involvement, we will focus on increasing participation in our School Site Council (SSC) and Parent Teacher Association (PTA) meetings. These efforts align with our broader goal of building a supportive school community that fosters academic and social success for all students.

Annual Measurable Outcomes

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

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

Parent and teacher conferences	Percentage of parents who attended fall parent conferences: 89%	To increase parent attendance to be 95% or higher.
Parent Committees	English Language Advisory Council (ELAC): Number of meetings: 4 Percentage of EL students represented: 10% School Site Council: Number of meetings 10, Average percentage of elected members who attend: 95% Parent Teacher Association: Number of meetings 10, the average number who attend: 15	To increase representation at the ELAC to represent 20% of English learning students. To increase elected member attendance at SSC meetings to 100% To increase parent participation at PTA meetings to 30.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Interactive and Themed Educational Workshops: Revamp the format of learning enrichment events to include interactive, hands-on activities that are both educational and enjoyable for families. By incorporating themes that resonate with both parents and children, such as "Spooky Science Night" or "Math Carnival," we can make these sessions more appealing and relevant, thereby increasing attendance.	All Students	1,000 Title I Materials and Supplies
1.2	Enhance Communication Strategies: Develop a robust communication plan that utilizes multiple channels such as Smart Alerts from Parent Square, email newsletters, and social media to inform and remind parents about the importance and benefits of attending educational workshops and fall conferences. Tailored messages that highlight what parents and students can gain from these events can motivate higher participation.	All Students	LCFF/District Funded
1.3	Host Parent Workshops To strengthen parent engagement and build a partnership that supports student achievement, we will develop a comprehensive calendar of workshops designed to empower parents with the tools and knowledge needed to reinforce academic learning at home. The workshops will be aligned with our school's focus areas and aim to enhance parents' understanding of California Content Standards, reading foundations, mathematics strategies, and technology integration. Additionally, the workshops will offer guidance on parenting strategies and trauma-informed practices, ensuring holistic support for students' academic and social-emotional well-being.	All Students	2,000 Title I Materials and Supplies

	Workshops will be scheduled before the school year begins, offering an opportunity for families to familiarize themselves with expectations and resources. Topics will include reading foundations (e.g., teaching letter names and sounds, high-frequency words), math strategies using the BRIDGES curriculum (e.g., exploring the parent component and at-home activities), and technology sessions (e.g., logging in, understanding digital programs, and accessing student information). Parenting workshops will address critical topics such as monitoring phone use and creating a conducive home environment for learning. Trauma-informed practices sessions will focus on recognizing and responding to signs of stress or trauma in children, equipping parents to support emotional resilience.		
1.4	Feedback and Continuous Improvement: After each event, collect feedback from attendees to understand their needs and preferences better. Use this feedback to continually improve the format and content of the events. Engaging parents in a feedback loop can also make them feel more invested and likely to participate in future activities.	All Students	0 No Direct Cost
1.5	Community Collaboration and Incentives: Partner with local businesses and community organizations to sponsor events or provide resources for educational workshops. Offering incentives such as raffle prizes, certificates of participation, or small giveaways can also enhance interest and attendance.	All Students	0 No Direct Cost
1.6	English Language Advisory Committee Attendance at the 2026 CABE Conference Facilitate the participation of our English Language Advisory Committee (ELAC) members in the California Association for Bilingual Education (CABE) 2026 conference. This involvement will not only bolster their understanding and advocacy for education but also empower them with advanced tools and networks to support our English learners effectively. We will provide funding and logistical support for members who wish to attend, ensuring they can participate fully in this enriching professional development opportunity.	All Students	9,000 Title I Travel and Related Expenses
1.7	We will offer a Level Three 'Project 2 Inspire' workshop for parents. This mastery-level course is designed to provide a deeper understanding of the California educational system and its impact on students and families. The course will be more intensive and focus on equipping parents with critical knowledge that can be used to advocate effectively for their children's education.	All Students	LCFF/District Funded Parent Leadership Development Programs

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Our efforts to enhance communication about the benefits of educational workshops and support sessions have yielded promising results. While attendance at social events has remained strong, averaging 150 families, we identified a need to improve participation in learning and enrichment events, where attendance was lower. To address this, we introduced more dynamic, interactive formats and improved communication about their direct impact on student achievement. As a result, we set a goal of increasing attendance at learning and enrichment events to at least 50 families and participation in support events to 50 parents or more.

