

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Pico Canyon Elementary School



2017-2018

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

School Site Council Approval: October 2nd, 2017

Newhall School District Governing Board Approval: October 17th, 2017

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

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Summary of Changes in California 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 (CAASP) 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 and 6, key grade levels that help the reader understand how well students are achieving as they move toward the secondary grades.

Beyond including CAASP 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). When fully implemented there will be 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 2017-18 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.

Executive Summary

2015-17 Snapshot of CASSP Outcomes for Pico Canyon (ELA and Math)

CAASPP Summative Math Results

Grade	Total Students	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	Total % Met Standard
6th 2017	154	6	12	17	66	82
6 th 2016	158	5	21	25	49	74
6 th 2015	153	10	20	26	44	70
5th 2017	149	5	15	22	57	79
5 th 2016	147	10	20	28	43	71
5 th 2015	154	9	35	23	33	56
4th 2017	136	4	10	27	60	87
4 th 2016	149	5	13	32	50	82
4 th 2015	143	7	23	34	36	70
3rd 2017	123	8	12	30	50	80
3 rd 2016	131	6	12	31	51	82
3 rd 2015	141	10	13	35	42	77

CASSPP Summative ELA Results

Grade	Total Students	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	Total % Met Standard
6th 2017	153	3	6	29	63	91
6 th 2016	157	4	12	32	52	84
6 th 2015	153	5	13	45	37	82
5th 2017	149	5	7	25	63	88
5 th 2016	146	8	7	38	48	86
5 th 2015	154	6	15	23	56	79
4th 2017	135	2	10	27	61	88
4 th 2016	146	5	10	21	64	85
4 th 2015	143	10	6	22	62	84
3rd 2017	123	7	11	24	57	81
3 rd 2016	129	4	13	19	64	83
3 rd 2015	141	6	7	25	62	87

A Look at Where Pico Canyon School is After Our Third Year of CAASPP Implementation:

- At Pico Canyon Elementary School We Have Much to Celebrate:
 - After three years of CAASPP implementation, we are on the verge of 80% or more of all of our students, grades 3-6, meeting or exceeding standards in the area of **math**; the percentages of students exceeding has grown at every grade level over the past three years as well.
 - After three years of CAASPP implementation, we have surpassed our goal of 80% or more of all our students, grades 3-6, meeting or exceeding standards in the area of **English language arts**; once again, the percentages of students exceeding has grown or has stayed very high.
 - We are implementing the Bridges/ CPM adopted math curricula with fidelity as measured by our CAASPP outcomes in grades 3-6.
 - We are successfully implementing Tier I instruction for our students as well as designing Tier II and Tier III supports & implementing the same; this is supported by our low numbers of students in the “Standard Not Met” category of the CAASPP assessments for ELA and for Math, grades 3-6. When we look back even further, at our 1st grade outcomes, through 3rd grade, our data supports the same.
 - Pico Canyon is operating as a Professional Learning Community; we are made up of **collaborative teams** whose members work interdependently to achieve common goals; we have

published collective commitments as a means of holding all members mutually accountable for our work.

- Through work with The Center for Educational Leadership, our administrators, along with a group of teacher instructional leaders, are leading with a focus on continuous improvement for **all** students being served at Pico Canyon
 - This is happening through a study and analysis of data and evidence to understand a situation and identify its strengths and weaknesses.
 - This is happening through the development of rationale and an associated plan for addressing the situation.
 - This is happening through an enactment of a plan and evaluation of the outcome
- Through this process, approaches are revised, refined, and even transformed at times, resulting in progressively better outcomes for **all**.

School Improvement Initiatives for Academic Achievement:

- Our Professional Development (PD) and Professional Learning Community (PLC) work will focus upon:
 - Planning, pacing, and delivery of Common Core math/ ELA units and lessons.
 - Using a continuous cycle of analysis with grade level teams to examine student data, assess student learning and growth, and to refine the effectiveness of programs around student success.
 - Implementing daily (30 min.) structured English language development language supports for all identified English learners.
 - Providing integrated Response to Instruction and Intervention (RtI) and enrichment to all students.
 - Aligning and implementing NSD's coherent writing program within the Benchmark Advance adoption.
 - Purposeful Student Talk – Think/Pair/Share and student-to-student academic discussion.
 - CAASPP Claims and Targets – embedding these into student practice and instruction.
 - Use of Thinking Maps to build note-taking skills and to assist students in identifying cause/effect relationships; compare texts on similar topics; make inferences; and, categorize and classify information.
 - Work with Math TOSA to ensure that the adopted program is being used with fidelity.
 - Work with Science TOSA to implement the Next Generation Science Standards (NGSS) in 4th grade while deepening and expanding the knowledge of the NGSS in grades 3 & 5.
 - Technology use within lessons – utilizing RAZ Kids resources in primary grades; Accelerated Reader in grades 1-5; continued use of assigned focus feature in DreamBox; and STEMscopes as a resource to support teachers in grades 3-5 with NGSS.

School Improvement Initiatives for Non-Academic Achievement:

- At Pico Canyon Elementary School, along with the District, we are refining our historic culture of collaboration around our new measures of school success as defined by the Local Control Accountability Plan (LCAP). We will focus upon the following non-academic achievement measures during the 2017-18 school year:
 - School Effectiveness Survey: ***Encourages Parent Participation*** – We will go back to our parent groups to find out what we can do to make sure that parents are feeling welcomed to our campus and encouraged to fully participate in the school community.
 - California Healthy Kids Survey: - We will work with our school counselor on Social/Emotional Learning classroom presentations that help our students understand how ***other*** students are thinking and feeling.
 - California Healthy Kids Survey: Our Positive Behavior Intervention and Supports (PBIS) lead team will begin to design supports so that students respond ***no/never*** to questions:
 - ***Do other kids hit or push you at school when they are not playing around?***
 - ***Do other kids at school call you bad names or make mean jokes about you?***
 - ***Do other kids at school spread mean rumors or lies about you?***

School Profile/Context/Demographics/API

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 910 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, 26% Hispanic, 3% African American, and 15% multiple ethnicities. Fifteen percent of our students are English learners and 16% 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 supports 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 has 890 students in thirty-four regular education classrooms and 22 students in three special day classrooms. In addition to the thirty-seven classroom teachers, Pico Canyon has a resource specialist teacher, 1.8 speech and language teachers, a school psychologist five days per week, a school counselor 2.5 days a week, three orchestra teachers one day a week, visual arts, chorus and classroom music teachers four days per month, a part-time occupational therapist, and a part-time adaptive physical education teacher. 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 2006, Pico Canyon was recognized as a California Distinguished School, highlighting 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 (RtI), 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.

Pico Canyon Demographic Data: 2013- 2017

School Year	13/14	14/15	15/16	16/17
Enrollment	961	960	956	942
EL%	18	18	16	16
Economic Status%	16	17	15	16
White %	40	38	38	35
Hispanic %	26	26	25	26
Asian %	25	27	27	20
Black/ African American %	3	3	3	3
Other %	6	7	7	15

Site Council and ELAC Involvement While Developing Pico's Single Plan for Student Achievement

Teacher Group

At the start of the school year, we began as a staff by celebrating our student outcomes as well as our community feedback. We looked at the following data:

- CAASPP Summative Data for Grades 3-6
- School Effectiveness Survey (Analysis by Principal written and redacted comments shared)
- California Healthy Kids Survey (5th grade)
- Physical Fitness Test Summary (5th grade)

Grade level collaborative teams analyzed their own data and student outcomes via goals that were written in last year's single plan. Each team reviewed the school-wide focus areas from Pico Canyon's SPSA aligned with NSD's LCAP. Focus areas were defined as a part of this process. Finally, two team learning goals were published for each grade level.

Site Council Group/ ELAC

At our first School Site Council, 9-25-17, the following Single Plan data was reviewed for comment:

- CAASPP Summative Data for Grades 3-6
- School Effectiveness Survey
- California Healthy Kids Survey (5th grade)
- Physical Fitness Test Summary (5th grade)

At the same meeting, we shared a summary of team related goals and a draft of the school plan, highlighting where the data and draft team/school goals come together. The Site Council group was given time to ask questions and respond to the Single Plan at the meeting and through October 2nd. Site Council Members were encouraged to make proposals for anything that they would like to see reflected or addressed in our plan. After the draft of the school plan was sent to Cabinet members for review and comment, it was edited and sent back out electronically to all Site Council members as well as to our ELAC representative for further development as desired by all members.

Our ELAC parent representative was invited to the Site Council meeting on the 9-25-17 so that she could be a part of this Site Council Discussion and give input/make proposals alongside of Site Council members.

ELAC Group

At our first ELAC meeting for the school year on 10-12-17, our ELAC representative along with our Assistant Principal presented our Single Plan data with a power point presentation. The draft plan was available for review and comment with translation available as needed.

After the plan's presentation at the School Board meeting on October 17th, our Single Plan for Student Achievement will be highlighted in the Pico Press so that our parent community knows where to access the plan and so that they can refer to the plan as a part of the District's development of the Local Control Accountability Plan. Hard copies of the SPSA will be made available in the office and each grade level team will have a copy to refer to throughout the school year.

English-Language Arts Program for 2017-18

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, Educator’s Assessment Data Management System (EADMS), 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 “site” 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 will be 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 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.). These trainings were presented to teachers during the 2015-16 school year. In 2016-17, "refresher" trainings for brief writes and constructed response were conducted along with annual refreshers for each writing application within the District's CWP.

English Learners (ELs) are assessed annually using the State-adopted California English Language Development Test (CELDT). Students assessed as "Beginning" or "Early Intermediate" 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 CELDT-measured Intermediate, Early Advanced, and Advanced Levels. At the Early Advanced and Advanced levels, students have acquired (and continue to improve) their reading and writing skills, positioning them to be "reclassified" (or "re-structured English language development"), 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: 60+ wpm or Grade 2 Reading Fluency: 94+ wpm
- B. Majority of performance levels for standards taught in reading and language arts are at level 2 or above on the NSD report card
- C. CELDT writing assessment performance level at “Intermediate” or higher
- D. Grades 4-6 at “Standard Met” or “Standard Exceeded on the 2016-17 CAASPP Summative Assessment

Once students are reclassified, their progress is monitored for the next two 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.

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.

Starting in the spring of this year, the State will administer a new language proficiency test known as the English Learner Proficiency Assessments for California (ELPAC). It will replace the CELDT, offering more useful and timely information about progress toward English proficiency.

