

# Pico Canyon Elementary School

## Single Plan for Student Achievement



County-District-School (CDS) Code

19648320108027

School Site Council (SSC)  
Approval Date

6/28/21

Local Board  
Approval Date

# School Mission and Vision Statements

The Pico Canyon community has a shared commitment to ensure the highest level of learning for all students. Pico Canyon Students will demonstrate:

- 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

## Collective Commitments

Pico as a Community of Learners

- Leadership is shared
- PLC work is facilitated
- RTI structures are of OUR design
- We simply believe in continuous improvement for all students
- We don't work in isolation
- We share our data
- We share best practices
- We find solutions for:
  - o Students who get it
  - o Students who don't

## School Demographics/Profile

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 817 students are enrolled in grades 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 31.3% White, 22.5% Asian, 27.1% Hispanic, 4.3% African American, 0.6% American Indian/Alaskan Native, and 7.9% multiple ethnicities. 11.5% of our students are English learners and 20.2% of our current student population is considered socio-economically disadvantaged. Surrounded by apartments, town homes, single-family homes and a park, the school has developed a strong identity and culture. Pico Canyon School will continue to implement PBIS (Positive Behavior Intervention and Supports), in addition to the "Character Counts" program and maintain 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.

<b>School Population</b>	<b>817 Students</b>
English Language Learners	11.5%
White	31.3%
Asian	22.5%
Hispanic or Latino	27.1%
Two or More Races	7.9%
Black or African American	4.3%
American Indian/Alaskan Native	0.6%

## School Staff

Administration	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal</li> </ul>
Office Staff	<ul style="list-style-type: none"> <li>• Office Manager</li> <li>• Office Assistant, part time</li> <li>• Community Outreach</li> <li>• Health Assistant, part time</li> </ul>
Classroom Teachers	<ul style="list-style-type: none"> <li>• 30 General Education Teachers</li> <li>• 3 SDC Teachers</li> </ul>
Special Education Staff	<ul style="list-style-type: none"> <li>• Psychologist</li> <li>• Resource Specialist</li> <li>• Speech and Language Pathologist (1.5)</li> <li>• Occupational Therapist</li> <li>• Adaptive PE Specialist</li> </ul>
Other Support Staff	<ul style="list-style-type: none"> <li>• SDC Instructional Aides (10)</li> <li>• Learning Support Teacher</li> <li>• WIN Intervention Teacher</li> <li>• Curriculum Specialist</li> <li>• Counselor</li> </ul>

# Executive Summary

The 2020-21 school year was overshadowed by a global pandemic. The COVID 19 virus impacted all aspects of society, including the public school system. Our school year began with families selecting their preferred learning program. Out of 817 students at Pico Canyon, 579 enrolled in our hybrid program and 238 enrolled in one of three Digital Learning Academies (DLA). DLA 1, Trail Blaze Academy was hosted at Pico Canyon Elementary and supported students from all 10 sites in the Newhall School District. From August to March, these programs looked much the same as we were mandated by the Public Health Department to remain in a distance learning structure as case rates were monitored closely and we rode the wave of virus surges and spikes. As a vaccine was released and case rates dropped, our schools were able to reopen to a partial day schedule, offering students 2.5 hours of live instruction followed by a Google Classroom platform for the remainder of the day. This comprised our hybrid model and allowed teachers to serve an am and pm cohort of students. In May, case rates dropped to a point that our school was able to offer a full day program for hybrid students, allowing students on campus from 8:00am- 2:45pm and removing the hybrid portion of their learning day. In contrast, our students selecting an online program through the Digital Learning Academies remained online for the full school year. DLA classrooms were appointed a separate administrator and were encouraged to develop a community identity with mascots and site specific activities. DLA students and families were kept abreast of the events and activities happening at Pico Canyon including the Virtual Variety Show, PTA events and the 6th grade promotion events.

At Pico Canyon, we recognize that all stakeholders supported student learning during these trying times. Teachers embraced an online platform, and parents/ community members supported students as they learned at home or in childcare locations. Thankfully, a large percentage of our population was able to return to campus for in-person instruction by the beginning of March. While some did reconnect with the Pico community, we also recognize that students may return on August 12, 2021 with significant needs that come from being out of our traditional, successful learning environment. These needs will be both academic and social/emotional. Pico Canyon will have structures in place to support learning loss in both of these essential areas by reengaging students in the academically robust and caring learning environment we have established at Pico Canyon Elementary School.

