

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Pico Canyon Elementary School



2018-2019

County-District School (CDS) Code: 19-64832-0100636

School Site Council Approval: 8/9/18

Newhall School District Governing Board Approval: 8/14/18

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District and School Mission/ Vision

Newhall School District Mission Statement

Newhall School District students will become global citizens who think critically, problem solve, persevere, embrace diversity in people and viewpoints, and have a passion for learning and the arts. Our rigorous instructional program enables mastery of Common Core State Standards leading to college and career readiness. We support learning by fostering collaboration, providing relevance to the real world, and using technology in innovative ways.

Collaborate, Innovate, Persevere, and Excel!

Pico Canyon School Vision/Mission

Pico Canyon School's vision and mission is to provide all students with a positive and challenging learning environment which empowers them to become productive, educated citizens able to meet the responsibilities of the future. It is the shared commitment of the Pico Canyon community to develop the social, emotional, academic, and physical well-being of all children. By developing critical thinking skills through literacy, mathematics, fine arts, and the sciences, Pico Canyon is responsive to changes in the family, community and world. Additionally, our mission is to give all students access to the core curriculum as defined by the Newhall School District and the State of California.

Pico Canyon students will demonstrate:

- positive self-esteem, self-discipline, and self-expression
- effective communication and social skills
- an understanding and appreciation of the existing diversity in our society
- critical and creative thinking, problem-solving, decision-making, and risk-taking
- individual excellence and a desire for life-long learning

School Profile/Context/Demographics/Dashboard Data

Pico Canyon Elementary School is located in Stevenson Ranch, a suburban community thirty miles north of Los Angeles. Pico Canyon opened its doors on August 21, 2003, and was designed to accommodate 950 students. Currently 900 students are enrolled in grades transitional kindergarten through sixth. Three portable buildings have been added to accommodate the addition of special education students with moderate to severe disabilities. The school is located in an unincorporated area of Los Angeles County and is situated adjacent to a county park.

Pico Canyon School serves a diverse neighborhood with a current student population comprised of 35% Caucasian, 20% Asian, 28% Hispanic, 3% African American, and 14% multiple ethnicities. Thirteen percent of our students are English learners and 17% of our current student population is considered socio-economically disadvantaged. Surrounded by apartments, town homes, single-family homes and a park, the school has developed a strong identity and culture. Pico Canyon School will begin implementing PBIS (Positive Behavior Intervention and Supports), in addition to the “Character Counts” program and maintains a tradition of high expectations, academic excellence and strong community support. The families in the Pico Canyon community take pride in the school’s learning environment and the continual development of a positive school culture and “Husky” traditions. Last year Pico Canyon volunteers dedicated over 15,700 hours of documented service in our classrooms and in our school.

Pico Canyon Demographic Data: 2014- 2018

School Year	14/15	15/16	16/17	17/18
Enrollment	960	956	942	911
EL%	18	16	16	13
Economic Status%	17	15	16	17
White %	38	38	35	35
Hispanic %	26	25	26	28
Asian %	27	27	20	20
Black/ African American %	3	3	3	3
Other %	7	7	15	14

For the 18-19 school year, Pico Canyon Elementary School will serve 903 students. It is anticipated that Pico Canyon Elementary School staff will include:

Serving ALL:

Administration	<ul style="list-style-type: none"> • 1 Principal • 1 Assistant Principal
Office Staff	<ul style="list-style-type: none"> • Office Manager • Attendance Clerk • Office Assistant-Part Time • Health Assistant-Part Time • Community Liaison-Part Time
Other Support Staff	<ul style="list-style-type: none"> • Support Technician-Technology • 9 Safety Supervisors • Day Custodian • 2 Night Custodians • 3 Cafeteria Staff

TK-6th Campus

Classroom Teachers	<ul style="list-style-type: none"> • 34 General Education
Intervention Staff	<ul style="list-style-type: none"> • 3 Curriculum Specialists-Part Time • 3 Behavior Support Specialists-Part Time
Special Education Staff	<ul style="list-style-type: none"> • 1 Psychologist-Full Time • 1 Resource Specialist-Full Time • 1 Speech & Language Pathologist-Full Time
Other Support Staff	<ul style="list-style-type: none"> • 1 Counselor-3 days per week • 1 Library/Media Technician • 1 Support Specialist-Science

Special Day Classes

Special Day Class Teachers	<ul style="list-style-type: none"> • 3
Instructional Support Staff	<ul style="list-style-type: none"> • 13 Instructional Aides
Special Education Staff	<ul style="list-style-type: none"> • 1 Speech & Language Pathologist-Part Time • 1 Adaptive PE (APE) Specialist-Part Time • 1 Occupational Therapist (OT)-Part Time

Pico Canyon also offers three orchestra teachers one day a week, visual arts, chorus and classroom music teachers four days per month. Pico Canyon School has class size averages of 24 or less in grades transitional kindergarten through third. Four kindergarten classrooms and one transitional kindergarten have implemented an early/late start program in which the teacher to student ratio is approximately 1 to 12 during critical core reading and mathematics instruction. During the overlap period where each teacher has all students, instruction centers on social studies, science, art, music, physical education and computer technology. Staff members' efforts, combined with the efforts of the parents and numerous volunteers, create and enhance a culture that is warm, caring, and focused on excellence for all students. In spring 2018, Pico Canyon was recognized as a California Distinguished School, highlighting student academic achievement in a school where a community comes together to achieve the very best for children. Pico Canyon School has been recognized as a California Business for Education Excellence Honor Roll School nine times.

Pico Canyon has numerous special programs for its students and communities such as Response to Instruction and Intervention (Rtl), Gifted and Talented Education (GATE), PTA programs, assemblies, before-school Library Club and Keyboarding classes, Study Skills Groups, Pico Canyon Foundation, Positive Behavior Intervention and Support (PBIS) Committee (composed of teachers, an administrator, classified staff, and a parent), Multicultural Committee, Student Council, Student School Newspaper Club, and a Robotics Team.

The Pico Canyon Elementary School community is proud to be a part of a long tradition of excellence in the Newhall School District. One of the ways that we measure our school's performance is through the **California School Dashboard** (caschooldashboard.org). The Dashboard is an online tool that shows how local educational agencies and schools are performing on the state and local indicators included in California's school accountability system. California's new school accountability system provides a more complete picture of how schools are meeting the needs of all students. There are three important advantages to California's new approach:

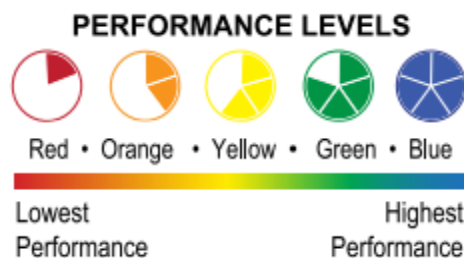
- More than a single number: The multiple measures of student success define a quality education more broadly than a single test score.

- Equity: There is an increased focus on identifying and addressing disparities among student groups
- Support for Local Decision Making: State accountability tools provide information to support local planning process around improving student performance.

The state indicators are based on data that is collected consistently across the state from districts through the California Longitudinal Pupil Achievement Data System (CALPADS) and testing vendors. The state indicators that are measured for elementary schools are:

- Academic Indicator (reported separately for English language arts/literacy and mathematics assessments)
- English Learner Progress
- Suspension Rate

There are five performance levels to indicate a school's performance in each of the state indicators. Schools strive to be in the green and blue performance levels.



The following data is from our Pico Canyon's Fall 2017 Dashboard Report:

Pico Canyon Elementary - Los Angeles County

Enrollment: 942

Socioeconomically Disadvantaged: 16.1%

English Learners: 15.5%

Dashboard Release:

Fall 2017

Foster Youth: 0.1%

Grade Span: K-6

Charter School: No

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
<u>Chronic Absenteeism</u>	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		9	2
<u>English Learner Progress (1-12)</u>		1	0
<u>English Language Arts (3-8)</u>		7	0
<u>Mathematics (3-8)</u>		7	0

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

The blue circles in the report indicate that our student achievement in the areas of both English Language Arts and Mathematics are amongst the highest performance compared to student scores in the rest of the state.

Pico Canyon Elementary School's English Language Arts scores increased by 6.9 point from the previous year and our math scores increased by 13.5 points.

Finally, though our suspension rate is low and was maintained from the previous year, it will be addressed through the implementation of P.B.I.S. (Positive Behavior Intervention and Supports).

Executive Summary

Goals for the Coming School Year

Pico Canyon believes in setting high expectations for student achievement. Challenges in 2018-2019 will be to:

- Make sure instruction is appropriately moving **all students** towards proficiency as measured by the CAASP (Eliminate the achievement gap between English Learner (EL)/Economically Disadvantaged and all other students)
- Commit to NSD Core Instructional Best Practices
- Implement curricula in ELA (Year 2), Math (Year 3), and Science
- Continue to maintain a safe and secure campus
- Ensure equal access to technology
- Ensure students' social and emotional well-being

To make this happen we will **intensify support** to students and teachers.