First Grade Reading Fluency 2017 Data Reporting (NSD Trimester 3 Fluency Accuracy Reading Comprehension Assessment) **

Disaggregated by student group (English Learner, English Only, Hispanic, Asian, White)

1st Grade Reading Fluency	2016 Meets or Exceeds Standards	2017 Meets or Exceeds Standards
All Students	82%	89%
English Learner	80%	85%
English Only	89%	89%
Hispanic	86%	83%
Asian	89%	96%
White	77%	91%

** The 2017 fluency test was not the same as the 2016 test.

Analysis

- *We **did not** meet our goal of 90% of all students in 1st grade will meet or exceed fluency expectations as measured by an end-of-year district assessment.*
- We were very close to our goal, however, with 89% of all students meeting or exceeding fluency expectations as measured by the Trimester 3 assessment.
- *While our EL group made progress and have outcomes more closely matched to the All student group, our Hispanic group's outcomes dropped. There is a gap between our All student group and our outcomes for EL students and Hispanic students.*
- We will need to closely monitor the progress of our Hispanic and EL student groups in the area of fluency as we transition to a new CCSS reading curriculum this year.

During our second week of school, teams identified areas of weaknesses with regard to essential standards of as well as a list of students who will be receiving Tier II and Tier III support; Our RtI Lead Team met with Sarah Schuhl, contracted professional expert, to formalize our intervention process. Teams are now formulating a timeline for progress monitoring. We have an EL Teacher Lead on site who is working hand in hand with us so that we can keep our support on underperforming student groups from the earliest time in the year possible. We are also focusing on our primary grade levels (K-2), leading up to the first CAASPP assessment in third grade. We believe that earlier, documented interventions, combined with structured English language development instruction for EL students will eliminate the current gaps that we are seeing in the area of ELA for our Hispanic and EL student groups.

Goal

- 90% of all students in 1st grade will meet or exceed fluency expectations as measured by an end-of-year district assessment.
- We will work on eliminating the achievement gap for our **EL/ Hispanic** group of students specifically; there will be no more than a 5 percentage point difference between outcomes for **All Others** and outcomes for **EL/ Hispanic** students, in the area of fluency expectations, as measured by an end-of-year District assessment.

Timeline and Measurement

Goal to be met by June 2018 as measured by the first grade NSD Trimester 3 Assessment – data to be disaggregated by student group (Economically Disadvantaged, English Learner, Hispanic, Asian, and White).

Persons Responsible

First grade classroom teachers, Principal, and RtI specialists.

Funding Source

Title III LEP, LCFF

First Grade Writing 2017 Data Reporting (NSD Summative Assessment)

Disaggregated by student group (English Learner and All Others for 2015-2016)

Disaggregated by student group (English Learner, English Only, Hispanic, Asian, White for 2017)

First Grade Writing	2015 Meets or Exceeds Standards	2016 Meets or Exceeds Standards	2017 Meets or Exceeds Standards
English Learners	59% (22 students)	33% (18 students)	
All Others	40% (82 students)	45% (88 students)	
All Students			74% (107 students)
English Learner			55% (10 students)
English Only			78% (89 students)
Hispanic			68% (37 students)
Asian			81% (13 students)
White			78% (31 students)

Analysis

- *We **did not** meet the goal of 75% of all students in 1st grade will meet or exceed standards on the summative writing test in 2017.*
- We were very close to our goal with 74% of **all** students meeting or exceeding standards on the summative writing test.
- We surpassed our goal for our English only group, our Asian group, and for our White group.
- Just as in the area of fluency, there is an achievement gap that exists for our English learner group as well as for our Hispanic group.
- We know that writing proficiently is closely linked to being able to first read fluently with comprehension; a strong base of vocabulary and an ability to **orally** express an opinion, cite evidence, or tell a story precedes being able to **write** an opinion, cite evidence in writing or tell a story in writing.
- A focus on both structured English language development and integrated s for our EL students should help us to further meet the needs of these student groups (*Described more above under first grade fluency*).

Goals

- 75%, or more, of all students in 1st grade will meet or exceed standards on the summative writing test in 2018.

- We will work on eliminating the achievement gap for **EL/ Hispanic** students. Specifically, there will be no more than a 5 percentage point difference between outcomes for **All Others** and outcomes for **EL/ Hispanic** students in 1st grade on the summative writing test in 2018.

It is always our goal to move students up levels, e.g. lowering the percentage of students making partial progress to students moving to meet standards. Through staff professional development and knowledge of the required prompt, we will continue to work on classroom instruction and strategies that will ultimately yield higher student outcomes for all students in 2018 and beyond.

Site-wide Writing Instructional / Implementation Focus

- To support students' success in writing, Pico Canyon will focus upon:
 - Summary of Narrative will continue to be taught in primary grades in order for students to build a firm foundation for more complex writing in this genre.
 - Text types remain a focus school wide so that students can understand the structure of paragraphs. When students have strength in understanding text types, this results in students' success as readers and writers.
 - Our goal throughout the year is that genres are introduced and used as applicable during thematic curricular units so that writing has purpose during that course of study.
 - We believe strongly that writing is the highest level of application of reading comprehension; therefore, writing is incorporated into all aspects of student study.
 - The Common Core terms/consistent vocabulary across grade levels is a dialogue between staff during staff meetings, PLC, etc.
 - To support the genre of opinion writing with expository text, our entire staff has been trained.
- Constructed Response is a component of successful writers in all three genres. Constructed response questions are open-ended, short answer that measure application-level cognitive skills, as well as, content knowledge. Constructed response questions can assess higher level thinking in:
 - comparing, contrasting, analyzing cause and effect, as well as changes
 - identifying patterns or conflicting points of view
 - categorizing or summarizing information
 - constructing graphs or charts from data
 - stating a generalization, conclusion, explanation or prediction
- Brief writes are a component of successful writing focused in three areas:
 - Organization
 - Organization is a part of a longer performance task and removes one component, for example an introductory paragraph and asks the student to write that paragraph.
 - Elaboration
 - Elaboration has the body of a paragraph in bullet points and students then take the random bulleted points and construct a meaningful paragraph.
 - Revising and Editing
 - Revision and editing tasks require students to choose an appropriate word to complete a thought, sentence or transition into another segment.

Timeline and Measurement

Goals to be met by June 2018 as measured by the first grade NSD Summative Writing Assessment – data to be disaggregated by student group (English Learner, English Only, Asian, Hispanic, and White).

Persons Responsible

First grade classroom teachers, Administration, RtI specialists, and support staff.

Estimated Expenditures

Site licenses, sub costs (teacher release time), certificated salary and benefits, classified salary and benefits- RtI support staff, teacher hourly (extended day intervention), supplemental supplies and instructional materials.

Funding Source

Title III LEP, LCFF

Third Grade CAASPP English-language Arts Assessment Data

* Indicates that there were not enough students with scores to report data

All Students	% Standard Not Met		% Standard Nearly Met		% Standard Met		% Standard Exceeded	
2015 (141)	6		7		25		62	
2016 (133)	4		13		19		64	
2017 (123)	7		11		24		57	

White	% Standard Not Met		% Standard Nearly Met		% Standard Met		% Standard Exceeded	
2015 (58)	5		5		26		64	
2016 (56)	9		13		11		68	
2017 (40)	3		10		33		55	

Asian	% Standard Not Met		% Standard Nearly Met		% Standard Met		% Standard Exceeded	
2015 (36)	3		6		11		81	
2016 (23)	0		9		26		65	
2017 (22)	10		15		17		59	

Hispanic	% Standard Not Met		% Standard Nearly Met		% Standard Met		% Standard Exceeded	
2015 (30)	10		10		40		40	
2016 (31)	0		23		32		45	
2017 (31)	16		16		13		55	

EL/EO Students	% Standard Not Met		% Standard Nearly Met		% Standard Met		% Standard Exceeded	
2015 (23/115)	13	4	13	6	17	27	57	63
2016 (18/111)	0	5	22	12	22	19	56	65
2017 (8/ 85)	38	7	50	11	0	26	12	57

Economically Disadvantaged	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded
2015 (23)	4	17	35	43
2016 (20)	0	35	45	20
2017 (19)	16	16	27	42

Grade 3	% Below Standard	% At or Near Standard	% Above Standard
Claim 1: Reading 2015	9	40	51
Claim 1: Reading 2016	14	40	47
Claim 1: Reading 2017	12	40	48
Claim 2: Writing 2015	4	35	61
Claim 2: Writing 2016	7	29	64
Claim 2: Writing 2017	5	35	60
Claim 3: Listening 2015	6	53	40
Claim 3: Listening 2016	4	53	43
Claim 3: Listening 2017	7	56	38
Claim 4: Research and Inquiry 2015	6	33	61
Claim 4: Research and Inquiry 2016	5	33	62
Claim 4: Research and Inquiry 2017	7	33	61

Analysis

- *We **did not** meet the goal of 90% of all students in 3rd grade will meet or exceed standards on the ELA CAASPP assessment in 2017.*
- Eighty-one percent of our 3rd grade students met or exceeded ELA CAASPP standards in 2017; this was actually a slight drop (for the second year) from 83% meeting or exceeding in 2016 and from 87% meeting or exceeding in 2015.
- *We **did not meet** the goal of reducing the percentage of Economically Disadvantaged students in 3rd grade not meeting standards to 0%: 16% of our Economically Disadvantaged students in 3rd grade did not meet standards on the ELA CAASPP assessment in 2017.*
- *We **did not** meet the goal of reducing our percentage of English Learner students in 3rd grade not meeting standards to less than 10%.*
- Thirty-eight percent of our English Learners in 3rd grade did not meet standards on the ELA CAASPP assessment in 2017.
- *We **did not** meet the goal of reducing our percentages of Hispanic students in 3rd grade not meeting standards to less than 5%.*
- Sixteen percent of our Hispanic students in 3rd grade did not meet standards on the ELA CAASPP in 2017.

During our second week of school, teams identified areas of weakness with regard to essential standards of as well as a list of students who will be receiving Tier II and Tier III support; Our RtI Lead Team met with Sarah Schuhl, contracted professional expert, to formalize our intervention process. Teams are now formulating a timeline for progress monitoring. We have an EL Teacher Lead on site who is working hand in hand with us so that we can keep our focus on underperforming student groups from the earliest time in the year possible. A focus on both structured English language development and integrated supports for our EL students should help us to further meet the needs of these student groups.

The third grade team wrote goals for improvement in the area of ELA; they feel that focusing in on the main idea and supporting details in student reading and then in student constructed responses will yield better outcomes for *all* students. Main idea and supporting details will be addressed in small group instruction;

teachers will continue to annotate text as they read and to utilize graphic organizers as a means of helping students to organize their thinking/understanding and, eventually, their writing. Teachers will utilize Depth and Complexity icons to help reinforce main idea and details within text. Formative weekly assessments, that are a part of our newly adopted Benchmark series, will assist teachers in forming their small groups. Further, these assessments will yield more frequent information regarding our targeted, Tier III group of students.

Goals

- We will increase our percentage of all students in 3rd grade meeting or exceeding standards on the ELA CAASPP assessment from 81% to 90%.
- We will increase our percentage of Economically Disadvantaged students in 3rd grade meeting or exceeding standards from 68% to 85% or higher.
- We will increase our percentage of English Learner students in 3rd grade meeting or exceeding standards from 12% to 75% or higher.
- We will increase our percentage of Hispanic students in 3rd grade meeting or exceeding standards from 68% to 75% or higher.
- No more than 5% of all students in 3rd grade will score in the Below Standard area as measured by Claim 1 (Reading) on the ELA portion of the CAASPP.