Our focus for the year will be ENGAGEMENT. Studies have shown that the amount of time students are actively engaged in learning is a strong predictor of academic achievement (Gettinger and Ball, 2007) Our focus in this area will span all three major areas of student engagement: cognitive, affective and behavioral. Teachers will continue to plan and implement WIN (What I Need) time to provide both intervention and enrichment in assessed areas of need. This small group, shared approach to cognitive student engagement will allow us to eliminate gaps in student learning from the previous year while using the essential standards to streamline our content. In the area of affective student engagement, Pico Canyon will revitalize what it means to be a part of our campus community once again. Our #MemberOfThePack campaign will help remove feelings of isolation, connect students, build empathy and a sense of belonging that so many have missed during the pandemic. This will include our grade specific stage productions, hands on units of study in SS, Tail Wagging Tuesday Award Assemblies and more. This also leads to the behavioral components of student engagement. Our campus will continue our work in PBIS, making student behavioral expectations

explicit, celebrating positive behavior, and reengaging students in the behaviors we exhibit to become successful learners.

As noted in our 6th grade promotion speeches, students truly connect to the unique grade level experiences they have encountered while being a Pico Canyon Husky! At Pico Canyon, we will truly embrace the science of instruction with the art of teaching to support the whole child.

**Our goals for the 2021-22 school year will include:**

English Language Arts: 90% or more of 3rd-6th grade students will meet/exceed the grade level expectations as measured by CAASPP

95% or more of Kinder-2nd grade students will meet/exceed the grade level expectations as measured by grade level assessments.

Our focus in the primary grades (TK-2) will include foundation reading skills and a shift to comprehension and text analysis in the upper grades (3-6).

Math: 88% or more of 3rd-6th grade students will meet/exceed the grade level expectations as measured by CAASPP.

97% or more of Kinder-2nd grade students will meet/exceed the grade level expectations as measured by grade level assessments

Foundational number sense will be a focus of grades K-2 and a focus on algebraic thinking, operation and ratios will be added in the upper grades

Social/Emotional/ School Climate: 92% or more of students surveyed indicate feeling happy to be at school as measured by the California Healthy Kids Survey. Pico Canyon is committed to reengaging our students and connecting them to the larger school community.

# Stakeholder Involvement

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

for trends by our ILT and administrative team. The same data then becomes a part of the next year's goals in our Single Plan For Student Achievement as a draft. This draft went before our ILT for consideration and input in writing the final goals on June 16, 2021. The next stakeholder group, School Site Council, gathered for their

This final draft with input from teacher, staff and parents will go before the Newhall School Board for approval

## Goals, Strategies, Expenditures, & Annual Review

### Goal 1-ELA

#### Identified Need

Our most recent baseline data shows 1st Grade End of Year Fluency Assessments at 76% of

analysis become more rigorous.

#### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Reading Benchmarks	2019 kinder 98% 1st 76% 2nd 96%	2021-22 95% of students kinder-2nd grade will meet or exceed standards on end of year benchmark assessments

CAASPP	2019 ELA, 85% of students 3-6th grade met/exceeded standard	2021-22 ELA, 90% of students 3rd-6th grade will meet/exceed standard
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## Strategy/Activity 1

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

All students

### Strategy/Activity

Teachers will work in grade level teams to re-examine our essential standards, identifying what students should know and be able to do.

### Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

**\$4,900.00, teacher hourly PLC/ILT facilitators per grade level**

Site Supplemental

## Strategy/Activity 2

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

All students

### Strategy/Activity

All teachers will use universal screeners in ELA to determine foundational skills and overall performance needs. In the classroom, teachers will use common formative assessments to measure effectiveness of instruction and make decisions about next steps for student progress.

Learning Support Teacher will engage with teaching teams for analysis and instructional decision making, especially around academic student groups showing achievement gaps from their grade level peers.

### Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

**funding already noted in previous strategies/activities**

## Strategy/Activity 3

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

All

## Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$53,000 part time WIN Teachers

Site Supplemental

## Strategy/Activity 4

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

Identified Tier III students

## Strategy/Activity

Grade level teams, in addition to designing WIN cycles, will identify and meet with even smaller

### Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

## Goal 2-Math

88% or more of 3rd-6th grade students will meet/exceed the grade level expectations as measured by

### Identified Need

81% of 3rd graders met or exceeded standard as measured by 2020-21 IAB, Operations and Algebraic Thinking

84% of 4th grade students met or exceeded standard as measured by 2020-21 IAB, Numbers and Operation of Fractions

77% of 5th grade students met or exceeded standard as measured by 2020-21 IAB, Numbers and Operations of Fractions



80% of 6th grade students met or exceeded standard as measured by 2020-21 IAB, Ratios and Proportional Relationships

While students in the lower grades show high levels of mastery on unit assessments (89-99% of students meeting or exceeding standard), grades 3-6 will need additional support in operations and algebraic thinking, fractions and ratios in order to meet our goal for the coming year.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Grade Level Benchmark Assessments	2019 final unit assessment, percentage of student meeting or exceeding standard Kinder- 90% 1st- 99% 2nd- 89%	95% of students in grades K-2 will meet or exceed standard.
CAASPP	2019 MATH scores: 3rd-82% 4th-86.7% 5th- 75% 6th-88.6%	88% of students in grades 3-6 will meet or exceed standard.

## Strategy/Activity 1

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

All students

### Strategy/Activity

Teachers will work in grade level teams to re-examine our essential standards, identifying what students should know and be able to do.

### Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
<b>\$4,900.00, teacher hourly PLC/ILT facilitators per grade level</b>	Site Supplemental
<b>\$53,000, Part time WIN Intervention Teacher</b>	Site Supplemental

## Strategy/Activity 2

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

All students

### Strategy/Activity

All teachers will use universal screeners in Math to determine foundational skills and overall performance needs. In the classroom, teachers will use common formative assessments to measure effectiveness of instruction and make decisions about next steps for student progress.

Grade level teams will engage for analysis and instructional decision making, especially around academic student groups showing achievement gaps from their grade level peers.

### Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

**funding already noted in previous strategies/activities**

## Strategy/Activity 3

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

All

### Strategy/Activity

Grade level teams will meet to design WIN cycles that are based on areas of need identified from CFAs. Teams will coordinate resources from WIN Intervention Teachers and Curriculum Specialists to provide students differentiated instruction.

3-6th grade teams will give special attention to WIN units around algebraic thinking, fractions and ratios from the introduction of these topics to provide multiple opportunities for intervention.

WIN Intervention teachers will engage with teaching teams to maximize resources and make instructional decisions.

### Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

**funding already noted in previous strategies/activities**

## Strategy/Activity 4

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

Identified Tier III students and enrichment students

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$20,000 Teacher hourly for extended day

Site Supplemental

## Goal 3-

After almost a year and a half of student isolation from campus for some portion of their day, the Pico

### Identified Need

100% of Pico Canyon students received instruction in a distance learning format from April

among peers.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	2020 data unavailable 2019: 90% of students indicate feeling happy to be at school.	90% or more of students surveyed will indicate feeling happy to be at school.
Attendance	attendance rate- 97.5% chronic absenteeism- 5.96%	98%

## Strategy/Activity 1

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

All

### Strategy/Activity

identifying topics that are relevant to the school community.

### Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

no additional cost

## Strategy/Activity 2

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

All

### Strategy/Activity

Teachers will work in grade level teams, in connection with the school counselor to develop and period of much isolation. Second Step will be utilized as a curriculum in this work.

### Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

no additional cost

## Strategy/Activity 3

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

All

### Strategy/Activity

A school wide check-in on Tier I implementation of PBIS structures to re-engage students in expected

### Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$3,960.00, teacher hourly for monthly meetings, training, school wide celebrations, tickets, prizes

School site PBIS Budget

## Annual Review

SPSA Year Reviewed: 2020-21

### ANALYSIS

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

As we entered the 2020-21 school year, we had the enormous task of creating new learning platforms and preparing for an unsure future. We knew that reopening was a possibility, but we were unsure of the timeline. We knew there would be challenges in creating an online learning system for all students to access remotely, but were unsure what the barriers would truly be. Our year started with a strong plan and we made numerous adjustments as we progressed through the year, all with the focus of best serving the students and Pico Canyon community.

