

# The Single Plan for Student Achievement

**School:** Sycamore Canyon School  
**CDS Code:** 56 73759 6118582  
**District:** Conejo Valley Unified School District  
**Principal:** Douglas Hedin  
**Revision Date:** October 18, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the SPSA on .**

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## School Vision and Mission

### Sycamore Canyon School's Vision and Mission Statements

Sycamore Canyon fosters a safe, collaborative and innovative K-8 learning community that enables students to strive for excellence in academics, citizenship, creative expression, and physical fitness.

## School Profile

Sycamore Canyon School supports the District's mission by providing a comprehensive and rigorous, yet balanced, educational program with an on-going support system that enables all students to grow academically and socially in a setting that fosters mutual respect and good citizenship. We celebrate learning, literacy, and community outreach.

Our vision for Sycamore Canyon School is to continue as a California Distinguished School - designated in 2008 & 2013 and four-time California Honor School as a premier provider of a quality inclusive education that meets the needs of all students. Set in beautiful Dos Vientos, Sycamore is home to approximately 1,200 students in Kindergarten through eighth grade, 48 General Education Teachers, 3 Special Education teachers, and a team of classified staff members and specialists. A focus on differentiated instruction supports and empowers students to achieve their personal best. Teachers collaborate weekly to monitor student progress, analyze data and create lessons that meet the needs of all students. Our successful educational program benefits from the dedication and professional approach that all stakeholders employ on a daily basis.

Our students are provided extra support via educational professionals in speech/language, counseling and English language development. Sycamore's site-based Learning Centers offer outstanding services to Special Education students while providing students access to the core curriculum. The Gifted and Talented Education Program (GATE) supports students with additional activities in math, lunchtime presentations, and after school enrichment. Sycamore has three computer labs outfitted with computers for large classes and iPads or Netbooks available for class use. Additionally, classrooms are outfitted with 5-6 student computers. Our positive, student-centered learning environment is also enhanced through other substantive program offerings such as band and strings programs, choir, community outreach, as well as other enrichment opportunities.

The Sycamore school community welcomes and encourages parental involvement. Parents participate in organized committees such as Parent-Teacher-Student Association (PTSA) and School Site Council. Parent volunteers assist in classrooms and during other lessons such as art or library.

In partnership with families and the community, Sycamore Canyon School provides a safe and engaging environment that cultivates the fundamental skills of thinking, learning, problem solving, and communication. We provide a comprehensive, rigorous, yet balanced and fun educational program that enables all students to grow academically and socially as well as develop into lifelong learners with unlimited potential.

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The District conducted a LCAP Survey via Panorama in December, 2016 where 90% of certificated staff, classified staff and students participated; five thousand three hundred (5,300) parents took the survey. The results showed that District stakeholders indicated that the school climate is strong in elementary schools, with students excited to come and work at school. The use of technology is common and effective for teaching efficacy. Areas of growth indicated by the survey showed that middle and high school students engagement is lower than their elementary counterparts. There is a wide use of technology being used effectively and is in wide use; however, there is a need for more consistency across schools.

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

All teachers receive at least one formal observation by the site administrator with Probationary and Temporary teachers receiving at least two formal observations. Site administrators regularly conduct informal classroom observations and walk-throughs. All teachers meet with site administrators to discuss their observations and are given commendations regarding instructional practices and recommendations for future growth. Site and/or district based professional development is designed to address observation recommendations.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### **Standards, Assessment, and Accountability**

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

In Spring of 2017, students in grades 3-8 took the CAASPP in language arts and math with fifth and eighth grade students taking the CST or CMA in science. Students in grades K-2 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: Reading Results, Scholastic Reading Inventory (SRI), unit tests, theme tests and teacher created formative assessments. Math assessments include: end of course exams, district benchmarks, unit tests, chapter tests and teacher created formative assessments. English language development assessments are also utilized to modify instruction and improve student achievement, including: California English Language Development Test (CELDT), A Developmental English Proficiency Test (ADEPT), Idea Proficiency Test (IPT), and Carousel of Ideas unit tests and listening and speaking assessments.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers administer District trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Teachers use Unit and Theme tests to pre and post assess students to measure progress and determine areas for pre-teaching and reteaching. Our district utilizes EADMS, a student data management system, that allows us to pull reports and analyze data for student strengths and weaknesses as well as item analysis for specific assessments. Teachers scan tests and answer documents that can then be accessed at the district and site level for evaluation of student achievement and performance.