Student Focus

- School wide designated ELD time 5 days a week for 30 minutes a day
- Purposeful student discourse or "Student Talk" across all grade levels
- Continue to develop a comprehensive Response to Intervention (Rtl) program with "What I Need Time" (WIN time) being a primary focus. WIN time will address current student needs based on assessment data. Students are assessed at the beginning of a cycle of instruction; common formative assessments allow teachers to know how students are progressing throughout the cycle; an end-of-unit assessment is given before WIN time occurs. During WIN time, the delivery of new material is "paused" while the team delivers instruction based upon what each student group needs in the way of intervention, re-teach, and/or enrichment.
- With the help of the counselor, promote the social well-being of our students through classroom presentations, group sessions, and individual counseling sessions
- Provide student access to technology and promote use of DreamBox in class and at home
- Develop healthy, fit children through a comprehensive P.E. program
- Implement use of Google Docs for students
- Utilize Benchmark Universe online component for all students
- Implement PBIS to support a positive school culture and environment

Staff Focus

- The Instructional Leadership Team (ILT) will focus on continued student improvement throughout the year. With the help of the Center for Educational Leadership (CEL), and RTI professional development the team will:
 - Develop a comprehensive Rtl program.
 - Build a PLC culture
 - Implement cycles of assessment to drive instruction
- Administrators will develop Problems of Practice (POP) throughout the year. A POP will target an instructional area of need at a specific grade level. An inquiry cycle is used to study and analyze data to help inform instruction and identify what is working and what the area of need is. Along with administration, teams develop a plan to address the area of need. At the end of the cycle we evaluate outcomes to see if we accomplished our goal.
- Administrators will focus on:
 - Helping teachers develop their skills of engaging students in purposeful “Student Talk”
 - Helping teachers implement designated ELD with fidelity
 - Developing a comprehensive school wide RTI program
- Work with our PBIS team to implement Positive Behavior Intervention and Supports
- Develop our use of designated and integrated supports to help out English Learners succeed
- Collaborate with Math Coaches to identify priority standards, develop proficiency maps and deliver Bridges and CPM curriculum with fidelity
- Collaborate with ELA/ELD Coaches identify priority standards, develop proficiency maps and deliver Benchmark curriculum with fidelity
- Collaborate with Science TOSA to ensure that we implement Next Generation Science Standards (NGSS)
- Encourage teachers to make use of DreamBox and track student progress.
- Establish campus safety protocols and provide training for staff members

Community Focus

- Continue to post photos of school events on Instagram
- Continue to celebrate student achievement at Flagpole Fridays
- Keep families well informed through principal newsletters
- Administrators will work alongside the Community Liaison to encourage participation for our Spanish-speaking families
- Promote parent involvement at District DELAC events
- Promote GATE/GDAC events and LCFF Funding parent nights
- Establish a safe and secure campus for students through regularly scheduled emergency drills and safety meetings with all campus employees and volunteers
- Provide community events in conjunction with the PTA to celebrate families and the community

Reference of Acronyms

Within education, there are countless numbers of acronyms to provide a “short hand” for commonly used words and phrases. Listed below are the common acronyms, which will be used throughout this document.

CAASPP	California Assessment of Student Performance and Progress
CFA	Common Formative Assessment
CS	Curriculum Specialist
EL	English Learner
ELA	English Language Arts
ELD	English Language Development
EO	English Only
GATE	Gifted and Talented Education
GLAD	Guided Language Acquisition and Development
IAB	Interim Assessment Block
IEP	Individualized Educational Plan
ICA	Interim Comprehensive Assessment
ILP	Individualized Learning Plan
PLC	Professional Learning Community
RACE	ELA: R estate the Question, A nswer the Question, C ite Evidence, E xplain the Answer Math: R ead and R estate, A ssemble a Model, C alculate Your A nswer, and E laborate
RFEP	Reclassified Fluent English Proficient
Rtl	Response to Intervention
Tier I	Core Instruction
Tier II	Intervention
Tier III	Significant Intervention
TOSA	Teacher on Special Assignment

2017 - 18 KINDERGARTEN ELA COHORT DATA

	2018 - 19	2019 - 20	2020 - 21
GOAL: Interim 4 (All Students)	99% or higher	99% or higher	99% or higher

PERCENT PROFICIENT							
Student Group	#	Tri 1 Interim 2	Tri 2 Interim 3	Tri 3 Interim 4	Opinion Writing	Information Writing	Narrative Writing
All	120	74	63	98	75	86	78
White	46	78	63	98	70	86	90
Hispanic	18	57	57	94	72	73	60
Asian	22	66	58	100	66	89	75
EL	14	42	33	93	51	85	25
EO	66	79	68	98	78	88	88
RFEP	N/A						
Students with Disabilities	6	34	60	100	33	67	50

AREAS of SUCCESS

- Met designated proficiency goals. Created common formative assessments and planned core instruction and intervention.
- Used strategic questioning strategies to increase critical thinking.
- Developed differentiated small group instruction based on student needs.
- Used assessments to drive instruction.
- Familiarized ourselves with Benchmark curriculum
- Collaborated with team members to establish and implement ELD instruction.
- Focused on developing purposeful student talk to develop listening, talking, and critical thinking skills.
- Developed essential standards for ELA
- Developed a proficiency map for ELA

AREAS of GROWTH

- Effectively implement more components of the Benchmark curriculum.
- Use assignments in RAZ kids.
- Use essential standards to plan instruction in Benchmark.
- Continue to refine ELD instruction.
- Ensure all students understand the vocabulary associated with the checkpoints
- More support in writing and understanding numbers
- Monitor participation during workplaces to ensure students are participating in all activities.

2018 – 19 PLAN

STRATEGY	PERSON(S) RESPONSIBLE	EXPENDITURES (Site / LCAP)
<ul style="list-style-type: none"> • Use read aloud handbook in the Benchmark curriculum. • Use assessments to guide our leveled instruction. • Work with our team and ELD district coach to refine ELD lessons. • Use Benchmark weekly assessments to help inform grouping and instruction. • Develop an introduction to math concepts for EL students with EL TOSA • Create a monitoring tool to ensure workplace participation • Work with ELA Coach and administration to develop RTI cycles for intervention and enrichment • Collaborate in PLC to create CFA's and monitor pacing of Benchmark 	<ul style="list-style-type: none"> • Kindergarten teachers • Curriculum specialists • Administrators • Site EL Lead • Parents of students • ILT Team 	<ul style="list-style-type: none"> • Teacher release time • Books and materials • Supplies for small group instruction • Site licenses • Sub costs (teacher release time) • Certificated salary and benefits • Classified salary and benefits • RTI support staff, hourly (extended day intervention) • Supplemental supplies and instructional materials

2017 - 18 KINDERGARTEN MATH COHORT DATA

	2018 - 19	2019 - 20	2020 - 21
GOAL: Checkpoints: Unit 1-M2, Unit 2-M3, Unit 3-M3, Unit 4-M3, Unit 5-M1, Unit 6-M3 (All Students)	92% or higher	94% or higher	96% or higher

PERCENT PROFICIENT								
Student Group	#	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
All	83	96	89	80	89	90	87	98
White	45	97.8	91.1	78.1	91.1	89.1	84.8	100
Hispanic	17	86	79.4	84.6	84.4	92.6	82.8	91
Asian	22	100	100	100	100	100	100	100
EL	15	85	77	40	85	85	77	96
EO	66	98	90	85	89	89	88	98
Students with Disabilities	6	83	50	75	80	80	60	100

AREAS of SUCCESS

- Determined SMART Goals.
- Created common formative assessments and planned core instruction and intervention.
- Used strategic questioning strategies to increase critical thinking.
- Used informal and formal assessments to guide instruction.
- Implemented all components on Bridges Number Corner.
- Had students partner talk

AREAS of GROWTH

- Continue to create enrichment lessons for proficient students.
- Continue to create supplemental materials for number printing practice.

- Additional small group instruction for students that are below basic to achieve proficiency.
- Use strategic questioning strategies to increase critical thinking
- Work with Math Coach and administration to develop RTI cycles for intervention and enrichment
- Collaborate in PLC to create CFA's and monitor pacing of Benchmark
- Ensure students complete at least 5 lessons per week in Dreambox

2018 – 19 PLAN

STRATEGY	PERSON(S) RESPONSIBLE	EXPENDITURES (Site / LCAP)
<ul style="list-style-type: none"> • Use EADMS and Bridges checkpoints to assess student progress and design appropriate intervention. • Work with the team to design appropriate supplemental materials. • Focus on student talk to explain their math thinking skills. • Fine tune designated and integrated EL instruction. • Use academic language and sentence frames during partner talk • Develop WIN cycles of intervention • Maintain PLC agenda and minutes. • Track student progress 	<ul style="list-style-type: none"> • Kindergarten teachers • Administration • Parents of students • ILT Team 	<ul style="list-style-type: none"> • Teacher release time • Books and materials • Supplies for small group instruction • Site licenses • Sub costs (teacher release time) • Certificated salary and benefits • Classified salary and benefits • RTI support staff, hourly (extended day intervention) • Supplemental supplies and instructional materials

2017-18 Grade 1 ELA COHORT DATA

	2018 - 19	2019 - 20	2020 - 21
GOAL: (All Students)	85% of students will meet or exceed standards in Reading Fluency.	87% of students will meet or exceed standards in Reading Fluency.	90% of students will meet or exceed standards in Reading Fluency.

PERCENT PROFICIENT								
Student Group	#	Tri 1 Interim 2	Tri 2 Interim 3	Tri 3 Interim 4	Opinion Writing	Information Writing	Narrative Writing	1718 Gr 1 Reading Fluency
All	120	56	67	71	50	51	80	81
White	40	49	61	66	28	43	92	75
Hispanic	39	58	72	72	69	52	100	89
Asian	31	86	75	79	63	64	50	83
EL	22	50	53	57	42	36	100	82
EO	92	55	70	72	50	56	78	81
RFEP	4	100	75	75	100	50	100	66
Students with Disabilities	9	44	44	55	57	44	0	71

AREAS of SUCCESS

- From tri 1, to 2, to 3 we maintained or grew in proficiency with the exception of RFEP
- Walk to Read is fluid and designed to give students what they need based on current data
- Designated ELD instruction is leveled to meet students' EL proficiency
- Incorporated academic discourse with partner, small group, and partner talk
- Implemented Benchmark Advance with fidelity
- Students knew sight words
- Built a proficiency map with pacing and priority standards
- Provided Rtl & differentiated instruction as a PLC by grade level

AREAS of GROWTH

- Improve proficiency on Interim 3 & 4
- Improve proficiency with opinion and informational writing
- Refine the Rtl process
- Use proficiency maps for pacing
- Identify best practices during designated and integrated ELD instruction
- Use adopted PLC agenda minutes
- Create meaningful formative assessments and CFAs

2018 - 19 PLAN

STRATEGY	PERSON(S) RESPONSIBLE	EXPENDITURES (Site / LCAP)
<ul style="list-style-type: none"> • Prepare students for independent reading and comprehension of text prior to interim 3. • Use shared reading prompts for student written responses to reading • Monitor student writing at PLC • Use proficiency map to guide targeted instruction throughout the school year • Create and analyze CFAs and Assessments to guide Rtl and classroom instruction • Collaborate in PLC meetings to ensure student success 	<ul style="list-style-type: none"> • First Grade Team • District Coaches • Administrators • Curriculum Specialists • ILT Team 	<ul style="list-style-type: none"> • Teacher release time • Books and materials • Supplies for small group instruction • Site licenses • Sub costs (teacher release time) • Certificated salary and benefits • Classified salary and benefits • RTI support staff, hourly (extended day intervention) • Supplemental supplies and instructional materials