Parental attendance at fall conferences has also shown progress. With an 89% participation rate, we worked toward our 95% target by offering flexible scheduling, and emphasizing the conferences' role in student success. Additionally, we prioritized increasing engagement in parent committees. A key focus was improving English learner representation in the English Language Advisory Council (ELAC), aiming for 20% participation. We also sought to strengthen attendance at School Site Council (SSC) and Parent Teacher Association (PTA) meetings, setting goals of 100% attendance from elected SSC members and increasing PTA participation to 30 parents.

Our efforts to cultivate parent leadership have been particularly successful. A significant achievement was supporting ELAC members in attending the 2025 California Association for Bilingual Education (CABE) conference. This opportunity deepened their understanding of educational issues while providing valuable tools and networks to better support English learners. To ensure their full participation, we provided funding and logistical support. Additionally, we offered a Level Two *Project 2 Inspire* workshop, equipping parents with a deeper understanding of California's educational system and the advocacy skills needed to champion their children's education effectively.

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

There are a few major differences between the intended implementation and the actual execution of certain strategies, particularly in the areas of interactive and themed educational workshops, feedback and continuous improvement, and community collaboration and incentives. These strategies, which were designed to increase engagement in learning enrichment events, have not yet been fully implemented.

For example, the plan to revamp the format of educational workshops with interactive, hands-on activities such as "Spooky Science Night" or "Math Carnival" has not been carried out as planned. These themed events were intended to make the sessions more appealing to families and increase attendance. Similarly, the strategy to gather feedback from attendees after each event, which would help tailor future events to better meet family needs and preferences, has not yet been implemented. Collecting feedback was intended to create a continuous improvement cycle, increasing parental investment and future participation, but this aspect of the plan is still in development. This delay is due to the multiple workshops offered by the district across all of our schools, which were already engaging and met the interests of families. As these workshops were well-received, there was no perceived need to add additional events at this time. However, we plan to revisit the original idea once the current offerings have concluded and we assess the demand for further events.

Additionally, we have not yet pursued partnerships with local businesses and community organizations to sponsor events or provide resources for the educational workshops. This community collaboration, along with offering incentives such as raffle prizes or certificates of participation, was intended to further boost interest and attendance but has not been fully realized at this stage. One of the reasons for this delay is that we had multiple new staff members in the office, including different community outreach staff, which impacted our ability to implement these initiatives as planned. However, our new Community Outreach initiative will address this gap by focusing on fostering partnerships with local businesses and organizations. Through this initiative, we plan to secure sponsorships, gather resources for educational workshops, and offer incentives to engage families more deeply in our events.

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

As a result of our analysis, we are making several adjustments to our goals, annual outcomes, metrics, and strategies to strengthen parent engagement and better support student achievement. A key change is the introduction of a new strategy: hosting Parent Workshops that directly responds to the advice from our English Language Advisory Committee to our School Site Council. This initiative is designed to empower parents with the tools and knowledge necessary to support their children's learning at home, ultimately enhancing their academic and social-emotional well-being.

The new strategy will be integrated into our existing goals, with a focus on providing workshops that align with the school's key areas of focus. These workshops will cover essential topics such as California Content Standards, reading foundations, math strategies, technology integration, and trauma-informed practices. We expect that these workshops will not only improve parent understanding of the curriculum but also help create a more supportive home environment for learning.

To ensure that parents have ample opportunity to participate, we will schedule these workshops before the school year begins. This early scheduling will allow families to familiarize themselves with expectations and available resources. The workshops will cover a range of topics, including reading foundations (e.g., teaching letter names, sounds, high-frequency words), math strategies (e.g., utilizing the BRIDGES curriculum and providing at-home activities), and technology integration (e.g., helping parents navigate digital programs and access student information). Additionally, workshops on parenting strategies will address issues such as managing phone use and creating a conducive home environment for learning, while trauma-informed practices sessions will equip parents with tools to recognize and respond to signs of stress or trauma in their children.