To ensure that we have more students meeting standards, and to ensure that we are meeting our school-wide and third grade goals, we will continue to provide focused vocabulary instruction in relation to what is being taught in the classroom. Additionally, we will continue to focus on reading and listening comprehension and skills. We will consistently use Restate, Answer, Cite Evidence and Elaborate (RACE) to help students analyze tasks and texts and to formulate appropriate responses that incorporate evidence from the text in an organized manner. We will ensure that identified students participate in both structured English language development and integrated supports as we deliver language arts instruction with newly adopted materials and structures.

Students will have daily opportunities to, “think-pair-share”, use technology for visual representations, access RAZ Kids, and to practice for reading fluency as well as comprehension. Integration of social studies and science into ELA curriculum will provide students more exposure to grade level curriculum and non-fiction content. The above-mentioned actions, along with focused Response to Instruction and Intervention (RtI) will support our Economically Disadvantaged, EL, and Hispanic student groups.

Timeline and Measurement

Goals to be met by June 2018 as measured by the CAASPP Assessment in English-Language Arts – data will be disaggregated by student group (economically disadvantaged, English Learner, Asian, Filipino, Hispanic, and White).

Persons Responsible

Third grade classroom teachers, Administration, RTI specialists, and support staff.

Estimated Expenditures

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.

Funding Source

Title III LEP, LCFF

Third Grade Writing 2017 Data Reporting (NSD Summative Assessment)

Disaggregated by student group (English Learner and “All Others” for 2015- 2016)

Disaggregated by student group (English Learner, English Only, Hispanic, Asian, White for 2017)

Third Grade Writing	2015 Meets or Exceeds Standards	2016 Meets or Exceeds Standards	2017 Meets or Exceeds Standards
English Learners	43% (26 students)	60% (10 students)	
All Others	43% (118 students)	60% (121 students)	
All Students			69% (120 students)
English Learner			43% (8 students)
English Only			71% (84 students)
Hispanic			63% (31 students)
Asian			70% (22 students)
White			72% (40 students)

Analysis

- *We **did not** meet the goal of 75% of all students in 3rd grade will meet or exceed standards on the summative writing test in 2017.*
- The student groups English only, Asian, and White came closest to meeting the 75% goal
- *There is a gap in learning when we look at our English learners and Hispanic student groups compared to all other groups.*
- Forty-three percent of our English learners met or exceeded standards compared to 69% of all students; and 63% of Hispanic students met or exceeded standards compared to 69% of all students.

Upon reflection of 2017 summative writing student performance, third grade teachers observed the following trends:

- Narrative writing requires complex skills that need practice and repetition of instruction. The skills needed include emotional response, description of character, and description of setting and proper use of dialogue.

Goal

- 75% or more of all students in third grade will meet or exceed standards on the summative writing test in 2018.

We have a large group of students achieving partial progress. This will be an area of focus. We will implement the NSD Coherent Writing program with fidelity, and we will continue to offer RtI intervention (Tier II and Tier III), as well as extended day opportunities for students. *We did have 81% of third grade students meet or exceed grade level standards in ELA as measured by the CAASPP assessment as compared to 69% of third grade students meeting or exceeding standards on the District's Summative Writing Assessment.* The third grade teachers spent time at the beginning of the year to analyze the students who were not meeting standards on the CAASPP ELA **and** who were not proficient on the District Writing assessment. This information will assist teachers in monitoring their current student groups and in implementing their writing program for wider success (aligned to CAASPP outcomes). Please refer to the **Site-wide Writing Instructional / Implementation Focus under 1st grade writing for more detail (page 15).**

Timeline and Measurement

Goal to be met by June 2018 as measured by the third grade NSD Summative Writing Assessment – data to be disaggregated by student group (Economically Disadvantaged, English Learner, Hispanic, and White).

Persons Responsible

Third grade classroom teachers, Administration, RtI specialists, and support staff.

Estimated Expenditures

Site licenses, sub costs (teacher release time), certificated salary and benefits, classified salary and benefits, RtI support staff, teacher hourly (extended day intervention), supplemental supplies and instructional materials.

Funding Source

Title III LEP, LCFF

Sixth Grade CAASPP English-language Arts Assessment Data

* Indicates that there were not enough students with scores to report data

All Students	% Standard Not Met		% Standard Nearly Met		% Standard Met		% Standard Exceeded	
2015 (153)	3		13		45		37	
2016 (157)	4		12		32		52	
2017 (153)	3		6		29		62	

White	% Standard Not Met		% Standard Nearly Met		% Standard Met		% Standard Exceeded	
2015 (53)	6		13		43		38	
2016 (69)	1		12		38		49	
2017 (55)	2		2		31		65	

Asian	% Standard Not Met		% Standard Nearly Met		% Standard Met		% Standard Exceeded	
2015 (25)	0		4		32		64	
2016 (40)	0		3		30		68	
2017 (32)	0		0		9		91	

Hispanic	% Standard Not Met		% Standard Nearly Met		% Standard Met		% Standard Exceeded	
2015 (46)	11		17		46		26	
2016 (31)	16		19		29		35	
2017 (38)	3		18		47		32	

EL/EO Students	% Standard Not Met		% Standard Nearly Met		% Standard Met		% Standard Exceeded	
2015 (10/118)	*	7	*	13	*	46	*	35
2016 (16/141)	13	3	6	13	56	29	25	55
2017 (2/ 119)	*	3	*	7	*	27	*	63

Economically Disadvantaged	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded
2015 (19)	11	26	42	21
2016 (23)	17	26	35	22
2017 (24)	13	17	46	25

Grade 6	% Below Standard	% At or Near Standard	% Above Standard
Claim 1: Reading 2015	11	51	38
Claim 1: Reading 2016	13	43	44
Claim 1: Reading 2017	5	43	52
Claim 2: Writing 2015	7	37	56
Claim 2: Writing 2016	4	32	64
Claim 2: Writing 2017	4	26	70
Claim 3: Listening 2015	4	70	26
Claim 3: Listening 2016	4	68	28
Claim 3: Listening 2017	4	62	34
Claim 4: Research and Inquiry 2015	3	44	54
Claim 4: Research and Inquiry 2016	3	28	69
Claim 4: Research and Inquiry 2017	2	25	73

Analysis

- *We **did meet** the goal of 90% of all students in 6th grade will meet or exceed standards on the ELA CAASPP assessment in 2017.*
- We actually surpassed our goal, achieving 91% proficiency for all students in 2017.
- *We **did not meet** the goal of reducing the percentage of Economically Disadvantaged students in 6th grade not meeting standards to less than 10%: 13% of our Economically Disadvantaged students in 6th grade did not meet standards on the ELA CAASPP assessment in 2017.*
- *We **did meet** the goal of increasing the percentage of Hispanic students meeting or exceeding standards from 64% to 75% on the ELA CAASPP assessment in 2017.*
- We were actually able to surpass this goal as well with 79% of our Hispanic student group in 6th grade meeting/ exceeding standards on the ELA CAASPP assessment in 2017.
- When analyzing Claims 1-4 specifically, and when looking at students who are below standard from Third Grade to when they leave Pico in Sixth Grade, we have made improvement via a focus on improving **reading** for all students (K-6) at Pico.
- Currently 5% (in comparison to 13% in 2016) of **all** students are leaving Pico with below standard proficiency in understanding stories and information that they are reading.

We will continue to focus our intervention efforts on identified underperforming student groups, in particular our EL's, Economically Disadvantaged students and our Hispanic students. **The greatest gap in the area of ELA for Pico is between All Student Groups and Economically Disadvantaged/ Hispanic students specifically.**

Goals

- We will maintain our percentage of all students in 6th grade meeting or exceeding standards on the ELA CAASPP assessment at 90% or higher.
- We will increase our percentage of Economically Disadvantaged students in 6th grade meeting or exceeding standards from 71% to 85% or higher.

- We will increase our percentage of Hispanic students meeting or exceeding standards from 79% to 85% or higher.

We met with success at sixth grade when it came to reducing the percentage of students (in every student group save our White student group) who were not meeting standards. We exceeded our goal of 90% proficiency for **all** students. In order to meet with this same success, and in order to close the achievement gap between student groups, we will continue to provide students with extended day opportunities, as well as school RtI.

The sixth grade team analyzed their student data in the area of ELA at the beginning of the school year. They chose two focus areas to write goals in:

- 1) ELA Claim 3 – Employ effective speaking and listening skills for a range of purposes and audiences
- 2) Target 4 – Analyze, interpret, and use information delivered orally

They will further support these goals by highlighting standards RL 6.7 (Integrating information presented in different media/formats as well as in words to develop a coherent understanding of a topic or issue) and SL6.2 (Interpret information presented in diverse media/formats and explain how it contributes to a topic, text, or issue under study).

The sixth grade team is encouraged by the fact that our newly adopted Benchmark ELA program has listening components embedded and offered on the online website as well. They have the tools they need to address student needs in small groups which will be determined through weekly formative assessments.

Students will have daily opportunities to, “think-pair-share” and use technology (Benchmark Universe as well as Listenwise). The integration of social studies and science into ELA curriculum will provide students more exposure to grade level curriculum and non-fiction text. We will ensure that identified students participate in both structured English language development and integrated services as we deliver language arts instruction with newly adopted materials and structures. The above-mentioned actions, along with focused Response to Instruction and Intervention (RtI) will support our Economically Disadvantaged and Hispanic student groups.

Timeline and Measurement

Goals to be met by June 2018 as measured by the CAASPP Assessment in English-Language Arts – data will be disaggregated by student group (Economically Disadvantaged, English Learner, Asian, Hispanic, and White).

Persons Responsible

Sixth grade classroom teachers, Administration, RTI specialists, and support staff.

Estimated Expenditures

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.

Funding Source

Title III LEP, LCFF

Sixth Grade Writing 2017 Data Reporting (NSD Summative Assessment)

Disaggregated by student group (English Learner and “All Others” for 2015-2016) – reported in percentages

Disaggregated by student group (English Learner, English Only, Hispanic, Asian, White for 2017)

Sixth Grade Writing	2015 Meets or Exceeds Standards	2016 Meets or Exceeds Standards	2017 Meets or Exceeds Standards
English Learners	43% (12 students)	62% (13 students)	
All Others	73% (142 students)	72% (145 students)	
All Students			81% (154 students)
English Learner			75% (2 students)
English Only			80% (119 students)
Hispanic			75% (35 students)
Asian			87% (31 students)
White			82% (55 students)

Analysis

- *We **did meet** the goal of 75% or more of all students in 6th grade will meet or exceed standards on the summative writing test in 2017 for both our English Learner group and our All Students group.*
- Significant progress is noted for our English Learner group specifically with 75% of English Learners in 6th grade meeting or exceeding standards on the writing summative test in 2017.
- There is an achievement gap between the **EL** group, **Hispanic** group and the **All Students** group at sixth grade in the area of writing as measured by the NSD Summative Assessment; however, this gap is at the 5% or less we are trying to achieve school-wide.
- If we can begin to close this achievement gap earlier, through our work as Professional Learning Communities at the grade and school level, and through our RtI practices, we could truly eliminate the achievement gap at Pico for these identified student groups.