2017 - 18 Gr 1 MATH COHORT DATA

	2018 - 19	2019 - 20	2020 - 21
GOAL: (All Students)	91% or higher	93% or higher	95% or higher

PERCENT PROFICIENT									
Student Group	#	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Gr 1 Math Fluency 2017
All	114	96	92	91	93	92	93	78	89
White	12	100	78	87	86	72	43	77	90
Hispanic	14	92	80	44	99	58	29	74	88
Asian	16	100	100	100	100	100	100	84	94
EL	6	84	73	50	100	75	50	75	87
EO	36	100	81	76	94	72	44	78	89
RFEP	2	100	n/a	100	100	100	n/a	77	93
Students with Disabilities	5	100	60	100	100	100	50	80	86

AREAS of SUCCESS

- We scored 91% or higher on math units 1-6 assessments.
- Followed District Pacing Guide
- Implemented Bridges Daily
- Adjusted curriculum and practice to meet students' diverse needs
- Focused on proficiency map to determine instruction for Tier II and Tier III intervention
- Purposeful academic discourse during core Bridges instruction

AREAS of GROWTH

- Improve scores for subgroups that did not meet proficiency levels.
- Fine tune RTI
- Focus on addition and subtraction fluency, place value, and word problems
- Provide meaningful extension lessons
- Create common formative assessments as a PLC
- Determine best practices\
- Work with district math coach on before the unit items to review essential standards and “I can” statements to drive instruction
- Promote five lessons of Dreambox per week

2018- 2019 PLAN

STRATEGY	PERSON(S) RESPONSIBLE	EXPENDITURES (Site / LCAP)
<ul style="list-style-type: none"> • Incorporate a WIN time for essential standards. • Continue to look at data to reconfigure groups • Create CFA's • Plan effective Tier II and Tier III instruction • Implement Rtl cycles beginning with unit 1 • Collaborate in PLC meetings to further student success. Follow PLC agenda and minutes • Track student progress in Dreambox 	<ul style="list-style-type: none"> • First Grade Team • Administrators • Math Coaches • Curriculum Specialists • ILT team • RSP teacher 	Sub costs Supplies Books and Materials

2017 - 18 Gr 2 ELA COHORT DATA

	2018 - 19	2019 - 20	2020 - 21
GOAL: Reading Informational (All Students)	88% or higher	90% or higher	92% or higher

PERCENT PROFICIENT									
Student Group	#	2016-17 Gr 1 Reading Fluency	Tri 1 Interim 2	Tri 2 Interim 3	Tri 3 Interim 4	Opinion Writing	Information Writing	Narrative Writing	2017-18 Gr 2 Reading Fluency
All	121	94	34	74	56	59	62	78	85
White	35	92	40	77	62	56	64	79	84
Hispanic	33	92	22	55	24	43	46	73	78
Asian	28	100	50	100	100	100	88	88	95
EL	10	75	0	22	33	20	0	62	50
EO	102	96	38	76	56	61	64	79	87
RFEP	8	100	13	75	58	75	75	84	97
Students with Disabilities	6	100	20	33	33	67	40	61	54

AREAS of SUCCESS

- Followed Benchmark Program with fidelity
- Built a proficiency map with ELA priority standards
- Incorporated meaningful academic discourse
- Collaborated to identify pacing of ELA program
- Strong focus on main idea and details
- Leveled reading groups
- Annotating skills
- Front loading vocab / context clues strategies

AREAS of GROWTH

- Monitor pacing and use proficiency map to create CFAs
- Work with EL Coach to improve designated and integrated EL instruction
- Continue to develop purposeful talk and effectively monitor participation
- Collaborate to create an effective RtI program
- Fine tune data analysis to identify areas of success and areas of need
- Use PLC time to meet all students' needs

2018 - 19 PLAN

STRATEGY	PERSON(S) RESPONSIBLE	EXPENDITURES (Site / LCAP)
<ul style="list-style-type: none"> • Leveled switch for Tier 3 instruction (reteach/extension) • Leveled Tier 2 instruction within our homeroom • Analyze data to meet students' needs • ½ hour leveled Daily ELD instruction • Collaborate with ELD Coaches to create CFAs • Collaborate with ELD coaches to improve designated and integrated EL instruction • Collaborate in PLC to further student success 	<ul style="list-style-type: none"> • Second grade team • Curriculum Specialist • RSP teacher • Instructional Leadership Team • Administrators 	<ul style="list-style-type: none"> • Teacher release time • Books and supplies • Curriculum Specialists

2017 - 18 Gr 2 MATH COHORT DATA

	2018 - 19	2019 - 20	2020 - 21
GOAL: District Math Fluency	87% or higher	89% or higher	91% or higher

Student Group	#	2016-17 Gr 1 Math Fluency	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	2017-2018 Gr 2 Math Fluency
All	119	91	87	67	77	72	90	90	85	81
White	24	90	86	72	74	79	88	91	85	83
Hispanic	46	88	78	53	64	60	87	81	79	75
Asian	27	98	99	99	99	75	99	99	91	84
EL	8	86	56	33	25	28	55	70	64	63
EO	101	91	87	70	80	75	94	91	86	83
RFEP	8	n/a	100	63	88	75	88	100	93	88
Students with Disabilities	6	n/a	50	50	75	60	66	60	74	72

AREAS of SUCCESS

- Skip counting by 2s, 5s, and 10s
- Student academic discourse during Bridges Instruction and Number Corner
- Decomposing numbers
- Fluently making 10
- Utilize number line and other strategies to solve addition and subtraction problems up to 3 digits
- ELD student data shows a slightly lower percent average, but makes steady growth and almost meets the (EO) grouping
- Used Number Corner with fidelity

AREAS of GROWTH

- Develop CFA's to track student progress in a unit and differentiate based on needs
- Increase complexity of student discourse. Ensure all students are participating with the use of sentence stems if necessary
- Use RACE model to help students solve challenging problems
- Bridges Workplace differentiation
- Promote the completion of 5 lessons per week on Dreambox
- Work with math coach to identify ways to support Tier I and Tier II instruction

2018 - 19 PLAN

STRATEGY	PERSON(S) RESPONSIBLE	EXPENDITURES (Site / LCAP)
<ul style="list-style-type: none"> • Use unit map and pacing guide that includes major unit focus standards, including I Can statements. • Leveled math instruction based on CFA, Post Assessment, and Checkpoint assessment performance (RTI) • Peer group work • Discussion stems • Focus on vocabulary and language • Collaborate in PLC meetings to further student success • Track student use of Dreambox • Provide integrated EL instruction during math time 	<ul style="list-style-type: none"> • Second grade team • Occasional Curriculum Specialist support as needed • Administrators • ILT Team 	<ul style="list-style-type: none"> • Teacher release time • Books and materials • Supplies for small group instruction • Site licenses • Sub costs (teacher release time) • Certificated salary and benefits • Classified salary and benefits • RTI support staff, hourly (extended day intervention) • Supplemental supplies and instructional materials

2017 - 18 Gr 3 ELA COHORT DATA

	2018 - 19	2019 - 20	2020 - 21
GOAL: (All Students)	85% or higher	88% or higher	90% or higher

PERCENT PROFICIENT									
Student Group	#	1617 Gr 2 Reading Fluency	Tri 1 Interim 2	Tri 2 Interim 3	Tri 3 Interim 4	Opinion Writing	Information Writing	Narrative Writing	CAASPP
All	119	72	24	54	63	53	57	57	82
White	33	76	29	55	68	43	62	58	77
Hispanic	23	74	0	31	37	42	45	40	66
Asian	36	86	20	67	100	67	47	58	96
EL	5	100	0	25	40	25	40	20	60
EO	91	66	19	47	60	48	54	56	78
RFEP	18	90	41	78	78	73	67	72	100
Students with Disabilities	11	36	9	10	10	9	18	0	9

AREAS of SUCCESS

- Computer proficiency
- Benchmark Advanced weeklies
- Interim growth each trimester
- Measureable growth from baseline to Interim 4 assessment
- Weekly/daily rotations
- Small reading groups
- EL's= 25% growth
- Used sentence frames to help students engage in academic discourse
- Using Restate, Answer, Cite Evidence, and Elaborate (RACE) to analyze tasks and text and elaborate on student responses
- Created an ELA proficiency map with priority standards
- Provided opportunities for academic discourse

AREAS of GROWTH

- Use Benchmark Advance to create common assessments to form groups for intervention/enrichment
- Use data to direct rotations after each unit/segment of instruction.
- Determine which eight to twelve standards will be our grade level priority standards for ELA
- Focus on developing purposeful “student talk” to develop student listening, talking, and critical thinking skills.
- Work with site EL lead, and ELA/ELD coaches to continually implement or improve our delivery designated ELD time 5 days a week.
- Fine tune WIN time
- Continue to deliver designated EL time
- Work with PLC to develop CFAs
- Use data from CFAs to guide instruction and RtI support

2018-19 PLAN

STRATEGY	PERSON(S) RESPONSIBLE	EXPENDITURES (Site / LCAP)
<p>Writing:</p> <ul style="list-style-type: none"> • Teaching all 3 genres throughout the year • Multiple teacher perspectives on grading writing pieces (for calibration) • Revisiting bare basis of paragraph structure <p>WIN time:</p> <ul style="list-style-type: none"> • Rotations to address areas of concern • Dedicated EL time • Intervention/Enrichment cycles • Anchor charts • GLAD strategies • Collaborate in PLC meetings to further student success. 	<ul style="list-style-type: none"> • 3rd grade team teachers • Administration • RSP • ILT team members 	<ul style="list-style-type: none"> • Teacher release time • Books and materials • Supplies for small group instruction • Site licenses • Sub costs (teacher release time) • Certificated salary and benefits • Classified salary and benefits • RTI support staff, hourly (extended day intervention) • Supplemental supplies and instructional materials

2017-18 Grade 3 MATH COHORT DATA

	2018 - 19	2019 - 20	2020 - 21
GOAL: (All Students)	80% or higher	82% or higher	85% or higher

PERCENT PROFICIENT										
Student Group	#	2016-17 Gr 2 Math Fluency	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit7	2017 - 18 CAASPP
All	109	91	69	78	71	72	88	72	75	76
White	38	90	69	77	76	57	81	64	76	82
Hispanic	24	86	37	58	42	44	77	51	59	52
Asian	39	100	90	90	100	83	91	91	100	97
EL	5	77	50	50	33	50	50	40	50	60
EO	91	92	65	73	67	55	85	68	72	72
RFEP	18	86	95	100	100	88	100	89	89	95
Students with Disabilities	11	83	73	82	75	65	89	75	44	18

AREAS of SUCCESS

- Morning intervention to reinforce skills and concepts taught
- Used Number Corner
- Incorporated academic discourse with academic language
- Planned Rtl cycles
- Collaborated as a PLC to identify areas of strength and areas of need
- Used RACE strategy for problem solving

AREAS of GROWTH

- Implementing What I Need time (“WIN” time) for ELA or Math. WIN time is designed to give students what they need based on current test data. Grade level teams analyze data and distribute the grade level into 3 – 4 leveled groups. Instruction is then tailored to enrich or support each group’s needs. Instruction is delivered by the teachers and curriculum specialists. Teams set aside 30 minutes a day, two times a week for WIN time.