### **Staffing and Professional Development**

3. Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers are credentialed and properly assigned.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All district teachers attend two days of focused professional development sponsored by the school district. All credentialed teachers also attend six hours of site-based or principal approved staff development in alignment with site/district LCAP goals.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Teachers new to a grade level or to our district are given professional development on grade level and content area materials and assessments including Writing, Reading, English Language Development, and Math. District teachers are offered ongoing professional development (PD) opportunities based on California State Standards and CAASPP assessment preparation. School sites design professional development opportunities at the site based on data analysis of students at that school as well as important trends related to the state standards and assessment. Site based staff PD, including teacher to teacher training, occurs to support the integration of technology in classrooms and to increase teacher collaboration on current best practices (LCAP Goal 2A).

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Schools have access to two district -based TOSAs (Teachers on Special Assignment) in two focus areas: (1) English Language Development: site and district training on effective instructional strategies for English Learners, training on fidelity to adopted materials for ELD, and support for classroom teachers on planning and instruction for English Learners (2) Professional Development: leads district and site teacher training's on California State Standards, coordinates teacher leaders to design professional development offered at school sites, models best practices for instruction using the California State Standards. Instructional assistance and support are also provided in the area of technology by our Coordinator of Instructional Technology. The Coordinator performs tasks related to data analysis, assessment preparation, alignment of assessments to California State Standards. The Coordinator also trains teachers on the use of technology for assessment and performance of students as well as data analysis on formative and summative assessments.

Each site has an upper grade and lower grade teacher leader as well as a Gifted and Talented Education (GATE) adviser and English Language Development (ELD) adviser who provide professional development on site. This team of Teacher Leaders support the goals of each school site and are an integral part of each site's LCAP team.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers meet weekly, on Tuesdays, in grade level teams and/or departments by discipline to collaborate on best instructional practices. Teachers are also able to collaborate using vertical articulation across grade levels due to the unique nature of the K-8 site. For example, 6-8 English teachers collaborate with 4/5 grade levels to support student transitions into middle school.

### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Our district uses state-approved instructional materials in all subject areas including recent adoptions in ELA and math.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers adhere to Board approved instructional minutes for all subject areas. School staff adhere to uninterrupted instructional blocks for Language Arts and Math instruction which are prioritized in teacher planning in order to maximize student focus.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Students receive intervention support in the areas of reading and math based on teacher input. In addition, teachers provide support for various learners through differentiated instruction within the general education classroom. In middle school, students receive intervention through Math Opportunity classes that are built into their individual schedules. Schedules are fluid throughout the year dependent on student needs. (LCAP Goal 2-B)

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to the appropriate California State approved curriculum in all content areas. Students in special education use the same state adopted materials that are used in the general education classrooms. English Learners receive instruction in content areas using standards-based instructional materials which include the ELD standards.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Intervention materials from the adopted curricula are utilized for students requiring additional support.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers utilize whole group, small group and independent work times, as well as, one on one student interventions during the instructional day to meet the individual instructional needs of students. Teachers incorporate scaffolding and differentiation into lessons in order to enable under performing students to access the general curriculum. Intervention support in reading, writing and math is offered to K-5 students during three to four, six week sessions throughout the year. Each session week is four days guided by an intervention specialist (LCAP 2A).