Pico Canyon Goals for 2020-21

- Implement successful hybrid and distance learning platforms for all students
  - We served 579 students in our hybrid program and 238 students in our DLA, Trail-Blaze Academy. In preparation for the 2020-21 school year, all Pico teachers participated in training for use of Google Classroom and YouTube Studio. In March, 24 teachers in grades K-6 transitioned to on-campus learning for a hybrid experience. Our campus was able to meet all safety protocols and offer core learning subjects (ELA and MATH) in a 2.5 hour on-campus day. Students were assigned to a morning or afternoon session with a daily planning and deep cleaning period between sessions. Teachers used the on-line portion of the day for instruction in Science and Social Studies. Our DLA, Trail-Blaze Academy was hosted by the Pico Canyon campus and managed by our assistant principal. 21 DLA teachers offered between 60-90 minutes of live instruction via Google Meets and between 180-240 minutes of total learning opportunities in a digital setting. Live instruction took place with a focus on small group instruction to support student needs. 90% of students surveyed via The California Healthy Kids Survey noted academic motivation “most” or “all” of the time. 91% of

students surveyed noted high expectations of adults in school. The impact of virtual learning and the pandemic did show negative results in student wellbeing and connectedness. 12% of students reported frequent sadness and 52% reported physical exercise for 4 days or more over the last week. These will have lasting implications that will need to be addressed as we go into the next school year.

- Meet student needs for access to instruction via technology

- Pico Canyon issued 761 computers and 86 hotspots to support students with access to online learning. Our campus implemented multiple device distribution days with varied check out times to assist working parents. Our site IT Tech provided open appointments in person and via phone to assist parents with device concerns. During school closures, our Safety Supervisors offered a technology desk to assist families in device checkout and exchanges

- Make sure instruction is appropriately moving all students toward proficiency as measured by the CAASPP (Eliminate the achievement gap between English Learner/Economically Disadvantaged and all other students)

- All grade levels continued the work of identifying three or four essential grade level standards in language arts and mathematics. These essential standards became a touchpoint for assessment and determining if students were making progress towards grade level standards.
- As CAASPP was not administered for the 2019-20 school year, scores are not available for analysis. Teachers did administer the Smarter Balanced IABs and these scores have been noted in our current year plan as baseline data (where appropriate).
- Grade 3

- MATH Multiplication and Division within 100: 87% near or above standard
- MATH Operations and Algebraic Thinking: 81% near or above standard
- ELA Read Informational Texts: 85% near or above standard
- ELA Read Literary Texts: 86% near or above standard

- Grade 4

- MATH Numbers and Operations: 84% near or above grade level
- ELA Read Informational Texts: 93% near or above grade level
- ELA Read Literary Texts: 88% near or above grade level

- Grade 5

- MATH Numbers and Operations: 77% near or above grade level
- ELA Read Informational Texts: 97% near or above grade level
- ELA Read Literary Texts: 100% near or above grade level

- Grade 6

- MATH Dependent and Independent Variables: 89% near or above grade level
- MATH One Variable Expressions and Equations: 95% near or above grade level
- MATH Ratios and Proportional Relationships: 80% near or above grade level
- ELA Editing: 100% near or above grade level
- ELA Language and Vocabulary Use 88% near or above grade level
- ELA Read Informational Texts: 90% near or above grade level
- ELA Read Literary Texts: 96% near or above grade level

- Continue to Implement NSD Core Instructional Best Practices

- Teachers continued this work in a digital, hybrid and full-day setting. Teachers worked as teams to blend best practices with safety protocols and distancing requirements. This year placed new importance on technology and use of resources to facilitate group work, student talk and WIN practices.

- Implement Core Curricula with Fidelity

- In addition to the curriculum tools already in place, teachers learned Studies Weekly, TWIG Science and Neptune Navigate. The intention of these new resources was to provide students with digitally accessible content and experiments in place on the hands on or in person instruction that was unavailable at the beginning of the school year. As an additional resource, students experienced Neptune Navigate for lessons around digital citizenship and safety.