- Developing Common formative assessments to track student progress in a unit and in differentiated “WIN Time” groups
- Committing to the agreed-upon NSD CORE instruction best practices and not supplanting curriculum
- Using intervention materials for the fraction unit and subtraction unit
- Provide more opportunities for students to develop oral literacy in math
- Provide sentence stems for students who need additional support

2018 - 19 PLAN

STRATEGY	PERSON(S) RESPONSIBLE	EXPENDITURES (Site / LCAP)
<ul style="list-style-type: none"> • Work with math coach to develop instruction to support EL students • Provide more meaningful opportunities for academic discourse including math practices • Track student use of Dreambox • Encourage students to complete 5 Dreambox lessons per week • Collaborate in PLC meetings to further student success • Fine tune Rtl Tier I and Tier II instruction 	<ul style="list-style-type: none"> • 3rd grade team teachers • Administration • RSP • ILT team members 	<ul style="list-style-type: none"> • Teacher release time • Books and materials • Supplies for small group instruction • Site licenses • Sub costs (teacher release time) • Certificated salary and benefits • Classified salary and benefits • RTI support staff, hourly (extended day intervention) • Supplemental supplies and instructional materials

2017 - 18 Gr 4 ELA COHORT DATA

	2018 - 19	2019 - 20	2020 - 21
GOAL: (All Students)	90% or higher	92% or higher	94% or higher

PERCENT PROFICIENT									
Student Group	#	16-17 Gr 3 CAASPP	Tri 1 Interim 2	Tri 2 Interim 3	Tri 3 Interim 4	Opinion Writing	Information Writing	Narrative Writing	17-18 CAASPP
All	125	81	41	57	68	48	49	50	88
White	40	88	41	56	70	46	49	45	90
Hispanic	34	69	34	48	64	39	29	36	80
Asian	44	93	63	75	77	44	71	77	91
EL	9	13	0	0	47	0	0	0	50
EO	90	83	45	57	69	52	51	50	89
RFEP	24	95	42	75	75	54	59	75	100
Students with Disabilities	11	30	18	30	49	27	27	18	50

AREAS of SUCCESS

- Implemented ELD designated/integrated program 5 days/week
- Became more familiar with Benchmark materials
- Determined essential standards with proficiency map
- Increased student discourse with sentence frames
- Worked with Sarah Schuhl to guide us with defining essential standards

AREAS of GROWTH

- Utilize online Benchmark resources more frequently
- Plan RTI around essential standards/proficiency map
- Practice more correlated CAASPP type questions
- Teach students how to annotate for a particular purpose (based on prompt)
- Focus on language/grammar
- Research supplemental materials
- Create ELA unit maps so that we are aligned with our resources

2018 - 19 PLAN

STRATEGY	PERSON(S) RESPONSIBLE	EXPENDITURES (Site / LCAP)
<ul style="list-style-type: none"> • Monitor and plan lessons to meet proficiency timing • Develop/modify CFAs (Benchmark Weekly Assessments) • Modeling purposeful conversations and questions for understanding • Plan each unit around essential standards • Teach annotations based on prompt • Strategize a systematic approach in teaching language/grammar 	<ul style="list-style-type: none"> • 4th grade teachers • Admin • ILT • PBIS Committee • District ELA coaches • TOSAs • RSP teacher and Curriculum Specialists 	<ul style="list-style-type: none"> • Teacher release time • Books and materials • Supplies for small group instruction • Site licenses • Sub costs (teacher release time) • Certificated salary and benefits • Classified salary and benefits • RTI support staff, hourly (extended day intervention) • Supplemental supplies and instructional materials

2017 - 18 Gr 4 MATH COHORT DATA

	2018 - 19	2019 - 20	2020 - 21
GOAL: (All Students)	86% or higher	88% or higher	90% or higher

PERCENT PROFICIENT										
Student Group	#	2016-17 Gr 3 CAASPP	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	2017 - 18 CAASPP
All	124	80	65	79	74	80	86	70	84	84
White	40	88	64	87	69	85	83	68	83	85
Hispanic	34	71	43	61	72	71	79	79	78	77
Asian	44	93	94	94	94	94	100	89	91	89
EL	10	25	20	40	20	30	50	40	69	30
EO	90	82	64	79	81	82	87	70	83	88
RFEP	24		79	92	75	91	96	83	91	96
Students with Disabilities	10		65	83	76	82	86	71	71	60

AREAS of SUCCESS

- | |
|--|
| <ul style="list-style-type: none"> • Implemented learning target books • Focused on academic vocabulary, discourse, and learning targets • Followed proficiency map for Bridges • Used CAASPP IABs to model strategies on CAASPP testing • Analyzed data after every unit to discuss strengths, areas of growth, what we learned, etc. • Implemented small group instruction to review/reteach |
|--|

AREAS of GROWTH

- Increase use of Dreambox (5 lessons per week)
- Plan and organize first intervention on multiplication comparisons, factors, and multiples in the beginning of the year
- Analyze Bridges Checkpoint data more closely (to regroup for Tier 2)
- Develop more willingness to take academic risks independently and persevere through problems
- Continue to plan units based on a 20-day cycle (to leave room for Tier 2 instruction and extension activities)

2018 - 19 PLAN

STRATEGY	PERSON(S) RESPONSIBLE	EXPENDITURES (Site / LCAP)
<ul style="list-style-type: none"> • Use IAB to follow-up unit assessments and CFAs • Student goals for Dreambox lessons • Look closely at essential standards when planning out unit • Collaboration during PLC time • Shared responsibility for all students • Rtl groups to provide support 	<ul style="list-style-type: none"> • 4th grade teachers • TOSA • Admin • ILT • PBIS Committee • RSP teacher and Curriculum Specialists 	<ul style="list-style-type: none"> • Teacher release time • Books and materials • Supplies for small group instruction • Site licenses • Sub costs (teacher release time) • Certificated salary and benefits • Classified salary and benefits • RTI support staff, hourly (extended day intervention) • Supplemental supplies and instructional materials

2017 - 18 Gr 5 ELA COHORT DATA

	2018 - 19	2019 - 20	2020 - 21
GOAL: (All Students)	85% or higher	88% or higher	90% or higher

PERCENT PROFICIENT									
Student Group	#	16-17 Gr 4 CAASPP	Tri 1 Interim 2	Tri 2 Interim 3	Tri 3 Interim 4	Opinion Writing	Information Writing	Narrative Writing	17-18 CAASPP
All	134	88	17	17	55	52	53	47	82
White	47	83	22	15	54	51	56	45	78
Hispanic	26	82	6	19	52	21	39	31	78
Asian	42	94	17	11	57	72	73	75	86
EL	4	71	0	0	41	13	0	0	50
EO	107	88	17	18	55	51	55	46	82
RFEP	18	94	11	11	55	72	67	62	89
Students with Disabilities	8	100	0	0	52	13	38	13	75

AREAS of SUCCESS

- Determined priority standards for ELA
- Provided designated ELD instruction
- Strategic questioning strategies to increase critical thinking
- Used Benchmark curriculum with fidelity
- Use of RACE strategy
- Incorporated academic discourse with sentence stems

AREAS of GROWTH

- Increase WIN time for ELA
- Create CFAs for WIN time to track student progress and make differentiated groups
- Create and use purposeful writing prompts
- Utilize Benchmark unit assessments to monitor student progress
- Commit ourselves to ongoing data analysis as a PLC to drive instruction

2018 - 19 PLAN

STRATEGY	PERSON(S) RESPONSIBLE	EXPENDITURES (Site / LCAP)
<ul style="list-style-type: none"> • Amend proficiency map and include assessments • Work with ELD coaches to on ELD instruction • Team time to develop plans on how to effectively use Benchmark writing to prepare students • Develop single standard CFAs based on Benchmark units 	<ul style="list-style-type: none"> • 5th Grade Teachers • Curriculum Specialists 	<ul style="list-style-type: none"> • Sub costs • Supplies • Books • Curriculum Specialists

2017 - 18 Gr 5 MATH COHORT DATA

	2018 - 19	2019 - 20	2020 - 21
GOAL: (All Students)	85% or higher	87% or higher	89% or higher

PERCENT PROFICIENT										
Student Group	#	2016-17 Gr 4 CAASPP	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	2017 - 18 CAASPP
All	132	80	80	79	88	95	95	95	76	79
White	32	87	78	80	86	93	93	93	76	77
Hispanic	33	72	63	63	79	94	91	91	74	60
Asian	43	93	94	100	100	100	100	94	81	94
EL	8	29	51	50	38	75	75	63	63	38
EO	107	83	82	80	91	97	96	97	77	81
RFEP	18	87	83	82	95	94	94	89	78	84
Students with Disabilities	8	50	51	63	75	100	100	100	77	50

AREAS of SUCCESS

- Morning/Afternoon math intervention in place
- Used strategic questioning and student discourse to increase critical thinking and rigor
- Shared data as a PLC
- Used RACE model
- Identified best practices for each unit
- Used Number Corner with fidelity