We anticipate that these workshops will help increase parent engagement, with a target of at least 50 parents attending each session. To measure the success of these workshops, we will track attendance and gather feedback from parents through surveys, evaluating their confidence in supporting their child's academic and emotional needs. The successful completion of this initiative will be a key outcome for the year.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

A review of both the California Dashboard and local data highlights areas of progress alongside critical gaps that require attention. Notably, while there was growth in English Language Arts, Mathematics, and English Language Proficiency, foundational math skills remain a concern. The targeted 5-percentage-point increase in students meeting or exceeding standards on District Mathematics Unit Assessments was not achieved. Additionally, despite progress in science, with the percentage of students meeting or exceeding standards on the California Science Assessment (CAST) increasing from 13.42% to 22.58%, 57% of students continue to perform below standard. These gaps indicate a need for targeted interventions in early numeracy and enhanced inquiry-based learning in science. Furthermore, the strategies outlined in the Single Plan for Student Achievement (SPSA) have made significant strides in enhancing student outcomes, but key areas such as science vertical articulation and math proficiency.

In response to these challenges, the school has implemented several strategies that align with the goals outlined in the SPSA. Key strengths include the successful implementation of the Curriculum Alignment System, which has fostered a culture of collaboration among teachers through unit planning and data reflection sessions, strengthening our Tier 1 instruction. The gradual release of support has been effective in building teacher capacity, while Tier 2 and Tier 3 instruction has proven to be a valuable tool for addressing differentiated student needs. Explicit reading instruction, supported by phonemic awareness instruction and high-frequency word instruction, has provided a strong foundation for literacy development. The school's use of supplemental materials and enrichment activities, including on-site field trips, has connected academic content to real-world applications, enhancing student engagement.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

<p>Staff Development / Professional Development</p>	<p>Professional development: Orenda Curriculum Alignment System Implementation</p> <p>Professional development: Comprehensive Plus Professional Development Institute for Multi-Sensory Education (IMSE)</p> <p>Professional development: Accelerator Arts Integration Platform</p>	<p>Curriculum Alignment and Data Reflection Sessions</p> <p>To improve student achievement in English Language Arts (ELA), teachers and administrators will engage in data reflection sessions. These sessions will allow teams to evaluate core instruction, refine interventions, and ensure alignment with educational goals. By analyzing student data, educators will tailor instruction to meet students' evolving needs.</p> <p>Tiered Intervention for Reading and Math</p> <p>A structured intervention program will support students in both ELA and math. Grade-level teachers, in collaboration with the WIN Team, will deliver targeted instruction based on assessment data. Professional development will focus on effective intervention strategies, ensuring all students receive the support they need to succeed.</p> <p>Addressing Unfinished Math Learning and Professional Growth</p> <p>Teachers will participate in professional development sessions focusing on essential math concepts. Using NSD mathematics proficiency maps, educators will align instructional goals, implement success criteria, and use Bridges resources to enhance student learning. Collaborative discussions will ensure effective implementation.</p> <p>Designated and Integrated English Language Development (ELD)</p> <p>To support English learners, professional development will focus on integrating ELD strategies across all subject areas. Teachers will receive training on the ELLEVATION platform and GLAD strategies, ensuring language development occurs within daily instruction.</p> <p>Professional Development with ELLEVATION</p> <p>Educators will complete self-paced ELLEVATION learning modules to enhance their ability to support multilingual learners. These sessions will include strategy application in the classroom and follow-up reflection to refine instructional approaches.</p> <p>Strengthening Literacy Instruction with Multi-Sensory Strategies</p>
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		<p>Training will focus on morphology, fluency, and vocabulary development through the IMSE Impact Morphology Plus course.</p> <p>Integrating Arts Strategies into ELA Instruction Teachers will engage in arts integration training to enhance ELA instruction. Led by an expert Accelerator Champion, professional development sessions will introduce creative teaching strategies that can be applied immediately in the classroom.</p> <p>Science Mastery through ELD Strategies To improve science instruction, teachers will integrate ELD strategies focused on academic language and vocabulary development. Professional learning communities will review student progress and adjust instruction accordingly.</p> <p>Supporting Newcomer Students through Cultural Understanding and Trauma-Informed Practices A dedicated committee will guide professional development on cultural understanding, trauma-informed teaching, and differentiated support for newcomers. Teachers will receive training on best practices for integrating these students into the school community and providing targeted academic and emotional support.</p> <p>Utilizing Supplemental Instructional Materials Teachers will receive training on using supplemental digital resources, such as Renaissance Learning, IXL, BrainPOP, and Scholastic News, to enrich instruction and provide targeted student support.</p>
Instructional Leadership Team Data Analysis and Outcomes	<p>Building on the successful implementation of data-driven strategies during the previous academic years, the Instructional Leadership Team at Newhall Elementary implemented these practices in the 2024–2025 school year.</p> <p>Regular Data Analysis: The team will continue to analyze data after each of the five ELA cycles, as outlined in the newly developed assessment matrix in September, November, February, March, and May. This will allow for more</p>	<p>Learning Walks: In addition to actions listed in the baseline, the Instructional Leadership Team will conduct learning walks during the 2025-26 school year. These walks will be an opportunity to observe classroom environments and instructional practices in action. Insights gained from these observations will directly inform the focus and content of subsequent professional development, ensuring it is relevant and effectively addresses the practical needs of teachers and students.</p>