Upon reflection of the 2017 summative writing student performance, sixth grade teachers observed the following trends:

- Teacher lesson plans/pacing should have included coming back to practice narrative writing throughout the school year – there was much more of a focus on genres around informative text.
- An area of growth will be to focus upon the use of dialogue and figurative language when writing a narrative; students also need to close their writing with stronger conclusions.

Goal

- 85% or more of all students in the sixth grade will meet or exceed standards on the summative writing test in 2018.

We will implement the NSD Coherent Writing program with fidelity. We will also focus on helping our EL students move up on their NSD formative writing scores by focusing on vocabulary development through Tier 1 and Tier II teaching and re-grouping of students for structured English language development and integrated instruction. Please refer to the **Site wide Instructional / Implementation Focus under 1st grade writing (page 15).**

Timeline and Measurement

Goal to be met by June 2018 as measured by the sixth grade NSD Summative Writing Assessment – data to be disaggregated by student group (English Learner, English Only, Asian, Hispanic, and White).

Persons Responsible

Sixth grade classroom teachers, Administration, RTI specialists, and support staff.

Estimated Expenditures

Site licenses, sub costs (teacher release time), certificated salary and benefits, classified salary and benefits, RTI support staff, teacher hourly (extended day intervention), supplemental supplies and instructional materials.

Funding Source

Title III LEP, LCFF

Mathematics Program for 2017-18

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 will receive 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, Educator's Assessment Data Management System (EADMS), 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 two teachers who share a full-time teacher on special assignment (TOSA) position to support the non-title (i.e, not receiving federal funds) school sites, TK-5. A full-time TOSA supports the Title I schools,

TK-6. TOSAs (also called math coaches) will work at assigned 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.

First Grade Problem Solving Involving Addition and Subtraction 2017 Data Reporting

Disaggregated by student group (English Learner, English Only, Asian, Hispanic, and White).

1st Grade Math Fluency	2016 Meets or Exceeds Standards	2017 Meets or Exceeds Standards
All Students	69%	91%
English Learner	72%	86%
English Only	69%	91%
Hispanic	59%	88%
Asian	69%	98%
White	76%	90%

Analysis

- 2016 was a baseline year for data collection.
- There was a significant gap in the area of math fluency for Hispanic students at 1st grade in 2016.
- Teachers worked together to analyze data for this group specifically, to work with their math coach, and to work with teachers across the District to ensure that all aspects of the Bridges curriculum were being used with fidelity.
- Last year, in 2017, there was significant improvement and high levels of proficiency for **all student groups**.
- While our **EL** student group and **Hispanic** student group has slightly lower outcomes in the area of math fluency, this is 5% gap or less.

Goal

- 90% or more of all students in 1st grade will meet or exceed math fluency expectations as measured by an end-of-year District assessment.

Timeline and Measurement

Goal to be met by June 2018 as measured by the first grade NSD end of year assessment in mathematics – data to be disaggregated by student group (Economically Disadvantaged, English Learner, Hispanic, Asian, and White).

Persons Responsible

First grade classroom teachers, Math Coach, RtI specialists, and Principal.

Funding Source

Title III LEP, LCFF

Third Grade CAASPP Mathematics Assessment Data

*Indicates that there were not enough students with scores to report data

All Students	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded
2015 (141)	10	13	35	42
2016 (131)	6	12	31	51
2017 (123)	8	12	30	50

White	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded
2015 (58)	7	14	43	36
2016 (56)	9	7	23	61
2017 (40)	0	13	50	38

Hispanic	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded
2015 (30)	17	17	23	43
2016 (31)	10	23	29	39
2017 (31)	16	13	32	39

Asian	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded
2015 (36)	6	3	31	61
2016 (24)	0	13	33	54
2017 (22)	0	7	20	73

EL/EO Students	% Standard Not Met		% Standard Nearly Met		% Standard Met		% Standard Exceeded	
2015 (23/115)	17	9	9	15	30	36	43	41
2016 (19/108)	11	6	11	12	47	29	32	54
2017 (8/85)	38	7	38	11	25	33	0	49

Economically Disadvantaged	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded
2015 (23)	13	26	35	26
2016 (20)	20	15	40	25
2017 (19)	16	21	26	37

Grade 3	% Below Standard	% At or Near Standard	% Above Standard
Claim 1: Concepts and Procedures 2015	11	23	65
Claim 1: Concepts and Procedures 2016	8	27	65
Claim 1: Concepts and Procedures 2017	14	21	65
Claim 2: Problem Solving 2015	11	36	52
Claim 2: Problem Solving 2016	5	42	53
Claim 2: Problem Solving 2017	7	38	55
Claim 3: Communicating Reasoning 2015	6	44	50
Claim 3: Communicating Reasoning 2016	5	37	58
Claim 3: Communicating Reasoning 2017	6	39	55

Analysis

- *We did not meet the goal of 85% of all students in 3rd grade will meet or exceed standards on the Math CAASPP assessment in 2017*
- Eighty percent of our 3rd grade students met or exceeded Math CAASPP standards in 2017 (a slight decrease from 82% in 2016, but not a significant change).
- *We did not meet the goal of moving our EL students in 3rd grade to 80% meeting or exceeding standards on the Math CAASPP assessment in 2017.*
- Twenty-five percent of our 3rd Grade EL Students met or exceeded Math CAASPP standards in 2017 compared with 79% of our 3rd grade EL students meeting or exceeding Math CAASPP standards in 2016. This would seem like a significant drop; however, we had 8 EL students in 2017 compared with 19 EL students in 2016.
- As we begin to reclassify our EL students earlier on in their academic years, we see a clear correlation between students unable to reclassify as English proficient and lower academic achievement as measured by State measures & local, district measures.
- *We did not meet the goal of increasing our percentage of Economically Disadvantaged students in 3rd grade meeting or exceeding standards on the Math CAASPP assessment from 65% to 80% or higher.*
- Sixty-three percent of our 3rd Grade Economically Disadvantaged students met or exceeded Math CAASPP standards in 2017 compared with 65% the year before – so there was a slight decrease in students in this group meeting or exceeding standards.
- *We did not meet the goal of decreasing our percentage of all student groups in 3rd grade (White, Hispanic, EL, and Economically Disadvantaged) who are not meeting standards to less than 5% on the Math CAASPP assessment in 2017.*
- As students move from 1st through 3rd grade, we see a clear learning gap between our All student group as compared to our Hispanic student group and our EL student group.
- Eight percent of **All Students** did not meet standards on the Math CAASPP assessment in 2017; 16% of **Hispanic** students did not meet standards on the Math CAASPP assessment in 2017; and, 38% of **EL** students did not meet standards on the Math CAASPP assessment in 2017.

Goals

- We will increase our percentage of All students in 3rd grade meeting or exceeding standards on the Math CAASPP assessment from 82% to 85% or higher.
- We will increase our percentage of EL students in 3rd grade meeting or exceeding standards from 25% to 75% or higher on the Math CAASPP assessment.
- We will increase our percentage of Economically Disadvantaged students in 3rd grade meeting or exceeding standards on the Math CAASPP assessment from 63% to 80% or higher.

- We will decrease our percentage of all student groups in 3rd grade (White, Hispanic, EL, and Economically Disadvantaged) who are not meeting standards to less than 5% on the Math CAASPP assessment.

Using the Bridges adopted curriculum, we will deliver a full math program to our students with fidelity. An increased focus will be on Claim: 2, problem solving, as well as on Claim 3, communicating reasoning.

The third grade team analyzed their student data at the beginning of the school year. They chose two focus areas to write goals in:

- 1) Solving one and two step word problems
- 2) Identifying the unknown symbol

Grade level teams use a Restate, All Ready Know, Compute Your Thinking, Explain (RACE) chart that provides students an outline on how to approach constructed response math problems. RACE math helps students utilize mathematical reasoning and computational strategies in a systematic process so they are successful in solving math word problems. They will instruct students in multi-step word problems while structuring students in pairs, triads, and small groups.

District Math TOSAs will collaborate with grade level teams, helping to ensure best practices and instructional strategies, with particular focus on student-to-student academic discussion. During the 2016-17 school year, We began to work with our TOSAs, teachers, and RtI specialists on designing Tier II and Tier III supports based upon assessment data, student foundational gaps, and curriculum pacing (looking to see when specific standards spiral back for direct instruction and practice). We will continue this work during the 2017-18 school year. We will bring this work in math down to second grade and first grade so that we are intervening and strengthening problem solving skills *before* students enter third grade and participate in the first year of CAASPP testing.

The third grade team will use the assigned focus feature in DreamBox more intentionally this year to differentiate student practice for students and as a means of gathering more information about student learning.

Timeline and Measurement

Goal to be met by June 2018 as measured by the CAASPP Assessment in Math – data will be disaggregated by student group (Economically Disadvantaged, English Learner, Asian, Hispanic, and White).

Persons Responsible

Third grade classroom teachers, Administration, RTI specialists, District Math TOSAs, and support staff.

Estimated Expenditures

Site licenses, sub costs (teacher release time), certificated salary and benefits, classified salary and benefits, RTI support staff, teacher hourly (extended day intervention), supplemental supplies and instructional materials.

Funding Source

Title III LEP, LCFF

Sixth Grade CAASPP Mathematics Assessment Data

***Indicates that there were not enough students with scores to report data**

All Students	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded
2015 (152)	10	20	25	44
2016 (158)	5	21	25	49
2017 (154)	6	12	17	66

White	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded
2015 (53)	6	21	28	45
2016 (70)	3	21	34	41
2017 (55)	4	13	22	62

Hispanic	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded
2015 (46)	17	17	23	43
2016 (31)	13	45	10	32
2017 (39)	10	21	26	44

Asian	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded
2015 (25)	0	8	4	88
2016 (40)	0	5	23	73
2017 (30)	0	0	0	100

EL/EO Students	% Standard Not Met		% Standard Nearly Met		% Standard Met		% Standard Exceeded	
2015 (10/118)	*	12	*	18	*	30	*	41
2016 (17/112)	18	4	29	20	6	27	47	49
2017 (2/114)	*	6	*	14	*	19	*	61

Economically Disadvantaged	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded
2015 (19)	26	21	21	32
2016 (23)	13	48	17	22
2017 (24)	17	25	25	33

Grade 6	% Below Standard	% At or Near Standard	% Above Standard
Claim 1: Concepts and Procedures 2015	18	31	51
Claim 1: Concepts and Procedures 2016	13	28	58
Claim 1: Concepts and Procedures 2017	11	18	71
Claim 2: Problem Solving 2015	16	42	43
Claim 2: Problem Solving 2016	8	39	53
Claim 2: Problem Solving 2017	8	35	57
Claim 3: Communicating Reasoning 2015	10	48	42
Claim 3: Communicating Reasoning 2016	7	48	45
Claim 3: Communicating Reasoning 2017	8	32	61

Analysis

- *We **did not** meet the goal of 85% of all students in 6th grade will meet or exceed standards on the Math CAASPP assessment in 2017*
- We came close to this goal and 82% of our 6th grade students met or exceeded Math CAASPP standards in 2017 (we would expect *all* student outcomes in the area of math to surpass this goal in 2018).