AREAS of GROWTH

- Incorporate RACE strategies from beginning of the year
- Create and use targeted CFAs post RTI cycle to track student progress
- 5 targeted Dreambox lessons per week to increase student achievement
- Collaborate in PLC meetings to further student success
- Track student use of Dreambox
- Encourage students to complete 5 Dreambox lessons per week

2018 - 19 PLAN

STRATEGY	PERSON(S) RESPONSIBLE	EXPENDITURES (Site / LCAP)
<ul style="list-style-type: none"> • Track and analyze data during PLC to drive instruction and achievement • Use Dreambox as classwork and homework 	<ul style="list-style-type: none"> • 5th Grade Team • 5th grade District Math Coach • Instructional Leadership Team • Administration 	<ul style="list-style-type: none"> • Teacher release time • Books and materials • Supplies for small group instruction • Site licenses • Sub costs (teacher release time) • Certificated salary and benefits • Classified salary and benefits • RTI support staff, hourly (extended day intervention) • Supplemental supplies and instructional materials

2017 - 18 Gr 6 ELA COHORT DATA

	2018 - 19	2019 - 20	2020 - 21
GOAL: (All Students)	92% or higher	94% or higher	96% or higher

PERCENT PROFICIENT									
Student Group	#	16-17 Gr 5 CAASPP	Tri 1 Interim 2	Tri 2 Interim 3	Tri 3 Interim 4	Argument Writing	Information Writing	Narrative Writing	17-18 CAASPP
All	149	88	37	18	24	69	72	67	89
White	47	87	29	18	15	72	65	59	88
Hispanic	29	75	28	10	10	50	64	58	81
Asian	41	94	55	30	62	75	87	82	100
EL	5	0	0	0	0	20	50	50	67
EO	120	89	38	19	24	70	68	64	89
RFEP	18	96	43	19	36	58	89	73	96
Students with Disabilities	11	54	10	0	13	36	25	25	54

AREAS of SUCCESS

- Integrated Constructed Response (CR) writings across curriculum (ELA, Math, Science, Social St.)
- Weekly practice of RACE format writing
- Implemented daily ELD lessons and utilized ELD Language Objectives charts
- Exposed students to all genres of writing using combination of Benchmark and District programs
- Identified ELA priority standards and created proficiency map
- Utilized curriculum specialists to meet needs of intervention students
- Used IABs and SBAC practice assessments throughout the year to expose students to various types of CAASPP questions and testing vocabulary
- Offered before and after school intervention classes and witnessed strong growth and improvement from students who regularly attended

AREAS of GROWTH

- Develop CFA's to align with Benchmark lessons and units
- Create a more effective grammar and language program to supplement Benchmark resources
- Provide more brief write opportunities starting in Trimester I
- Revisit "essential standards" and find stronger supplemental materials

2018 - 19 PLAN

STRATEGY	PERSON(S) RESPONSIBLE	EXPENDITURES (Site / LCAP)
<ul style="list-style-type: none"> • Analyze and evaluate 2017-2018 CAASPP data and district assessments to determine new ELA priority standards and update proficiency map • Create CFA's within EADMS that align with Benchmark lessons and priority standards • Identify Tier II and III students and collaborate with curriculum specialists to determine best plan of action for meeting needs • Offer before and after school ELA intervention classes • Continue to use daily ELA Language warm-up program • Integrate ListenWise and No Red Ink lessons into weekly lessons • Continue to develop and strengthen our ELD program 	<ul style="list-style-type: none"> • 6th Grade team • Site administration • Curriculum Specialists • ILT 	<ul style="list-style-type: none"> • Teacher release time • Books and materials • Supplies for small group instruction • Site licenses • Sub costs (teacher release time) • Certificated salary and benefits • Classified salary and benefits • RTI support staff, hourly (extended day intervention) • Supplemental supplies and instructional materials

2017 - 18 Gr 6 MATH COHORT DATA

	2018 - 19	2019 - 20	2020 - 21
GOAL: (All Students)	92% or higher	94% or higher	95% or higher

Student Group	#	2016-17 Gr 5 CAASPP	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit7	2017 - 18 CAASPP
All	148	86	82	65	68	81	73	77	86
White	63	83	81	57	63	77	73	76	83
Hispanic	34	79	75	51	55	72	54	59	74
Asian	49	100	92	90	85	100	95	100	100
EL	5	72	66	20	0	40	40	60	50
EO	120	85	82	66	70	82	73	79	88
RFEP	21	93	85	71	76	86	85	81	91
Students with Disabilities	11	72	52	40	40	45	27	50	36

AREAS of SUCCESS

- Due to the spiraling nature of the CPM curriculum, our EL sub-group became more proficient as the year progressed as they had more opportunities and exposure to the standards
- Implemented interventions (before/during/after school) to support our 6th grade essential standards
- Created CFA's and mini assessments for every chapter of CPM-used data from these assessments to determine most appropriate groupings/content for RTI
- Fully, confidently implemented the CPM program with a focus on facilitating more student discourse

AREAS of GROWTH

- Continue to modify and update CFA's as we see gaps or concerns
- Better pacing and scheduling of the IAB and EADMS SBAC assessments-give after each unit or chapter, instead of at the end of the year

2018 - 19 PLAN

STRATEGY	PERSON(S) RESPONSIBLE	EXPENDITURES (Site / LCAP)
<ul style="list-style-type: none"> • Continue to implement CPM with fidelity • Daily math warm-up allows us to expose students to standards they will see later in the school year • Integrate DreamBox Assign Focus as much as possible, and use data to drive instruction and RTI groups • Offer and provide before and after school Math intervention opportunities • Continue to implement best practices learned in our trainings with Sarah Schuhl • Continue to search for and integrate supplemental materials aligned with SBAC if/when gaps exist in CPM program 	<ul style="list-style-type: none"> • 6th Grade Team • Site Administration • ILT • Curriculum Specialists • Sarah Schuhl 	<ul style="list-style-type: none"> • Teacher release time • Books and materials • Supplies for small group instruction • Site licenses • Sub costs (teacher release time) • Certificated salary and benefits • Classified salary and benefits • RTI support staff, hourly (extended day intervention) • Supplemental supplies and instructional materials

Pico School Climate

	2018 - 19	2019 - 20	2020 - 21
GOAL: Attendance Rate	97%	97.5%	98%
GOAL: Suspension Rate	5	4	3
GOAL: Feel Happy to be at School	98% or higher	98% or higher	98% or higher

Climate Areas Measured	17-18	16-17	15-16
Attendance Rate (Percentage)	96.7	96.7%	96.6%
Suspension Rate (Number of students)	6%	8%	16%
CHKS: Feel Part of the School (Percentage of 5th Graders)		96%	92%
CHKS: Feel Happy to be at School (Percentage of 5th Graders)		100%	98%
CHKS: Feel safe at school. (Percentage of 5th Graders)		98%	97%
Parent participation in academic conferences (Percentage of total number of parents)	87%	85%	94%
Parent/community involvement in school committees, and events. (Total number of participants)	8,022	7,512	6,676
Parent/community volunteer hours. (Total number of hours)	16,240	15,758	15,568

*CHKS: California Healthy Kids Survey

AREAS of SUCCESS

- PTA Fundraising was extremely successful.
- Continued school-wide parent involvement:
 - Attendance at Back to School Night, Open House, Parent Conferences
 - Attendance at PTA Events
- Outstanding attendance at Fall conferences
- We work closely with Dynamic Interventions to provide counseling services to our students
- We celebrated students through our Character Counts program. Each month at our Flagpole Ceremonies we celebrated students who modeled a specific character trait. These included: responsibility, fairness, caring, citizenship, respect, and trustworthiness.

- Our school counselor ran a variety of Friendship Groups to support students that were struggling with building healthy friendships
- Dynamic Interventions continued to support students through social skills groups
- We conducted a variety of monthly emergency drills to keep staff and students prepared in case of an emergency
- We began to implement PBIS

AREAS of GROWTH

- Reducing the number of suspensions
- Improvement of school-wide attendance
- Improve the social emotional well-being of our students
- Implement phase 1 of PBIS (PBIS is a multi-year process)
- Promote parent involvement in the implementation of PBIS

2018 - 19 PLAN

STRATEGY	PERSON(S) RESPONSIBLE	EXPENDITURES (Site / LCAP)
<ul style="list-style-type: none"> • School wide Positive Behavior Intervention System (PBIS). • Set social skills groups with Dynamic Interventions • Attendance award recognition at monthly Flagpole ceremonies 	<ul style="list-style-type: none"> • Administrators • ILT Team • PBIS Team • Office staff • School Counselor 	<ul style="list-style-type: none"> • Teacher release time • Books and materials • Supplies for small group instruction • Site licenses • Sub costs (teacher release time) • Certificated salary and benefits • Classified salary and benefits • RTI support staff, hourly (extended day intervention) • Supplemental supplies and instructional materials

Pico Student Supports

	2018 - 19	2019 - 20	2020 - 21
GOAL: Number of Reclassified English Language Learners	15 *The new ELPAC assessment is more rigorous. We initially expect to see a drop in the number of students meeting requirements for Reclassification.	20	25
GOAL: Number of Long Term English Language Learners	1	0	0
GOAL: Students Receiving Special Education Services in an Academic Area	86	80	76

Climate Areas Measured	15-16	16-17	17-18
English Language Learners (Number)	92	25	86
Reclassified English Language Learners (Number of students)	34	27	86
Long Term English Language Learners (Number three years or more)	5	5	1
Participation in Response to Intervention (Number of students)	164	134	149
Participation in Enrichment (Number of students)	102	102	85
Identified Gifted and Talented (Number of Students)	102	102	85
Special Education Services in an Academic Area (Number of Students not SDC)	85	83	86
Special Education Classroom Assignment (Number of Students)	30	22	25

AREAS of SUCCESS

- Designated ELD instruction in all grade levels for 30 minutes every day
- Introduction and use of Ellevation program to monitor EL student progress
- School wide Response to Intervention program to target specific areas of student need and to offer enrichment
- School wide master calendar to provide 30 minute blocks of time during 4 days a week for Response to Intervention
- Effective Response to Intervention and the Student Study Team (SST) process reduced new referrals for special education services