	<p>frequent adjustments and targeted interventions, ensuring that instructional methods remain closely aligned with student needs.</p> <p>Use of Data Walls: The data walls, which have proven effective in visualizing student progress and fostering a culture of achievement, will remain a central tool. These will be updated to reflect the results from each ELA cycle (5 total), providing ongoing, real-time insights into overall student achievement. Specific areas for improvement will be identified by grade-level teams when analyzing results by standard.</p> <p>Integration into the Single Plan for Student Achievement: The strategies developed and refined through this process have been integral to the school's Single Plan for Student Achievement. The Instructional Leadership Team has been actively involved in shaping this plan, ensuring that the strategies are well-aligned with broader educational goals and compliance requirements. This collaborative approach guarantees that the plan is not only strategic but also adaptable to changing educational landscapes.</p> <p>Monitoring Growth and Planning Professional Development: Following the analysis of data from each ELA cycle (5 total), the team will continue to monitor student growth and use these insights to plan targeted professional development sessions. These sessions are designed to address specific areas identified through data analysis, ensuring that teaching staff are equipped with the latest skills and strategies to support student learning effectively.</p>	
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Curriculum Alignment To effectively enhance student achievement in English Language Arts (ELA), we will continue our curriculum alignment efforts. This includes deepening our understanding of CAASPP blueprints	All Students	0 LCFF/District Funded

	and item specifications to ensure appropriate calibration of academic rigor across grade levels, as well as providing Data Reflection Sessions and Guided Planning opportunities for all grade levels.			
1.2	<p>Designated and Integrated English Language Development</p> <p>To support our educators, multiple professional development opportunities will be provided. Led by our district instructional coach, these sessions will focus on deepening teachers' understanding of the interconnections between content and ELD standards, exploring effective strategies, and making use of resources available on our Ellevation platform.</p> <p>Additionally, training in GLAD (Guided Language Acquisition Design) strategies by our on-site trainers will equip teachers with effective methodologies to enhance language acquisition alongside content learning.</p> <p>By embracing this dual approach of designated and integrated ELD, supported by continuous professional development, we aim to accelerate both language and content learning for English learners, fostering a supportive and effective learning environment.</p> <p>To support multilingual learners, we will implement a self-paced professional development plan using ELLEVATION's learning modules. This approach will provide educators with flexibility while ensuring they develop strategies to enhance language acquisition and content mastery. The modules will be completed in three parts, beginning with a 45-minute learning session in ELLEVATION, where educators will explore instructional strategies and best practices. They will then apply these strategies directly in their classrooms, integrating them into daily instruction.</p>	Emergent Students	Bilingual	0 accounted for under Goal 1
1.3	<p>Explicit Reading Instruction</p> <p>All teachers, upper and primary, who have not participated in the Comprehensive Plus professional development from IMSE will be offered the opportunity to participate. In addition, the WIN Team will offer support, by way of modeling and refresher lessons, at regular intervals to support teachers as they weave multisensory strategies into their Benchmark Phonics instruction.</p> <p>As our primary grades have shored up foundational skills in reading it is our desire to build upon this knowledge by expanding our skills and strategies to address the critical demands of vocabulary and comprehension. In order to do this we will invest in Orton-Gillingham training as well as designated time for teams to participate in vertical alignment of the affixes, Latin, and Greek morphemes. This will allow upper-grade teachers to effectively address learning gaps and connect to morphology and primary teacher to continue to deliver explicit and intentional reading instruction based on the science of reading implementing strategies gained during Orton</p>	All Students		0 accounted for under Goal 1