- *We **did meet** the goal of moving our Hispanic students in 6th grade to 70% or more meeting or exceeding standards on the Math CAASPP assessment in 2017.*
- Seventy percent of our 6th grade Hispanic students met or exceeded Math CAASPP standards in 2017.
- While a gap does begin to be noticeable on the initial CAASPP assessments between Hispanic students and all others at the third grade level, we do see a trend of closing that same gap before this student group leaves us in sixth grade; however, we still have more work to do in this area in terms of eliminating the gap all together.
- *We **did not meet** the goal of increasing our percentage of Economically Disadvantaged students in 6th grade meeting or exceeding standards on the Math CAASPP assessment to 70 % or higher.*
- We did see improvement in our outcomes for this group of students – 39% of Economically Disadvantaged students were meeting or exceeding standards in 2016 and 58% of the same student group achieved meeting or exceeding outcomes in 2017.
- *We **did not meet** the goal of decreasing our percentage of Hispanic students, EL students, and Economically Disadvantaged students in 6th grade who are not meeting standards to less than 5% on the Math CAASPP assessment.*
- While we increased the percentage of Hispanic students who are meeting/ exceeding standards, we still are not able to pull students out of the not meeting category at a fast enough pace at Pico Canyon.
- Ten percent of our Hispanic students in 6th grade did not meet standards in the area of math.
- Grade level PLC Teams are working together with our RtI team at Pico to now trace these current students back to their primary grade level outcomes.
- We need to understand at what point we are having concerns about these students and what specific actions/ interventions are taking place. This will help us to intervene as early as possible and to track the best possible interventions via frequent student monitoring and Bridges Unit Assessment data.
- We will continue to focus our intervention efforts on our identified student groups demonstrating a gap in learning when compared to **all** students, in particular our EL's, Economically Disadvantaged students and our Hispanic students. **The greatest gap in the area of Math for Pico is between All Student Groups and Economically Disadvantaged/ Hispanic students specifically.**

Goals

- We will increase our percentage of all students in 6th grade meeting or exceeding standards on the Math CAASPP assessment from 82% to 85% or higher.
- We will increase our percentage of Hispanic students in 6th grade meeting or exceeding standards from 70% to 75% or higher on the Math CAASPP assessment.
- We will increase our percentage of Economically Disadvantaged students in 6th grade meeting or exceeding standards on the Math CAASPP assessment from 58% to 70% or higher.
- We will decrease our percentage of Hispanic students, EL students, and Economically Disadvantaged students in 6th grade who are not meeting standards to less than 5% on the Math CAASPP assessment.

Using the CPM curriculum, we will deliver a math program to our students with fidelity. The sixth grade team analyzed their student data in at the beginning of the school year. They chose two focus areas to write goals in:

- 1) Math Claim 2- Problem Solving
- 2) Math Claim 3- Communicating Reasoning

The teachers will focus on helping their students analyze complex, real-world scenarios and to construct/ use mathematical models to interpret and solve problems. Students will be encouraged to select and use appropriate tools strategically; they will interpret results in the context of a situation and, more specifically, make connections with the math they are studying in class to the real world applications of that concept/skill. Students will construct chains of reasoning to justify models used, interpretations made, and solutions proposed for a complex problem.

Sixth grade students are working in a collaborative environment utilizing the CPM adopted program. Daily use of Standards for Mathematical Practices (SMP) will help achieve team goals and high rates of student success. Response to Intervention supports both during the day and extended day, will be offered throughout the year. The team will use the assigned focus feature in DreamBox more intentionally this year in order to differentiate student practice and as another means of collecting student data in the area of math.

A District Math TOSA will collaborate with grade level teams, helping to ensure best practices and instructional strategies, with particular focus on student-to-student academic discussion/ making student thinking visible in the mathematics classroom. We will continue to work with our TOSA, teachers, and RtI Team on designing RtI based upon assessment data, student foundational gaps, and curriculum pacing (looking to see when specific standards spiral back for direct instruction and practice). We have an RtI Lead Teacher Team this year. This team, along with administrators, continues to work with Sarah Schuhl, professional expert.

With our student groups that are meeting with less success academically (Hispanic, English Learners, and Economically Disadvantaged groups), we must also focus on vocabulary. Building academic vocabulary helps students to understand the questions they are being asked so that they can write responses to these questions. Students need to be taught specific strategies that will allow them to break down word problems so that they have a clear understanding of what they are being asked to do within a given task.

Timeline and Measurement

Goal to be met by June 2018 as measured by the CAASPP Assessment in mathematics – data will be disaggregated by student group (Economically Disadvantaged, English Learner, Asian, Hispanic, and White).

Persons Responsible

Sixth grade classroom teachers, Administration, RTI specialists, District Math TOSA, and support staff.

Estimated Expenditures

Site licenses, sub costs (teacher release time), certificated salary and benefits, classified salary and benefits, RTI support staff, teacher hourly (extended day intervention), supplemental supplies and instructional materials.

Funding Source

Title III LEP, LCFF

Science Program for 2017-18

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 be participating in a field test on 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 Curriculum Specialists to staff the labs and to work closely with classroom teachers in presenting lessons
- Funded, for a third year, a Teacher 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 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. Fifth 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. Grade four is 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 three 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.

Fifth Grade CST Science Data Reporting

Disaggregated by student group (English-language Learner, Fluent English, and Economically Disadvantaged in 2014 and by Hispanic students and White students in 2015, 2016).

California Standards Test: Science – Percentages of Students Scoring Prof./Adv.				
5th Grade	All Students	English Language Learner	English Only/ Fluent English Proficient	Economically Disadvantaged
2014	90	88	90	78
	All Students	Hispanic Students	White Students	
2015	91	79	93	80
2016	90	85	89	80

Analysis

- **2016 was the final administration of the CST Science Test. A new Next Generation Science Standards-based test (NGSS) will be administered starting in the 2018-19 school year.**
- Our 5th grade students have maintained high levels of proficiency for many years. Our goal is to continue this high level performance (+90%) as we transition into the NGSS-based instruction and assessment programs.
- Our student groups (English Learners, Hispanic, White, and Economically Disadvantaged) continued to show growth as measured by the CST Science. This is not a trend that we have seen under the CAASPP assessments for ELA and for Math.
- We will monitor our student groups carefully as we transition to the NGSS-based instruction and assessment programs.
- Our instruction in the classroom and in our science lab will need to include both integrated and structured English language development supports for EL students.
- All other groups should be monitored via agreed-upon District assessments. We will work with our District Science TOSA to guide and support better ways to address current standards as well as transition to the Next Generation Science Standards.

**Pico Canyon Table of English Learners by Grade Level with Numbers and Percentages of Students
Reclassification From 2014-2017**

English Language Learner Reclassification									
	2014-15 Total ELs	2014-15 Reclassified	2014-15 Percent Reclassified	2015-16 Total ELs	2015-16 Reclassified	2015-16 Percent Reclassified	2016-17 Total ELs	2016-17 Reclassified	2016-17 Percent Reclassified
First Grade	21	0	0%	18	0	0%	17	0	0%
Second Grade	20	1	5%	27	0	0%	22	1	5%
Third Grade	25	0	0%	20	0	0%	27	3	11%
Fourth Grade	23	0	0%	26	5	19%	22	2	9%
Fifth Grade	35	17	49%	24	7	29%	17	8	47%
Sixth Grade	23	15	65%	19	10	53%	16	13	81%
School Wide	147	33	22%	134	22	16%	121	27	22%

Analysis

- *We **did meet** our goal of increasing the percentage of EL students being reclassified school-wide to 20% or higher during the 2017 school year.*
- We actually reclassified 22% of our 121 identified EL students in 2016-17; it should be noted that, as we focus in on reclassifying eligible students via our District-wide criteria, we have fewer EL students over time.

Along with our newly adopted ELA Benchmark program and materials, we will provide daily Structured English language development Language Supports for all identified English learners. Aligning our District Coherent Writing Program to Benchmark Advance lessons and resources will further assist our EL students in both meeting proficiency expectancies as well as in meeting reclassification criteria.

Goal

- We will increase the percentage of students being reclassified school-wide to 25% or higher.

Timeline and Measurement

Goal to be met by June 2018 as measured by the reclassification reports provided by the EL Coordinator.

Persons Responsible

Classroom teachers, Curriculum Specialist, EL Coordinator, Community Liaison and Administration.