14. Research-based educational practices to raise student achievement

The following research-based educational practices are utilized: SDAIE strategies, differentiated instruction, Webb’s Depth of Knowledge, direct instruction in small group and whole group settings, productive partnering, and cooperative learning.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Math opportunity classes, after school Homework support in elementary grades, and middle school peer tutors. (LCAP Goal 2-A)

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council, ELAC, DELAC, GATE, DAC, Gate DAC, PTA, volunteers in classroom.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

See goals and budget pages as part of SPSA.

18. Fiscal support (EPC)

See goals and budget pages as part of SPSA.

## **Description of Barriers and Related School Goals**

- Meeting the needs of students who require academic intervention in a small middle school while balancing the master schedule with limited sections.
- Low numbers of students requesting/referred to intervention in middle school.
- Balancing interventions to before/after school so as to not impact the regular school day, but still serve the population requiring support.
- Effectively supporting students who's primary language is other than English. Large school population of diverse languages, with only one ELD facilitator as a part time employee on site.
- Large class sizes in upper grade elementary
- Limited elementary counseling support services

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	173	118	134	163	117	133	156	117	133	94.2	99.2	99.3
Grade 4	182	165	122	181	158	120	179	158	120	99.5	97.5	98.4
Grade 5	170	186	167	167	180	158	166	180	158	98.2	96.8	94.6
Grade 6	189	169	177	183	165	176	174	165	176	96.8	97.6	99.4
Grade 7	181	178	167	178	174	165	167	173	165	98.3	98.3	98.8
Grade 8	166	172	172	163	168	168	152	168	168	98.2	97.7	97.7
All Grades	1061	988	939	1035	962	920	994	961	920	97.5	97.8	98

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2479.0	2469.3	2471.2	48	41	47.37	23	30	28.57	15	21	17.29	9	8	6.77
Grade 4	2499.3	2518.7	2507.6	35	49	36.67	28	24	33.33	20	13	19.17	15	13	10.83
Grade 5	2543.6	2541.9	2558.4	35	33	44.94	35	33	29.11	20	20	14.56	8	14	11.39
Grade 6	2558.6	2579.7	2588.1	21	39	36.93	39	34	39.77	26	19	18.18	8	8	5.11
Grade 7	2609.7	2621.2	2610.6	33	33	38.18	42	54	38.79	15	6	15.76	4	6	7.27
Grade 8	2597.0	2631.3	2609.2	25	39	31.55	37	42	39.88	20	13	17.26	12	6	11.31
All Grades	N/A	N/A	N/A	33	39	39.02	34	37	35.33	20	15	16.96	9	9	8.70

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	42	35	44.36	46	54	42.11	13	11	13.53
Grade 4	36	48	36.67	46	39	55.83	17	13	7.50
Grade 5	38	39	50.63	45	42	36.71	17	18	12.66
Grade 6	25	32	43.18	57	55	46.59	16	13	10.23
Grade 7	35	44	44.24	54	49	43.03	11	7	12.73
Grade 8	41	52	41.67	38	39	40.48	20	10	17.86
All Grades	36	42	43.70	48	46	43.70	15	12	12.61



Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	45	45	42.86	39	45	51.13	16	9	6.02
Grade 4	35	44	45.00	51	44	45.83	13	12	9.17
Grade 5	40	40	53.80	43	46	37.34	16	14	8.86
Grade 6	33	48	43.18	51	37	48.86	14	15	7.95
Grade 7	54	62	60.61	40	33	32.12	5	5	7.27
Grade 8	45	61	41.07	40	30	47.02	14	8	11.90
All Grades	42	50	47.93	44	39	43.48	13	11	8.59

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	39	24	31.58	56	68	63.16	4	8	5.26
Grade 4	31	30	20.83	63	65	68.33	7	4	10.83
Grade 5	30	35	37.34	64	57	57.59	5	8	5.06
Grade 6	15	22	32.39	79	74	61.36	5	4	6.25
Grade 7	22	32	24.85	71	60	63.64	7	8	11.52
Grade 8	17	18	24.40	67	77	66.67	16	4	8.93
All Grades	26	27	28.80	67	67	63.26	7	6	7.93