- Continue to maintain a safe and secure campus and digital classroom environment.

- As students returned to campus for a partial and then full day, Pico's COVID Compliance team was prepared with protocols to ensure student and staff safety. Students/families were required to complete an online health questionnaire before coming to school. This same series of questions were asked of all staff and any visitors to the school campus. Once on campus, masks were required of all employees. Students remained in cohorts on the playgrounds and social distancing requirements were implemented for eating in the MPR and at outside tables. Water stations were installed and traditional drinking fountains were closed off. All members of the campus community were trained on proper handwashing and other safety precautions. As students experienced COVID-like systems, proper documentation was shared with families of students in close contact.
- Our digital classrooms shared PBIS expectations for online behavior and reteaching was done as needed. Weekly PBIS messages were shared via Google Classroom videos each Monday. Targeted "I can statements" were identified to help maintain safe classroom environments. As classroom returned to campus, this practice was transferred to Student Council who shared the weekly message and announcements

- Ensure students' social and emotional wellbeing (PBIS work)

- Positive recognition was provided to all students in both the DLA and hybrid program via the Google Classroom and weekly PBIS messages. Once on campus, teachers and

staff reinstituted our HUSKY PRIDE tickets. Tickets were entered in a student drawing and students had one opportunity to redeem tickets for our student store. Both DLA and our hybrid program received a monthly drawing for a Prize Patrol visit. For this experience, students received a socially distanced visit from the Principal and Assistant Principal, celebratory yard sign, school face mask and picture opportunity.

- Ensure parent participation and involvement in the student educational experience
  - While Pico Canyon has a rich history of parent involvement and volunteerism, this type of participation was greatly hindered this year with the global pandemic and regulations from the California Department of Public Health. We did hold regular PTA and School Site Council Meetings for parent partnership. We also adapted our annual **Lights, Camera, Pico!** variety show into a virtual setting. We moved to a new communication platform, ParentSquare as a primary means informing families of upcoming events and important information. Administration continued to send the weekly Pico Press newsletter and our DLA families received The 'Blaze Weekly newsletter with aligned information.

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

We were able to plan for the school year in a virtual setting. Although, some of our plans and budgeted items were not able to be fully carried out. We were unable to use all of our funds planned for before/after school enrichment and intervention. For the majority of the year, we were still virtual. Once we came back to the campus, the timeline was not conducive to identifying, planning and implementing a robust program.

Additionally, we did not spend all funds earmarked for PBIS. Our teams were creative in identifying rewards that were redeemable in a digital setting. These included dress up days, or opportunities to make classroom decisions, etc. This kept us in compliance with COVID safety protocols as well.

Our last areas of planning and funds not fully utilized were in parent activities and supplies. This is due to the nature of our interaction with parents while schools were closed and we were unable to meet in our typical fashion.

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

All students in DLA or hybrid programs were administered the CAASPP assessments this year in grades 3-6. This opportunity to collect data will be essential as we move back to our traditional learning environments. While we have included baseline CAASPP data from 2019, IAB scores, California Healthy Kids Survey data and grade level assessment data. Scores from this most recent CAASPP administration will prove the most valuable in showing areas of need.

We know that the isolation caused from distance learning will have lasting impacts on our campus. We have referenced these in all 3 goal areas in this year's plan. We have added in the role of



Learning Support Teacher and WIN Intervention Teacher and we identify essential standards, assess student understanding, and design WIN cycles to meet student needs.

We have made changes for a campus wide focus on ENGAGEMENT. We will engage students in the academic areas but also with Social Emotional Learning and a focus on empathy.

## Budget Summary

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

## Budget Summary

### DESCRIPTION

### AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$ 0

Total Federal Funds Provided to the School from the LEA for CSI

\$0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$ 176,083

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
none	\$0

Subtotal of additional federal funds included for this school: \$ [0]

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

State or Local Programs	Allocation (\$)
Base	\$60,825.00
Site Supplemental	\$115, 258.00

Subtotal of state or local funds included for this school: \$ 176,083