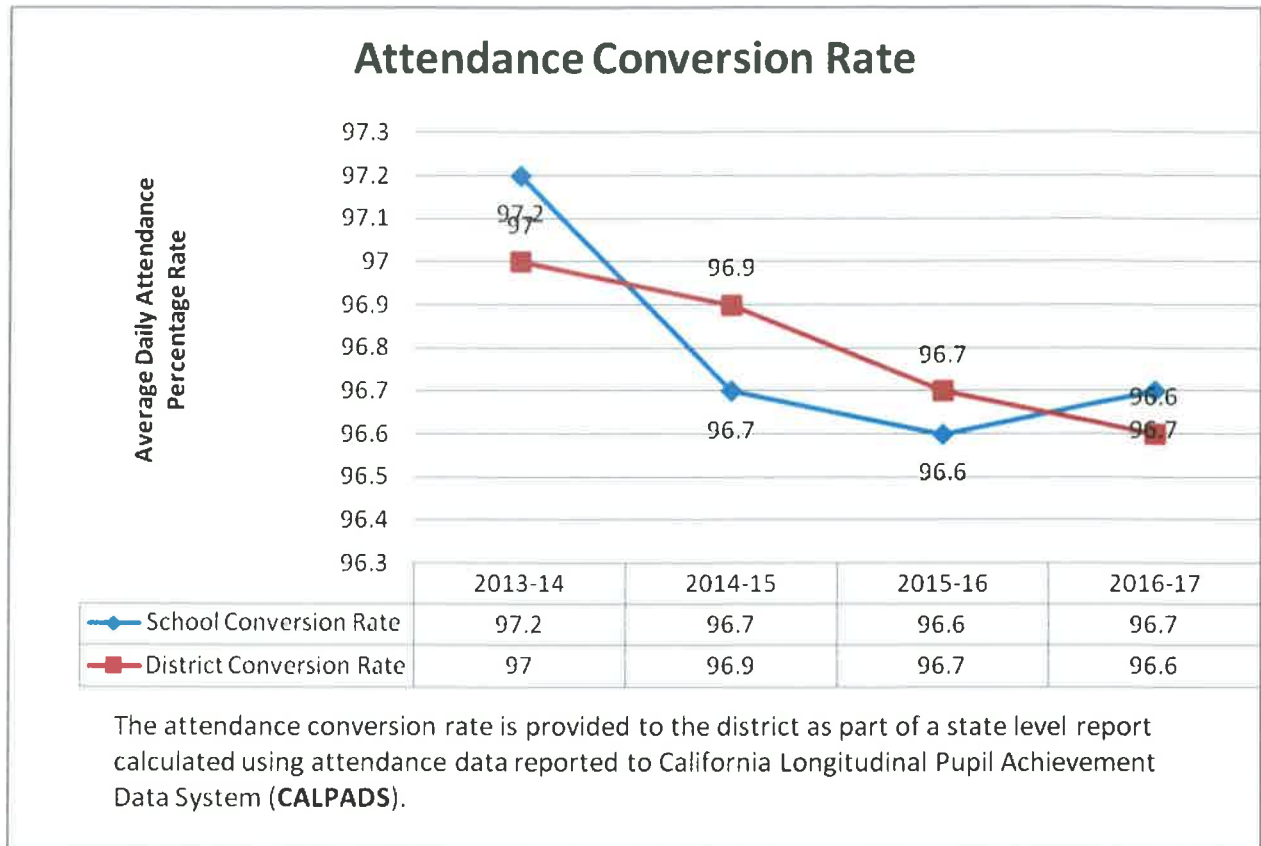
Estimated Expenditures

Intervention

Funding Source

LCFF

Average Daily Attendance Percentage Rates 2014-2017



School Year	Pico Canyon Elementary%	District %
2013/14	97.2%	97.0%
2014/15	96.7%	96.9%
2015/16	96.6%	96.7%
2016/17	96.7%	96.6%

Analysis

- ***We did not meet our goal of increasing our daily attendance rate to 97.0% or higher during the 2016-17 school year.***
- We did experience a slight increase in our average daily attendance rate last year, however, and we are above the District average.

During the 2015-16 school year, upon careful inspection, it appeared that we did have attendance and tardy letters suppressed for larger than usual numbers of students. We could see a need to include attendance information in newsletters and meetings for parents; we also noted a need to utilize the District-wide attendance monitoring system to reach out to parents early and to prevent habitual or chronic absenteeism at Pico.

During the 2016-17 school year, we made every effort not to suppress attendance and tardy letters. We made exceptions only when there were noted hospitalizations of children or other, equally serious and know situations with students. This did take our attendance rate up to where we were in 2014/15 and above the District average. We will continue to message our families in this regard through our Community Liaison (she is especially essential when it comes to reaching out to families in our Severe SDC program), through newsletters, and through parent meetings over the course of the school year.

Goal

- We will increase our attendance daily attendance rate to 97.0% or higher.

Timeline and Measurement

Goal to be met by June 2018 as measured by the ADA reported to California Longitudinal Pupil Achievement Data System (CALPADS).

Persons Responsible

Classroom teachers, Office Assistant II, Community Liaison, Administration.

Estimated Expenditures

Classified Personnel and Blackboard Connect messaging system, Student incentives for positive attendance.

Funding Source

LCFF and ADA

Pico Canyon Suspension Rates 2014-2017

	2014-15	2015-16	2016-17
Number of Site Suspensions at Pico Canyon Elementary	13	16	8
District Average	8.2	9	8.2

Analysis

- *Pico Canyon has historically exceeded the District's average number of annual suspensions.*
- During the 2016-17 school year, we were able to decrease our number of suspensions substantially; we line-up to District averages now even though we have the largest student body.

Pico Canyon is one of 8 schools in the Newhall School District participating in Positive Behavior Interventions and Support (PBIS) training during the 2016-17 school year with full implementation expected in 2017-18. Our PBIS Team will be collecting school data such as suspension data and behavior referrals throughout this process. We know that this close inspection of data, combined with school-wide systems and expectations, will serve to reduce both school suspensions and serious behavioral referrals over time.

Goal

- Reduce the current number of suspensions at Pico Canyon School or maintain a number of suspensions that is in line with District averages. Based upon Pico Canyon enrollment, doubling that of many other schools, the average number of suspensions being in line or lower than District averages is realistic.

While we begin our PBIS journey this year, we will also continue to use our school counselor, school psychologist, our school wide Character Counts Program, (Behavior Excellence Attitude Models) BEAM, and our Anti-Bullying Program in order to provide assistance to at risk students.

Additionally, Dynamic Interventions will support positive behavior with student opportunities for participation in focused social skills groups. These groups will take place in the fall and again in the spring.

Mindful Play training for all playground supervisors was conducted last fall. The goals for **Mindful Play** include enhancing mindfulness and social-emotional learning (SEL), making the role as a playground supervisor more enjoyable, and nurturing. **Mindful Play** enables supervisors to enjoy stronger connections with kids.

Timeline and Measurement

Goal to be met by June 2018 and reported to California Longitudinal Pupil Achievement Data System (CALPADS).

Persons Responsible

Classroom teachers, Parents, Safety Supervisors, Administration, School Counselor, and Support Personnel.

Estimated Expenditures

School Character Awards, Red Ribbon Week, Student incentives.

Funding Source

LCFF, PTA

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.”

Results shown below are for selected questions from the survey as administered to Pico Canyon fifth graders.

**Pico Canyon Table of Student Responses on the 2015-16/ 2016-17 Administrations of the California
Healthy Kids Survey With Percentages of Students Responding to Each Category**

Question	No Never 2016	No Never 2017	Yes, some of the time 2016	Yes, some of the time 2017	Yes, most of the time 2016	Yes, most of the time 2017	Yes, all of the time 2016	Yes, all of the time 2017
Do you feel close to people at school?	4	0	26	26	49	45	20	28
Are you happy to be at this school?	1	0	14	11	23	43	61	46
Do you feel like you are a part of this school?	7	4	16	15	26	31	50	50
Do teachers treat students fairly at school?	0	0	20	0	22	26	58	74
Do teachers and other grown-ups give you a chance to solve school problems?	10	13	33	28	32	26	25	32
Do you get to do interesting activities at school?	3	2	36	11	35	57	26	30
Do teachers and grown-ups at school treat students with respect?	3	0	22	4	23	26	52	70
Are students treated fairly when they break school rules?	7	7	29	19	34	37	29	37
Does your school help students solve conflicts with one another?	7	0	22	24	36	43	35	33
Does your school teach students to understand how other students think and feel?	9	2	36	25	28	28	28	45
Does your school teach students to care about each other and treat each other with respect?	4	0	17	4	13	26	65	70
Do teachers and other grown-ups make it								

clear that bullying is not allowed?	1	0	9	2	10	6	80	93
If you tell a teacher that you've been bullied, will the teacher do something to help?	7	0	14	7	29	20	49	72
Do students at your school try to stop bullying when they see it happen?	10	2	37	37	28	40	24	21
Do other kids hit or push you at school when they are not playing around?	70	66	26	34	1	0	3	0
Do other kids at school spread mean rumors or lies about you?	61	72	32	26	6	2	1	0
Do other kids at school call you bad names or make mean jokes about you?	57	64	36	30	4	6	3	0
Do you feel safe at school?	3	2	3	2	30	31	64	65
Do you feel safe on your way to and from school?	1	0	15	0	33	30	51	70

Analysis

- During the 2016-17 school year, we focused on the following questions from this survey with the goal in mind of increasing student responses in the yes, most of the time and yes, all of the time categories:
 - Do you feel close to people at school? Student responses went from a 69% overall positive response to a 73% overall positive response. 0% of students answered “no, not ever” in this area.
 - Do teachers and other grown-ups give you a chance to solve problems? Student responses went from a 57% overall positive response to a 58% overall positive response – virtually no change in this area.
 - Are students treated fairly when they break school rules? Student responses went from a 63% overall positive response to a 74% overall positive response.
 - Does your school teach students to understand how other students think and feel? Student responses went from a 56% overall positive response to a 73% overall positive response.
- During the 2016-17 school year, we focused on the following questions from this survey with the goal in mind of increasing student responses in the No Never category:

- *Do other kids hit or push you at school when they are not playing around? Student responses went from 70% of students indicating that this type of behavior never occurs to **66%** of students indicating that this type of behavior never occurs.*
- *Do other kids at school spread mean rumors or lies about you? Student responses went from 61% of student indicating that this type of behavior never occurs to **72%** of students indicating that this type of behavior never occurs.*
- *Do other kids at school call you bad names or make mean jokes about you? Student responses went from 57% of students indicating that this type of behavior never occurs to **64%** of students indicating that this type of behavior never occurs.*

Goals

- We will focus on the following questions from the California Healthy Kids Survey during the 2017-18 school year, with the goal in mind of increasing student responses in the *Yes, most of the time* and *Yes, all of the time* categories to a combined 75% positive or higher:
 - *Do you feel close to people at school?*
 - *Does your school teach students to understand how other students think and feel?*
 - *Do students at your school try to stop bullying when they see it happen?*
- We will focus on the following questions from the California Healthy Kids Survey during the 2017-18 school year, with the goal in mind of increasing student responses in the *No Never* category to 75% or higher:
 - *Do other kids hit or push you at school when they are not playing around?*
 - *Do other kids at school spread mean rumors or lies about you?*
 - *Do other kids at school call you bad names or make mean jokes about you?*

We will work with our school counselor to address the above issues. It will be important to understand student perceptions at grades 3-6 specifically in order to begin helping our students to feel more positively about their overall school connectedness. The school counselor can incorporate discussions and trainings during classroom presentations that allow students chances to problem solve and to demonstrate empathy for peers specifically. Teachers can support students with discussions, especially after recess periods, about pushing and hitting specifically. We have lessons in the computer lab that address spreading of rumors and calling of names (*Cyber Bullying*); however, this is another area that we can address with classroom presentations via our school counselor. We can work with our supervision staff so that they know how to proactively address students who are reporting these problems on the playground; and, teachers as well as administrative staff can work more proactively with students and families when problems are reported as students are coming to and from school.

We are beginning with our training year in the area of Positive Behavior Interventions and Supports (PBIS). We will learn more about school-wide systems aiming at changing much of the behavior at school that leads to more negatively perceived social-emotional as well as physical behaviors being reported on this survey.

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), 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

**You can view the plan at: http://www.newhallschooldistrict.net/index.php?option=com_content&view=article&id=176:local-control-and-accountability-plan&catid=3:district-information&Itemid=18

Parent involvement data for items a-d are shown below.

Volunteer Hours for 2016- 2017

Pico Canyon Volunteer Hours

School Year	Total Hours
2015-16	15,568

Pico Canyon Volunteer Hours for 2016-17

Grade Level	Total Hours
TK	768
Kindergarten	1118
First Grade	1267
Second Grade	1333
Third Grade	1258
Fourth Grade	1200
Fifth Grade	1365
Sixth Grade	1209
PTA	6240
Total Hours	15,758

Analysis

- *We increased our Volunteer Hours for 2017; however, this is a baseline year for looking at our Volunteer Hours by Grade Level, including PTA specific hours.*

Goal

- Our goal will be to increase volunteer hours annually, and to diligently record the same for each grade level. We would like to record a minimum of 1250 hours each grade level in Kindergarten – Sixth grade and a minimum of 800 hours for TK; we would like to combine this with PTA specific hours of 7000 or more.