	Gillingham & CORE reading professional development. Additionally, to strengthen literacy instruction, we will implement the IMSE Impact Morphology Plus 30-hour course for teachers in grades 3-5. This accredited, hands-on course will deepen teachers' understanding of morphology, fluency, vocabulary, and comprehension and how to apply these skills in the classroom with students who can read and spell but struggle with language comprehension.		
1.4	Positive Behavior Interventions and Support Behavior Training facilitated by PBIS team to build expertise on Tier 2 supports, including our Check-in Check-out system, as well as build expertise for teachers to provide a continuation of counselor-led SEL lessons using the Second Steps curriculum.	All Students	0 accounted for under Goal 1
1.5	Capturing Kids' Hearts Process Champions will continue to facilitate professional development for Capturing Kids' Hearts processes. In addition, we will host a Capturing Kids' Hearts Recharged, a ½-day, participatory experience designed to reinforce the vital skills and processes that teachers and administrators must master to permanently transform the culture and climate of their classrooms and campus.	All Students	0 accounted for under Goal 2
1.6	Throughout the 2025–26 school year we will participate in professional development opportunities from Bridges that enhance their ability to use instructional structures, assessment practices, and differentiated strategies that support all learners. We will explore Bridges webinar recordings and attend live sessions to deepen our understanding of best practices that foster student voice and choice, creating an inclusive and empowering classroom experience. Collaborative discussions and reflection sessions will be integrated into staff meetings to ensure the effective application of these strategies in daily instruction.	All Students	0 accounted for under Goal 1
1.7	To support English Language Arts (ELA) instruction, we will integrate Arts Integration strategies into our lessons. During our staff meetings, we will model Arts Integration. Teachers will be able to immediately apply these strategies in their classrooms. The sessions will be led by our Accelerator Champion. The Accelerator Champion is an expert teacher that will lead the professional development.		0 accounted for under Goal 1

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The strategies outlined in our Single Plan for Student Achievement have been largely implemented, with some components still in progress. Our curriculum alignment efforts, including the deepening of our understanding of CAASPP blueprints and ensuring appropriate academic rigor across grade levels, have been successfully carried out. Additionally, we have rolled out professional development focused on explicit reading instruction, Positive Behavior Interventions and Support (PBIS), and the Capturing Kids' Hearts initiative, all of which have contributed to a supportive learning environment.

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

One key area that has yet to be fully implemented is our Designated and Integrated English Language Development (ELD) strategy. While we had planned to provide multiple professional development opportunities for our educators, focusing on the interconnections between content and ELD standards, this remains a next step. The training in GLAD (Guided Language Acquisition Design) strategies by our on-site trainers, which will equip teachers with methodologies to enhance language acquisition alongside content learning, has also not been fully realized. This dual approach of designated and integrated ELD, which aims to accelerate both language and content learning for English learners, will be a priority moving forward. We are committed to ensuring that this strategy is fully implemented in the next phase of our plan.

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

As a result of our analysis, we have made changes to the Curriculum Alignment strategy to further support teachers and improve student achievement in English Language Arts (ELA). Last year's strategy focused on deepening our understanding of CAASPP blueprints and item specifications to ensure appropriate academic rigor across grade levels. This year our strategy includes the continues implementation of support mechanisms, such as Data Reflection Sessions and Guided Planning opportunities for all grade levels. These systems will provide structured opportunities for teachers to analyze student performance data and collaborate on instructional strategies.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$400,051.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$136,501.00

Subtotal of additional federal funds included for this school: \$136,501.00

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF/District Funded	\$0.00
Supplemental	\$263,550.00

Subtotal of state or local funds included for this school: \$263,550.00

Total of federal, state, and/or local funds for this school: \$400,051.00