AREAS of GROWTH

- Continue professional development focused on designated and integrated ELD instruction
- Continue professional development for all teachers and administrators in using Ellevation as a teaching strategy “toolbox”
- Classroom teachers to administer the English Language Proficiency Assessments for California (ELPAC)
- Focus on developing purposeful “student talk” to develop student listening, talking, and critical thinking skills.
- Further refine teachers’ and administrators’ understanding of developing and using assessment to effectively target instruction in Tier I (core), Tier II (intervention) and Tier III (significant intervention) around priority standards
- Align Student Study Team process to the new district protocol

2018 - 19 PLAN

STRATEGY	PERSON(S) RESPONSIBLE	EXPENDITURES (Site / LCAP)
<ul style="list-style-type: none"> ● Work with site EL lead, and ELA/ELD coaches to improve our delivery of designated ELD time 5 days a week. ● Work with ELA coaches and EL site lead to develop understanding of the resources within Ellevation ● Work with Sarah Schuhl to define proficiency, create common formative assessments, and plan effective Tier I and Tier II instruction. 	<ul style="list-style-type: none"> ● Admin ● Classroom teachers ● District ELA coaches ● Instructional Leadership Team ● Site EL lead 	<ul style="list-style-type: none"> ● Contract with Sarah Schuhl (Title I- \$862) ● Teacher release time for planning and professional development (Title I and Title III- \$555) ● 4 TOSAs (Supplemental- \$26,668) ● 3 Curriculum Specialists (Supplemental- \$28,200)

NEWHALL SCHOOL DISTRICT

DISTRICT PROGRAMMING



Newhall School District Mission Statement

Newhall School District students will become global citizens who think critically, problem solve, persevere, embrace diversity in people and viewpoints, and have a passion for learning and the arts. Our rigorous instructional program enables mastery of Common Core State Standards leading to college and career readiness. We support learning by fostering collaboration, providing relevance to the real world, and using technology in innovative ways.

Collaborate, Innovate, Persevere, and Excel

Changes in California Public Education

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

With creation of the LCFF came a new planning document, the **Local Control Accountability Plan (LCAP)**, which the NSD Governing Board must approve annually. The LCAP sets forth how a district will elevate students to mastery of state standards (now the Common Core State Standards) by addressing eight state priorities. These priorities are:

- Provision of Basic Services (e.g., students have fully credentialed teachers and access to current instructional materials)
- Implementation of State Standards (students are taught the State Board of Education-adopted Common Core State Standards (CCSS))
- Course Access (i.e., students have access to all areas of study)
- Student Achievement (students are meeting or exceeding standards [Common Core] on State tests [California Assessment of Student Performance and Progress-CAASPP]; English Learners are attaining proficiency in English)
- Other Student Outcomes (students are attaining proficiency on District-created assessments)
- Student Engagement (e.g., students attend school consistently; students report that they fully participate in their learning)
- School Climate (e.g., student suspension rate is low; the school environment is focused on positive behaviors)
- Parent Involvement (e.g., parents attend conferences and school activities; parents volunteer in the classroom and in school activities)

The LCAP is a three-year plan that must be updated annually. The process for updating the plan requires districts to engage as many “stakeholders” as possible, particularly parents and students. Preceding the Governing Board’s adoption of the plan in June are numerous stakeholder meetings that not only provide information on progress toward LCAP goals, but also solicit input in preparation for the following year’s Plan update. To view the NSD LCAP go to: <http://www.newhallschooldistrict.net/>. Scroll down to “Important Information” to find the link.

Besides the new school funding (LCFF) and accountability (LCAP) structures, there are also new State tests (CAASPP) that were administered to students for the first time in the spring of 2015. CAASPP aligns to the CCSS, is administered on-line, and is considerably more rigorous than the State’s previous tests under the defunct Standardized Testing and Reporting (STAR) program. CAASPP results, therefore, should not be compared to STAR results. Set forth in this Single Plan are 2017 CAASPP results for the grades 3-6, key grade levels that help the reader understand how well students are achieving as they move toward the secondary grades.

Beyond including CAASPP results, the Single Plan format has been changed to closely align to the State Priorities listed above (and elaborated in the NSD LCAP). Overall, this Plan provides clarity on programs the school offers, goals the school has set, and how the school is progressing toward meeting its goals.

There is one additional change in California’s public education system. Starting in the spring of 2017, the California School Dashboard became the State’s new system for rating school and district effectiveness. The new system “grades” performance for current year and growth over time. Unlike the former Academic Performance Index, the Dashboard displays ratings for more than State test results (CAASPP administered in grades 3-6). Within the Dashboard, there are ratings for attendance, suspensions, implementation of State standards, and parent and student engagement. The Dashboard uses colored dots—blue, green, yellow, orange, red—(with blue being the highest and red the lowest) for ratings. For further information on the Dashboard, watch the short video at the NSD website.

With changes in funding, standards, testing and accountability reporting, California is truly in a new era of public education. The 2018-19 Single Plan for Student Achievement reflects those changes, and, going forward, will track results for a variety of academic and non-academic “metrics” over multiple years.

NSD English-Language Arts Program

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

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

In kindergarten students master the building blocks of reading. These include learning the letters and the sounds the letters make, identifying letter sounds in various positions of words (phonemic awareness) and then beginning to “blend” letter sounds to read words (phonics). Students also learn “sight” words, frequently appearing key words that they commit to memory. In first grade, students practice to read “fluently;” that is, they learn to blend sounds at sufficient speed to make meaning (reading comprehension). The District’s first grade target fluency rate is 70 words per minute. From second grade on up, students apply their fluency skills to read a variety of narrative and informational texts, with a grade-to-grade increase in the sophistication (e.g., vocabulary, overall reading content) of the reading selections.

Full implementation of the CCSS in grades K-6 began in the 2014-15 school year. From that school year through the end of the 2016-17 school year, teachers used District-created instructional units aligned to what the CCSS refer to as “claims,” as described below.

- **Claim 1:** Students can read analytically to comprehend a range of increasingly complex literary and informational texts.
- **Claim 2:** Students can produce effective writing for a range of purposes and audiences.
 - 1A: Students can revise brief text
 - 1B: Students can write brief text
- **Claim 3:** Students can employ effective speaking and listening skills for a range of purposes and audiences.
- **Claim 4:** Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

In the 2016-17 school year, teachers piloted (i.e., tried out) two promising State Board of Education-adopted reading-language arts publishers programs that were aligned to CCSS, rigorous and well structured to help English Learners listen, speak, read and write at the same level as their native English-speaking peers. The selected program would replace the District-created units, offering greater grade-to-grade coherence in the instructional program and a structured focus on English Language Development (for English Learners). After a protracted and highly structured piloting process, teachers recommended (and then the Governing Board adopted) *Benchmark Advance* published by Benchmark Education. This very comprehensive, student-friendly program was implemented starting in the 2017-18 school year.

To supplement *Benchmark Advance*, teachers will continue to use Depth and Complexity Icons (strategies to engage students in “higher-order” thinking skills), Thinking Maps (strategies to maximize reading comprehension), English Language Development (ELD) standards (for English Learners), Guided Language Acquisition Design (GLAD—strategies to learn new vocabulary), and 21st century thinking skills (collaboration, critical thinking/problem solving, creativity, and communication).

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

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

- Writing can be taught; all students can learn to write
- Students must understand different types of writing (e.g., narrative, opinion)
- Students must practice the writing “process” (steps in drafting a written piece) to produce a final draft, just as professional writers do
- Students must identify the purpose of and audience for each writing task
- Students learn grammar, punctuation, and spelling best in the context of their own writing
- Students should have opportunities to share what they write
- Writing about a subject helps students learn more about the subject
- Writing improves reading skills; reading improves writing skills

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

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

In the summer of 2015, the District’s CWP Committee developed new trainings that focus on the CCSS “constructed response” items and “brief writes.” A constructed response is a type of

open-ended essay question that demonstrates cognitive knowledge and reasoning. The answer must be provided using information that can be found in a particular text or other prompt (map, picture, graphic organizer, etc.) and is not meant to demonstrate opinion, but to show how one is able to extract information and use this as the basis for forming a complete answer. A brief write is an open-ended response question that asks students to add information to the beginning, middle, or end of a written passage (story, letter, etc.).

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

- A. Grade 1 Reading Fluency: 70+ cwpm or Grade 2 Reading Fluency: 124+ wpm
- B. Grades 3-6 “At/Near” Standard on the ELA Interim Comprehensive Assessment or “Standard Met” on the 14-15 CAASPP Summative Assessment
- C. Majority of performance levels for standards taught in reading and language arts are at level 2 or above
- D. ELPAC writing assessment performance level at Bridging

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

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

In addition, historically, the District has relied on two strategies, GLAD and increased “student discourse” (typically through working in pairs or small groups) to move English Learners toward reclassification. As for the former, it offers highly contextualized “academic language” (e.g., science or social studies vocabulary), often presented in repetitive chants and through various visuals to introduce and then reinforce new vocabulary. As concerns the latter, frequent opportunities to apply language build both overall fluency and vocabulary.

With the District’s purchase of *Benchmark Advance*, teachers will, in addition to GLAD and student discourse, have a comprehensive resource to teach English Language Development (ELD) in a structured fashion, both apart from and embedded in *Benchmark’s* language arts lessons. *Benchmark*, then, fills a longstanding need to provide students who are beginning to learn English maximum access to the CCSS’ English-language arts component, accelerating their progress toward full English proficiency.

NSD Mathematics Program

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

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

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

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

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

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

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

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

The Newhall School District introduced the new standards in grades K-2 during the 2013-14 school year. Grades 3-6 began implementing the standards in the 2014-2015 school year. In 2015 -2016, four schools piloted prospective publisher's programs: *Eureka*, *Bridges*, and *CPM*. Based on feedback from the piloting sites, the unanimous decision was to purchase *Bridges* for students in grades K-5 and *College Preparatory Math (CPM)* for grade 6. During the 2016-17 school year, teachers implemented the new programs (*Bridges/CPM*). Teachers also received extensive professional development to increase their understanding of math concepts and to learn about and refine best instructional practices. During the 2017-18 school year, 6th grade teachers received training to deepen their knowledge of the standards and improve their pedagogical skills.

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

As specified in the District's Local Control Accountability Plan (LCAP), key mathematics benchmarks are in first grade, third grade, and sixth grade. Required assessments for each of

these benchmarks, administered at different junctures in the school year, reflect the grade level focus areas set forth above.