Event Attendance for 2016-2017

Pico Canyon (PC) / District-Wide (DW) Events 2016-2017

Event Title	Number of Attendees 2016	Number of Attendees 2017
PC TK/K Meet and Greet	119	102
PC 1 st Day PTA & Husky Howdy	84	
PC Back to School Night	1067	931
PC Back to Football Friday	45	47
PC Patriot Day Assembly Sept.	61	110
DW DELAC Peak Night		7
PC Room Parent Liaison Mtg.	36	45
PC Flagpole Friday Oct.	31	28
DW GDAC Peak Night		56
DW Parent Summit - Wiley		6
PC GATE Back to School Night	60	75
PC Flagpole Friday -November	42	38
PC Reflections Gallery – PTA	78	84
PC PTA Husky Chili Cook-Off	169	178
DW DELAC Art Night		7
PC Geography Bee	35	30
DW Int./Adv. Orchestra/Chorus Winter Concerts		125
DW NSD Open House		0
DW GDAC Art Night		81
PC K Registration Mtg.	66	
PC Kindergarten Round-Up	117	82
PC Father Daughter Dance	520	500
PC International Night	477	450
DW DELAC Coding Night		36
DW NSD Math Night		15
DW Beginners Showcase Concerts		150
PC Variety Show	750	650
DW GDAC Coding Night		75
PC Book Fair Bonanza	121	98
PC Founder's Night	94	80
PC Mother/Son Event		500
DW DELAC Cooking Night		2
DW LCAP Meeting		1
PC Kinder Welcome	76	75

DW GDAC Family Cooking Night		31
PC Spring Assemblies		68
DW Beg. Orchestra/Chorus Spring Concerts		150
PC Recorder Assemblies		85
PC Open House	942	907
PC Volunteer Tea	186	157
PC Sixth Grade Promotion	1,100	1,000
PC Kindergarten Promotion	400	450
Total Attendees	6,676	7,512

Analysis

- We have great participation at school events at Pico Canyon. We constantly go back to our community to find out what we should keep doing and what might need to be replaced in order to keep these participation rates high.*

Goal

- Our goal will be to increase parent participation in all activities taking place during the 2017-18 school year (save for the Sixth Grade Promotion); also, to take a look at baseline data for parent participation in district-wide events so that we can set goals in this area as well. When speaking with PTA, Site Council and ELAC representatives, they indicated an emphasis on taking part in school site activities. While they would love to participate in more District-wide events, they are often “over-booked” with outside of school activities and commitments.

We will make sure that parents are informed about school events through PTA and through Pico Press publications sent out via the Blackboard Connect messaging system. We publish events regularly on our website and on the PTA’s Facebook page as well. When we have two years to compare, we will make some decisions about adding and/or deleting events so that we are involving our parents in activities that are desired.

Parent Conference Attendance for Back to School Night and Fall Conferences 2016 -17

Total school and grade level attendance reported as a percentage

Pico Canyon Parent Conference Attendance 2016-2017

Grade Level	2016 Parent Back-To-School Attendance	2016 Parent Fall Conference Attendance	2017 Parent Back-To-School Attendance
TK/K	98%	96%	89%
1 st Grade	96%	94%	95%
2 nd Grade	98%	97%	96%
3 rd Grade	95%	99%	94%
4 th Grade	96%	96%	94%
5 th Grade	97%	97%	93%
6 th Grade	96%	97%	92%
SDC	76%	77%	30%
Total	95%	94%	85%

Analysis

- We have outstanding attendance at Pico for Back-To-School Night and Fall Conferencing. During the 2017 school year, we tried a new structure and delivered two of the same presentations in each classroom. Teachers felt that this may have confused parents when it came to signing in, thus the appearance of less attendance at some of the grade levels. We will watch this moving forward.*

Goal

- Our goal will be to have 100% attendance at parent/teacher conferences in 2017-18 and beyond.

We will make sure that parents return a signed invitation to confirm conference times and send reminders home as well. We will follow-up with school-wide Blackboard Connect messaging system. In order to achieve 100% attendance, we will ask that teachers follow up with parents that did not attend. Teachers can set up phone conferences with parents who are unable to come to the school.

Fundraising for 2016 -2017

Aggregate annual amount

Pico Canyon Fundraising

School Year	Annual Dollar Amount
2015-16	\$67,759.
2016-17	\$56,000.

Analysis

- *Our fundraising efforts yielded a lower annual dollar amount last year. We made a decision to close our School Foundation as there was too much of an overlap in terms of fundraising efforts as well as membership that overlapped between Foundation and PTA. For the 2017-18 school year, we came up with some new fundraising efforts based on community input.*

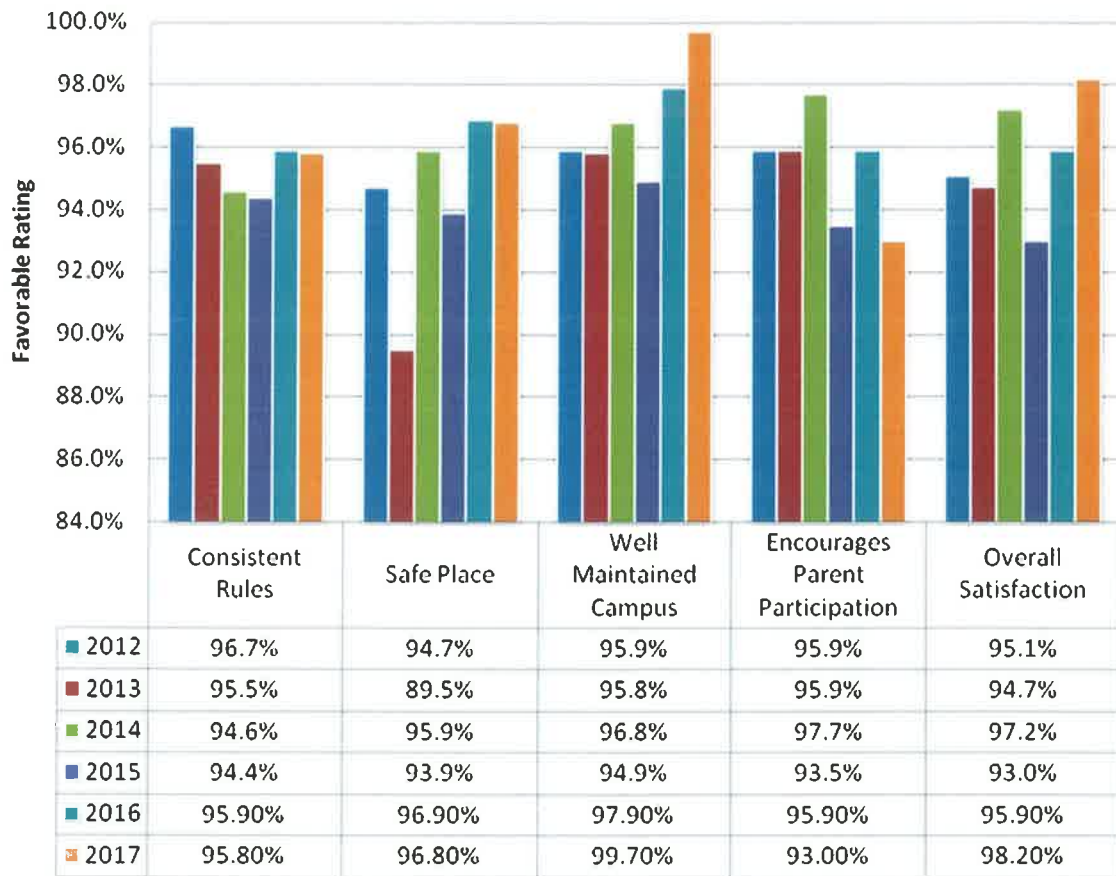
Goal

- To fundraise through PTA efforts with an annual dollar amount goal of \$60,000 or more.

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 .

Results of school surveys are reviewed by all stakeholder groups, including school site staff, leadership and School Site Council. The chart below outlines parent responses to six years of administration of the School Effectiveness Survey based upon a 4.0 scale.

School Effectiveness Survey School Climate Related Items



Pico Canyon Effectiveness Survey School Climate Related Items	PC 2014	PC 2015	PC 2016	PC 2017	NSD Avg.
Consistent rules	94.6%	94.4%	95.9%	95.8%	94.5%
Safe place	95.9%	93.9%	96.9%	96.8%	94.8%
Well maintained campus	96.8%	94.9%	97.9%	99.7%	96.7%
Encourages parent participation	97.7%	93.5%	95.9%	93.0%	93.5%
Overall satisfaction	97.2%	93.0%	95.9%	98.2%	95.9%

Committee Participation for 2016 -2017

Participation in School Site Council (SSC), English Learner Advisory Council (ELAC), PTA, etc)

Pico Canyon School Site Council

Meeting Date	2015-16 Number in Attendance	Meeting Date	2016-17 Number in Attendance
9/14/15	9	9/19/16	10
10/19/15	9	10/24/16	10
12/14/15	10	12/12/16	9
1/28/16	10	1/30/17	9
2/29/16	9	2/27/17	10
4/17/16	9	4/24/17	10
5/2/16	9	5/8/17	10
5/23/16	10	6/5/17	10

Analysis

- We met our goal of maintaining the reported attendance at Site Council Meetings for 2016-17; this enabled us to maintain the quorum per our Site Council By-Laws and allowed for the greatest input by all members who serve.*

Goal

- Our goal will be to maintain or improve the reported attendance at Site Council for 2017-18.

We agree upon Site Council meeting dates at the beginning of the school year with the new Council. Meeting Agendas are published the week before each meeting and sent out to members. Agendas and Minutes are posted on our Parent Information Board as well.

Pico Canyon PTA Association Meetings

Meeting Date	2015-16 Number in Attendance	Meeting Date	2016-17 Number in Attendance
8/27/15	114	9/1/16	48
9/29/15	56	9/28/16	22
10/22/15	80	11/3/16	37
1/26/16	37	2/24/17	450 (International Night)
2/23/16	477	3/1/17	16
3/22/16	14	4/27/17	80 (Founders Night)
4/26/16	94	6/1/17	200 (Open House/Science Fair)
5/26/16	21		
Total	893		

Analysis

- *We have learned that parents prefer to attend a PTA association meeting when the meeting is paired with a school-wide event, including children. Thus, we will continue to plan association meetings in this manner whenever possible.*

Goal

- Our goal for PTA Association meetings will be to have the greatest participation possible by combining the “business” of PTA with student/parent activities, presentations, celebrations, and other school-wide events.