The District has a full-time Teacher on Special Assignment (TOSA) who supports all new teachers and primarily the Title I schools, TK-6. TOSAs (also called math coaches) will work at schools, helping teachers improve their instruction under the CCSS.

To support students' mastery of the standards, the District has purchased a license for DreamBox, a standards-aligned, web-based tutorial that students can access at school or at home. DreamBox evaluates students' proficiency level and then advances them upward without any adult assistance. Teachers have the ability to assign students to work on a specific standard with Dream Box's "Assigned Focus" option.

NSD Science Program

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

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

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

At this point in the transition to the NGSS, third grade teachers are in full implementation after three years of on-going professional development, and fifth grade teachers are in their third and final year of professional development, what is referred to as deep implementation. They will participate in demonstration lessons and collaborate with colleagues to identify shifts they have successfully made in their instructional practice and areas where continued growth is needed. Fourth grade teachers are in year two of implementation and will continue to learn about the many ways learning for students under NGSS is different from the learning under the former California Science Standards. Further, fifth grade teachers will reflect on how their teaching will shift toward implementing different strategies compatible with NGSS. Grades K-2 are entering the first stage of NGSS implementation, called the awareness phase. Teachers will be learning what NGSS is all about (i.e., the new content they will be responsible for teaching, the shifts in practice and the different types of knowledge students are to acquire).

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

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

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

NSD History-Social Science Program

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

Kindergarten: Learning and Working Now and Long Ago (study the local community)
First Grade: A Child's Place in Time and Space (study the components of a society and also study local geography)
Second Grade: People Who Make a Difference (study people in history)
Third Grade: Continuity and Change (study the development of communities in California)
Fourth Grade: A Changing State (study early California through statehood)
Fifth Grade: United States History and Geography: Making a New Nation (study the development of the U.S. up to 1850)
Sixth Grade: World History and Geography: Ancient Civilizations (study the beginning of major Western and non-Western civilizations)

With the implementation of the Common Core State Standards (CCSS) in English-language arts (ELA), teachers maximize ELA instruction time by integrating HSS standards with language arts (e.g., reading selections/writing activities). With the District's recent (2017) purchase of *Benchmark Advance*, a State Board of Education-approved reading-language arts program, grade-appropriate history -social science lessons are fully integrated into the readings and related learning activities. Additionally, oral language activities developed through the District's Guided Acquisition Design (GLAD) program include history-social science standards. Through GLAD, students build their HSS vocabulary and use this vocabulary in their group work and in their writing.

NSD Visual and Performing Arts

The Newhall School District's Visual Arts Program provides all grades 3-6 students standards-based lessons delivered by two credentialed art teachers. The teachers rotate through each of the District's ten school sites in intensive teaching cycles, presenting lessons that combine art history and art appreciation with instruction in technique through a variety of media. Each lesson includes a creative expression component that directly addresses the California Visual and Performing Arts Content Standards. The overall goal is to provide every student the skills to communicate and interpret ideas visually.

District art teachers collaborate with regular classroom teachers to "integrate" concepts from the Common Core State Standards with the visual arts standards. Further, through the District's partnership with the Kennedy Center and the College of the Canyons, classroom teachers are deepening the connection of the visual arts to literature, history-social science and science. Teacher training through the Kennedy/COC collaboration continues in 2018-19.

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

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

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

NSD Physical Education

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

In 2018-19, teachers will be implementing a comprehensive PE program, using the SPARK curriculum (for information about SPARK, go to: <http://www.sparkpe.org/>). Teachers will continue to log minutes on a standard form.

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

5th Grade California Physical Fitness Report

Test Area	2018 District % Meeting Standard	2017 District % Meeting Standard	2016 District % Meeting Standard	2018 Pico Canyon % Meeting Standard	2017 Pico Canyon % Meeting Standard	2016 Pico Canyon % Meeting Standard
Aerobic Capacity	76	77	81	78	76	85
Body Composition	66	67	69	75	71	76
Abdominal Curl-ups	76	72	82	84	73	51
Trunk Lift	90	95	97	86	93	97
Strength/Endurance	65	84	78	71	86	58
Flexibility	70	64	77	81	50	84

Analysis

- ***Pico Canyon was below the District average in Trunk Lifts. Last year Pico Canyon was below the District average in three areas.***
- ***Strength and Endurance showed the greatest decrease in students meeting standards, both for the district and for Pico Canyon specifically with a difference of 13 percentage points for Pico and 19 points for the District.***

For the second year in a row, a District-wide team administered all Physical Fitness Testing for all 10 district schools during the 2017-18 school year. This team was trained and calibrated; we now have a more accurate comparison from year to year and formulate more appropriate goals for our students based on outcomes that look the same from school to school.

Goals

- 85% of students or more will meet standards in Body Composition.
- 81% of students or more will meet standards in Strength and Endurance.
- 88% of students or more will meet standards in Aerobic Capacity.

Fitness is part of the Pico Canyon student day, each and every day. We will work with our students to best meet their fitness needs, aligned to the fitness areas shown above.

Timeline and Measurement

Goal to be met by June 2019 as measured by the California Physical Fitness Test.

Persons Responsible

Fifth grade classroom teachers, Administration, and support staff.

Estimated Expenditures

- Certificated salary and benefits
- Classified salary and benefits
- Supplemental supplies and instructional materials

Funding Source

LCAP

Differentiating Instruction to Meet Learning Needs

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

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

Response to Instruction and Intervention

Response to Instruction and Intervention (Rtl) is the practice of providing high-quality instruction and intervention matched to student need; monitoring progress frequently to make decisions about change in instruction and goals; and, applying the child's response data to important educational decisions. The Rtl model is a multi-tiered, problem-solving approach. It requires effective instruction and intervention with increasing levels of intensity, progress monitoring, and data-based decisions.

There is a need at Pico Canyon School for the implementation of continual, articulated, and aligned intervention practices to ensure that **all** students achieve grade level standards. The Response to Intervention and Instruction model is a multi-tiered, problem-solving approach designed to facilitate intervention efforts at schools. Rtl programs require effective instruction and intervention with increasing levels of intensity, progress monitoring, and data-based decisions.

Intervention Program

Pico Canyon staff, together with our Leadership team, continually develops and refines our three-tiered Rtl program as described below.

Tier I – We believe that our focus on high quality first-instruction will ensure that 85% of more of our students will reach mastery of grade level standards.

Our teachers provide:

- High quality, standards-based differentiated instruction and support through scaffolding instruction for all students; Integrated and structured English language development English Language Development in all classrooms to ensure that English learners have equal access to core instruction.
- Learning targets (i.e. "I can" statements) are shared and made visible for students. Students should be able to articulate the learning targets for current core instruction.
- Flexible small-group instruction at all grade levels in order to provide re-teaching opportunities for students who have not mastered grade level learning targets.
- On-going analysis of formative assessment data in order to monitor student learning for all students.

Tier II – We believe that some students need extra time and support to reach mastery of grade level standards. The grade level collaborative teams know the needs of these students and can best support them.

Our teachers work collaboratively in teams to:

- Analyze and reflect on data to identify gaps in student learning and share responsibility for grouping students accordingly to review and or extend instructional focus standards/ targets.
- Monitor student progress in focus groups in order to plan for future groupings of students at least every two weeks.

Tier III – We believe that some students may need additional support, beyond what they have received during Tier I and Tier II instruction. This intensive support is often needed in an even smaller group; also, additional time, beyond time spent in Tier I and Tier II instruction is given to these students so that they have every opportunity to reach mastery of grade level standards.

Our teachers will work with our Resource Specialist and RTI leadership team to:

- Place students in small groups (no more than 3 -4 students per grade level) or in one-on-one support for an additional 20 minutes, under the guidance of our credentialed Resource Specialist. Support will take place as a push-in or pull-out under Tier III based on the needs of grade levels and students.
- Monitor student progress weekly in order to determine immediate next steps.

To support our system of interventions, we have created an RTI/SST leadership team at the site who will guide and monitor student outcomes for all students. We also have a District Coach that works with us weekly in the area of Math instruction and progress monitoring.

Our Student Study Team will continue to serve as a resource and support system for our students and their families. Ideally, student referrals will only happen after students have attended two cycles of Tier III intervention. This provides assessment data within a structured, sequential targeted intervention program. Additionally, our Resource Specialist teacher will monitor progress on IEPs utilizing DIBELS as appropriate.

Intervention Progress Monitoring Data: 2016 and 2017 school years.

Grade Level	2016 # of students receiving Intervention	2016 # of students exited	2016 # of students in intervention all year	2016 # Number of EL	2016 # of EO	2016 # of White	2016 # of Hispanic	2016 # of Asian
K	25	4	21	8	17	17	3	5
1	27	2	25	11	11	4	17	1
2	23	2	21	15	5	3	16	1
3	23	1	22	13	6	1	18	0
4	26	2	24	11	8	5	13	1
5	25	1	24	19	11	4	25	0
6	28	1	27	15	4	2	17	0

Grade Level	2017 # of students receiving Intervention	2017 # of students exited	2017 # of students in intervention all year	2017 # Number of EL	2017 # of EO	2017# of White	2017 # of Hispanic	2017 # of Asian	2017 # of African American
K	8	0	8	3	5	2	2	2	2
1	31	3	28	6	22	7	16	3	2
2	16	1	15	3	12	6	6	1	1
3	20	3	17	5	11	4	4	6	1
4	31	4	27	6	21	11	11	4	1
5	14	1	13	1	12	8	4	1	0
6	29	3	26	1	25	11	11	4	0

Analysis

- ***The number of students receiving intervention from one grade to the next is varies because much of what we are calling intervention takes place in grade level classrooms and is designed by grade level teams during Tier II instruction.***
- ***There are many students over the course of the year, in either ELA or Math, or both, who need extra time and support to reach mastery of grade level standards. Many of these students will show as students “not exited” throughout the course of the year because they are participating in various groups during the school year.***
- ***We know, via 3rd – 6th CAASPP outcomes that very few students at Pico have outcomes in the “Standard Not Met” category: 9 students in 3rd grade for ELA and Math; 3 students in ELA and 5 students in Math in 4th grade; 9 students in 5th grade for ELA and Math; and 4 students in ELA and 9 students in Math in 6th grade. This tells us that our Tier I and Tier II instruction is appropriate for 85% or more of our students at Pico. Focusing in on Tier III students and interventions seems most appropriate.***
- ***There are larger numbers of Hispanic students enrolled in intervention (save for Kindergarten) and this is in line with student outcomes discussed earlier in this plan for significant student groups***

Plan

- By the end of the second week of school, each grade level team will review prior year data in EADMS using the Standards Report (filtered by demographics for EO, EL, and Special Education Students) to determine which standards to provide differentiated support for during Tier I instruction and to provide immediate support for in Tier II and Tier III instruction.
- By the end of the second week of school, teams will complete the intervention matrix to identify standards of need as well as the list of students who will be receiving Tier II and Tier III support.
- The RTI leadership team will meet with Sarah Schuhl, contracted professional expert, to formalize the intervention process.
- Teams will formulate a timeline for progress monitoring.
- Tier III supports will be allocated based upon grade level needs.
- Professional Learning Community (PLC) minutes will reflect progress monitoring outcomes and include team responses.