Parents and students have busy lives. We have learned that we can expect the greatest turn-out of parents for PTA meetings when we combine these meetings with meaningful events for parents and for our students. When we look at the calendar of events and PTA meetings, we will continue to combine what we can to ensure the greatest participation.

**Pico Canyon
ELAC Meetings**

Meeting Date	2015-16 Number in Attendance	Meeting Date	2016-17 Number in Attendance
10/26/15	11	9/19/16	7
1/25/16	6	1/30/17	2
3/14/16	0	4/17/17	9
4/18/16	1		

Analysis

- *Just like we learned with PTA Events, parents prefer to attend an ELAC meeting when the meeting is paired with a grade level teacher presentation and when children are present/ invited. Thus, we will plan our ELAC meetings to look more like the DELAC events, including more opportunities for grade level and teacher interactions, combined with student presentations and/or students being invited.*

Goal

- Our goal will be to increase the number of parents in attendance at each ELAC meeting to 25 or more at the school site during the 2017-18 school year.

We will work with our Community Liaison to personally reach out to families for our ELAC events. We can do this via focused Blackboard Connect messages and personal contacts. We can also survey the parents that do show up (especially at the start of the school year) in order to better understand what types of information/ parent training that they would like to participate in. Just like we have learned with PTA, we can combine the “business of sharing ELAC information” with student/parent activities, celebrations, and desired events.

History-Social Science Program for 2017-18

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.

Visual and Performing Arts for 2017-18

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 2017-18.

The District's annual Student 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.

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 will be opening 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.

Additional programs at Pico Canyon Elementary School include:

- PTA Reflections Program
 - The National PTA Reflections program—supports student success and serves as a valuable tool for building strong partnerships. National PTA Reflections welcomes all grades and abilities to explore and be involved in the arts. Annually, students reflect on a common theme and create original works of art in dance choreography, film production, literature, music composition, photography and visual arts.
- GATE Enrichment entitled Flutes Across the World, delivered by the Performing Arts Center. The primary objectives of the Santa Clarita Performing Arts Center Flutes Across the World program is for students to be introduced to world flutes and ancient wind instruments, hear short performances, and for students to design and create their own flutes & play a simple folk tune on their flutes. A second flute will be created and will be sent to another part of the world as a gift of good will.

Physical Education for 2017-18

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.

Starting in the 2016-17 school year, physical education curriculum specialists were deployed at every school in the District. They worked closely with classroom teachers to implement a PE program that meets State's instructional minutes requirement. Teachers began logging instructional minutes on an electronic form used District-wide.

In 2017-18, curriculum specialists continue to work with teachers on implementing a comprehensive PE program, using the SPARK curriculum (for information about SPARK, go to: <http://www.sparkpe.org/>). As in 2016-17, teachers will continue to log minutes on a standard form.

Grade level teams participate in additional physical education activities at Pico. These activities include running, hand-eye coordination, aerobic exercises, courtyard calisthenics and aerobic exercises. Additionally, we incorporated the HopSports program into our fitness regimen. HopSports provides students unique, grade level appropriate curriculum-based fitness routines, which develop and reinforce academic and fitness skills. We also work on emphasizing a healthy lifestyle through our Red Ribbon Week Activities and implementation of the district Wellness program.

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. Shown below are Pico Canyon's results for the past three years (percent of students passing for each test area).

5th Grade California Physical Fitness Report

Test Area	2017 District % Meeting Standard	2016 District % Meeting Standard	2015 District % Meeting Standard	2017 Pico Canyon % Meeting Standard	2016 Pico Canyon % Meeting Standard	2015 Pico Canyon % Meeting Standard
Aerobic Capacity	77	81	80	76	85	90
Body Composition	67	69	68	71	76	75
Abdominal Curl-ups	72	82	92	73	51	95
Trunk Lift	95	97	98	93	97	99
Strength/Endurance	84	78	86	86	58	89
Flexibility	64	77	82	50	84	94

Analysis

- *Pico Canyon was below the District average in Aerobic Capacity (just below), Trunk Lift (just below), and Flexibility.*
- *The test of Flexibility showed the greatest decrease in students meeting standards, both for the district and for Pico Canyon specifically with a difference of 34 percentage points.*

A District-wide team administered all Physical Fitness Testing for all 10 district schools during the 2016-17 school year. This team was trained and calibrated; we will 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

- 75% of students or more will meet standards in Body Composition.
- 75% of students or more will meet standards in Abdominal Strength.
- 75% of students or more will meet standards in Flexibility.

Fitness is part of the Pico Canyon student day, each and every day. We will work with our new physical education staff and we will incorporate staff suggestions as to best meet our students' fitness needs, aligned to the fitness areas shown above.

Timeline and Measurement

Goal to be met by June 2018 as measured by the California Physical Fitness Test.

Persons Responsible

Fifth grade classroom teachers, Administration, and support staff.

Estimated Expenditures

Support staff

Funding Source

LCAP

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 Structured English language development Instructional Services (DIS), which include but are not limited to Speech and Language, Adapted Physical Education, Occupational Therapy and Counseling, are also provided via the IEP.

Prior to a student being referred for a special education assessment, accommodations and modifications of the student's current program are considered and, where appropriate, utilized. The pre-referral process, which may include a referral to the Student Success Team (SST)/Response to Instruction and Intervention (RtI 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/RtI 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/ RtI2 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 Structured English language development 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.

Student supports specific to Pico Canyon Elementary School include:

A full-time (1.6) speech and language specialist who works with identified students in accordance with written IEP goals. The speech and language specialist is a member of the school's Student Success Team (SST). She assists teachers with meeting the language needs of students, as well as, helping teachers with classroom structures that support all students.

A part-time school counselor who has developed anti-bullying, character building, and community building lessons for students in TK-6th grade. The counselor conducts social-skills groups for primary and upper grade students with a focus on improving self-esteem and socialization skills. The counselor responds to referrals for individual counseling.

Pico Canyon Counseling Services

School Based Counseling	Number of Group Sessions	Number of Individual Sessions	Number of Classroom Presentations
2015-16	376	271	15
2016-17	216	342	15

A full-time school psychologist works with students in accordance with IEP needs for structured English language development instructional support such as counseling. She also works with the school counselor to serve students in social-skills groups. The school psychologist is a member of the school's SST. She offers important information to the team on topics such as behavioral management, making accommodations/ modifications within a classroom for individual students, emotional regulation and behavior support plans, and student mindfulness/self-help. Our School Psychologist works hand-in-hand with Behavior Support personnel on site as well as with corresponding classroom teachers.

A full-time resource specialist works with identified students in accordance with written IEP goals in reading, mathematics, writing, and science. The resource specialist is a member of the school's SST and RtI teams. She offers important information to the team regarding reading, writing, and math strategies that support all students within a classroom setting. The resource specialist currently serves 25 students formally and has already begun to push-in to classrooms for Tier III services and/or resource support as needed.

Pico Canyon School provides modifications, interventions, and special programs for those students experiencing difficulty in learning. All students have access to the core curriculum and to the State content standards. One of Pico Canyon's goals is to help parents and school personnel improve their understanding of the students' needs and to improve effectiveness in meeting those needs. This is done through Student Success Team meetings, Individualized Education Program meetings, and/or staff and parent training. Through staff development, effective instructional techniques for all children are developed. When applied in classrooms, the strategies may be helpful to all students, but they will be absolutely necessary for students with learning problems. The resource specialist, speech and language therapist, the occupational therapist, and the school psychologist share ideas and information regarding teaching strategies that are applicable to all students. Many of our assistants and teachers participate in a variety of staff development throughout the school year. These trainings are provided by the Santa Clarita Valley Special Education Local Plan Area, (SELPA), the District, and the site.

Pico Canyon houses three special day classrooms with a population of twenty-three moderately to severely impaired students. While these students are from all of the Newhall School District schools, one of the goals at Pico Canyon is to make the student and his/her family feel welcome and part of the Pico Canyon community. We attempt to mainstream our students in as many areas as possible – academic areas if appropriate, recess, lunch, assemblies, music, chorus, field trips, PTA programs and activities. Many students in general education work and play with our SDC students on a regular basis, and we continue to participate in the Circle of Friends program. We also enhance our program to include Community Based Instruction (CBI) to help our students gain functionality and life skills through real-world experiences.

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 (RtI) 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 RtI 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. RtI 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 RtI 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 Student Enrichment Opportunities

At Pico Canyon School there exists numerous enrichment opportunities for students, including:

- Differentiation within homeroom instruction / assignments
- Grade level RtI programs (March to Math and Walk to Read) with enrichment activities included
- Robotics Teams (1st Semester)
- Newspaper and “Pico T.V”
- KHTS Live Radio Book Reports
- Extended Day opportunities in English language arts and math
- School Leadership Roles
- Advanced Mathematics Club (2nd Semester)

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, October 11th. The GATE program and units will be discussed at this meeting.
- There will be a GATE Student Showcase and a student led conference held in spring of 2017 to review the year through students' reports, projects, and presentations.
- Parents will be informed of various opportunities such as the Johns Hopkin's Talent Search, UCI Academic Talent Search, Saturday CAG conference, annual CAG conference, etc.
- A recommended reading list of appropriate literature for GATE students will be compiled and made available to GATE parents.

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.

Instructional Technology for 2017-18

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 two devices to one student in grades K-2 and one-to-one in grades 3-6. By any standard, it is quite remarkable that Newhall students enjoy easy and ongoing access to devices to enhance their learning.

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.

EADMS (Educator’s Assessment Data Management System), a web-based data management and assessment system teachers and administrators use to monitor student progress over a range of assessments. EADMS 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 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.

In addition to the technology listed above, Pico Canyon School also took advantage of the Site and Team Grants that were made available through Measure E. These grants addressed grade level and classroom specific needs. The first round of technology grants were offered in the 2013-2014 school year. The teachers of Pico Canyon School wrote and were granted a total of 2 technology grants:

Devices	Quantity
Lenovo Teacher Computers	10
Classroom Printers	8

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a 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 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"/>

Revised September 2015

<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"/>
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<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			
Federal Programs		Allocation	Consolidated in the SWP
Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)			<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	\$9,056.	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		\$9,056.	
Total amount of state and federal categorical funds allocated to this school		\$9,056.	

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

<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		\$9,056.	
Total amount of state and federal categorical funds allocated to this school		\$ 9,056.	

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.

School Site Council Membership


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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	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"/>
Kristen Szromba	<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 Arrioja, 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"/>
Numbers of members in each category	1 <input type="checkbox"/>	3 <input type="checkbox"/>	1 <input type="checkbox"/>	5 <input type="checkbox"/>	<input type="checkbox"/>

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**):
☒ English Learner Advisory Committee  Signature
Maria Arrioja, ELAC Chairperson
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: October 2, 2017.

Attested:

Tammi Rainville
Typed name of School Principal


Signature of School Principal

Date 10-2-17

Caroline Jackson
Typed name of SSC Chairperson


Signature of SSC Chairperson

Date 10-2-17