- In the area of math, teachers will use team-created common formative assessments and unit pre-assessments as a progress monitoring tool. They can utilize other formative assessment as reports within Dreambox.
- In ELA, teachers will utilize pre-assessments from the newly adopted ELA program, along with Reading A-Z/RAZ kids as a progress monitoring tool, and team-created common formative assessments.
- Following each unit or trimester assessment, our RTI leadership team will review the data to ensure that goal #1 is being met.
- Following each unit or trimester assessment, teams will determine students entering and exiting RTI services.
- Each trimester, teams will celebrate the progress of their students at a staff meeting.
- This process repeats itself for the remainder of the school year.

Goals

- Assessment data for EL and EO students will yield results of no more than a 10 percentage point difference in achievement on both the ELA and math District Benchmark assessments by the end of the 2017-18 school year.
- Assessment data for special education students will be analyzed following each Benchmark assessment to ensure access to core curriculum and to provide additional grade level re-teaching opportunities.

Additional Next Steps

- Site administration will create consistent schedule for Instructional Leadership Teams meetings for 2018 – 2019 school year
- The ILT will clarify its purpose, specifically our area of focus related to Tier 1 core instruction, and share that out to the staff during staff meetings to ensure common vision and mission
- As a site, we will begin to utilize Google Docs to allows teams to electronically store artifacts and documents they are creating and using from one year to the next
- The ILT will help create a template for PLC agendas to ensure consistent communication and documentation of PLC minutes

Gifted and Talented Education (GATE)

Pico Canyon School has 102 identified GATE students in grades 4-6. The GATE students are clustered but are distributed among all classrooms. Gifted and Talented students at Pico Canyon School are offered differentiated opportunities rooted in the core curriculum but not confined to it. We believe students think and learn best in a curriculum that is content-rich, one that engages them in a variety of disciplines. Curriculum and instruction for Gifted and Talented students includes more advanced, more complex challenges, and self-selection in the learning process. Within this program, a strong emphasis is placed on development of responsibility, leadership skills, and study skills which assist students in reaching their potential.

We believe the school community should meet GATE students' needs. Our goal is to group GATE students with other GATE students for part of their learning. Research has shown that GATE students need homogeneous grouping for some of their educational experiences.

The majority of K – 6th grade teachers have attended training on the use of depth and complexity and content imperative icons to extend GATE students' depth of knowledge and critical thinking skills. Throughout the year, staff will utilize the icons within all curricular areas to further differentiate instruction.

GATE events that have been planned for the year include a GATE Back-to-School Night, a GATE Family Math Experience, and the Science Fair in May. GATE students will have the opportunity to participate in extra-curricular programs. These programs include the Pico Canyon Robotics Team, Newspaper, and "Pico TV."

NSD Competencies for teachers of GATE Students

All teachers in grades 4-6 are aware of GATE students' special needs and have the ability to deliver an appropriately differentiated program. Fourth through sixth grade teachers will:

- Know the criteria for entrance into the GATE program and identify potential GATE students for qualifying assessments.
- Use a GATE Goals Plan as a guide for the GATE student's experience through the school year. Teachers will periodically review progress on this document with parents.
- Be trained in differentiation of the curriculum for more able and gifted learners.
- Participate in grade level planning for implementation of specialized GATE curricular units and be accountable for their use with groups of more able and GATE students.
- Demonstrate the ability to group students based on academic strengths, allowing for differentiated experiences for more able and GATE students within the classroom, grade levels, and across grades and track as necessary.
- Be able to define and describe classroom efforts for GATE students in regular meetings with a site administrator.

GATE PARENT INVOLVEMENT PLAN

Parents are their children's first teachers, and we believe parents should continue to be involved in the education of their children throughout the school years. The Pico Canyon GATE plan will facilitate this involvement in the following ways.

- Parents will be invited to meetings during the school year. The first of these meetings will be the GATE Back to School Night.. The GATE program and units will be discussed at this meeting.

Documentation of eligibility for Participation in the GATE program is based on the student meeting both of the following criteria.

The criteria for identifying GATE students are:

1. Score on the *Otis-Lennon School Ability Test (OLSAT)*, a test of mental ability, in the superior range (120+). Other test information which may be available within a student's records may also be considered. Students whose primary language is other than English may be assessed using the Raven non-verbal Standard Progressive Matrices. Students must score at the 95th percentile or higher on the Raven.
2. Strong teacher recommendation. The current teacher and previous teacher(s) will provide input.

Student Support Services Assisting Students Who Are Having Difficulty Learning

The Newhall School District offers a continuum of services in the Least Restrictive Environment (LRE) to students who have been identified through the Individualized Education Program (IEP) process as eligible for special education per federal and state legal criteria. The IEP provides an opportunity for teachers, parents, school administrators, related service providers and students when appropriate, to work together to design a program to meet the unique needs of the student. Special Education programs may include collaborative, consultative and pull out/direct instruction services based on needs and related goals per each eligible students' IEP. In addition to these programs, various Designated Instructional Services (DIS), which include but are not limited to Speech and Language, Adapted Physical Education, Occupational Therapy and Counseling, are also provided via the IEP.

Prior to a student being referred for a special education assessment, accommodations and modifications of the student's current program are considered and, where appropriate, utilized. The pre-referral process, which may include a referral to the Student Success Team (SST)/Response to Instruction and Intervention (Rtl 2) Team, aims to identify and address learning and/or behavioral needs using informal intervention strategies, supports and programs within the regular classroom. The SST/Rtl 2 Team may include Parents, Teachers, School Administrators and other Specialists, such a Speech Language Pathologist, School Psychologist, Counselor and Special Education Teacher. When the members of the SST/ Rtl2 Team believe all reasonable alternatives have been provided and are insufficient, a referral may be initiated for special education. The pre-referral process is not a requirement of the Individual Education Program (IEP) eligibility process.

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

NSD Instructional Technology

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

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

- **DreamBox Learning**, a web-based math tutorial, aligned to the Common Core State Standards (CCSS), that adapts to the learner’s needs, including acceleration if the learner is demonstrating grade level proficiency.
- **Reading A-Z/RAZ Kids**, a web-based tutorial designed to support mastery in grades K-2. The program allows teachers to assign reading selections at students’ appropriate level and then to assist students’ comprehension of the selection.
- **Safari Montage**, a web-based teacher resource that offers a library of instructional videos and other resources to support student learning.
- **IO Education (formerly EADMS)**, a web-based data management and assessment system teachers and administrators use to monitor student progress over a range of assessments. IO Education also features an extensive “bank” of assessment items that teachers assemble and then use as on-line tests similar to those administered by the State under the California Assessment of Student Performance and Progress.

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

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

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

California Healthy Kids Survey

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

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

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

NSD Parent Involvement

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

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

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

- A. Track and increase parent volunteer hours
- B. Track and increase attendance at school and District events
- C. Track percentage of parent attendance at fall conferences and at Back-to-School Night
- D. Track annual fundraising for each site
- E. Implement new District/site website designs and a new messaging system
- F. Provide each site a bilingual Community Liaison to maximize parent involvement in their child's education
- G. Implement annual School Effectiveness surveys
- H. Purchase and utilize transmitter/receivers for simultaneous translation

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

School Budget

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

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

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

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

State Programs	Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$66,675	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$133,930	<input checked="" type="checkbox"/>
<input type="checkbox"/> LCFF – Concentration Grant Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	\$	<input type="checkbox"/>
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English Learners	\$	<input type="checkbox"/>

<input type="checkbox"/>	Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$200,605	
Federal Programs		Allocation	Consolidated in the SWP
<input type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)		<input type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).		<input type="checkbox"/>

<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$		<input type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$		<input type="checkbox"/>
<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$3,046		Title III funds may not be consolidated as part of a SWP ¹
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$		<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$		<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$		<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$		<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$		<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$3,046		
Total amount of state and federal categorical funds allocated to this school		\$203,651		

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

LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

¹ Title III funds are not a school level allocation even if allocated by the District to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Tammi Rainville	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nasreen Lalani, SSC Co-Chairperson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jennifer LeBlanc	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greg Gustin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Caroline Jackson, SSC Co-Chairperson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jennifer Rappoport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Colleen Collins	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debbie Walsh	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Darcy Rojas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Diane Wallis	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maria Arrijoja, ELAC Chairperson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of members in each category	1	3	1	6	0

² EC Section 52852

Form E: Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

- State Compensatory Education Advisory Committee Signature
- English Learner Advisory Committee Signature
- Special Education Advisory Committee Signature
- Gifted and Talented Education Advisory Committee Signature
- District/School Liaison Team for schools in Program Improvement Signature
- Compensatory Education Advisory Committee Signature
- Departmental Advisory Committee (secondary) Signature
- Other committees established by the school or district (list) Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 6/5/18.

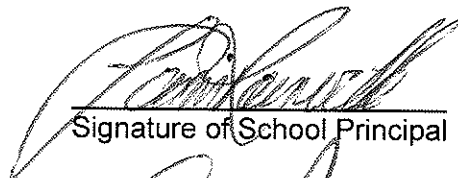
Attested:

Tammi Rainville

Typed name of School Principal

Caroline Jackson

Typed name of SSC Chairperson



Signature of School Principal

8/3/18
Date



Signature of SSC Chairperson

8.3.18
Date