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	44	31	39.10	46	57	52.63	10	12	8.27
Grade 4	28	41	31.67	60	48	57.50	11	11	10.83
Grade 5	45	39	36.71	48	54	51.90	7	7	11.39
Grade 6	43	56	51.70	49	40	41.48	6	4	6.82
Grade 7	40	48	50.30	57	46	41.82	2	6	7.88
Grade 8	36	49	41.07	52	45	45.83	11	6	13.10
All Grades	39	45	42.50	52	48	47.83	8	7	9.67

**Conclusions based on this data:**

1. Of students tested, 75% exceeded and/or met ELA standards indicating a 1% decrease from 2015-2016.
2. Grades 4 & 5 were targeted for improvement during the 2016-17 academic year. Results showed an overall decrease of 3% in 4th grade students meeting or exceeding standards. 5th grade results showed an overall increase in students exceeding and/or meeting standards by 8%. However, both 4th and 5th grades show a decrease of students not meeting the standard by 2%. Grades 4, 5 & 8 are demonstrating over 10% of students not meeting ELA standard.
3. Of students tested, over 87% scored at or near or above standard in each sub category increasing from 80% in 2015-16. Areas of continued growth include reading where 12% of students scored below standard.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	173	118	134	164	117	133	162	117	133	94.8	99.2	99.3
Grade 4	182	165	122	181	158	121	175	158	121	99.5	97.5	99.2
Grade 5	170	186	167	165	180	158	154	180	158	97.1	96.8	94.6
Grade 6	189	169	177	184	165	176	175	165	176	97.4	97.6	99.4
Grade 7	181	178	167	178	174	165	173	174	165	98.3	98.3	98.8
Grade 8	166	172	172	164	169	168	158	169	168	98.8	98.3	97.7
All Grades	1061	988	939	1036	963	921	997	963	921	97.6	97.9	98.1

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2496.5	2483.4	2490.6	48	38	45.11	29	45	39.10	18	11	13.53	4	6	2.26
Grade 4	2526.1	2542.0	2524.7	36	51	30.58	36	29	48.76	21	15	19.83	3	4	0.83
Grade 5	2576.0	2551.0	2579.3	48	36	51.27	28	28	25.32	11	28	19.62	7	8	3.80
Grade 6	2586.0	2602.0	2603.4	31	53	43.75	38	20	30.11	21	19	21.02	5	7	5.11
Grade 7	2624.6	2627.5	2637.6	45	48	54.55	33	33	23.64	15	13	15.15	4	6	6.67
Grade 8	2635.1	2657.4	2662.7	48	53	57.74	18	28	23.81	17	14	10.71	13	5	7.74
All Grades	N/A	N/A	N/A	42	47	47.99	31	30	30.73	17	17	16.61	6	6	4.67

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	62	59	65.41	30	31	30.83	8	10	3.76
Grade 4	60	70	50.41	33	23	42.98	7	8	6.61
Grade 5	62	43	57.59	29	40	32.28	8	17	10.13
Grade 6	49	59	57.95	40	28	34.66	9	13	7.39
Grade 7	62	64	66.06	29	28	24.85	8	9	9.09
Grade 8	55	63	68.45	29	30	23.81	16	8	7.74
All Grades	58	59	61.35	32	30	31.05	9	11	7.60

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	57	51	57.89	37	39	36.84	6	9	5.26
Grade 4	43	51	41.32	47	41	52.07	10	8	6.61
Grade 5	56	43	50.63	33	39	42.41	10	17	6.96
Grade 6	39	52	40.91	49	36	50.00	12	12	9.09
Grade 7	52	54	52.73	42	39	38.79	6	7	8.48
Grade 8	47	46	55.36	37	47	33.93	16	8	10.71
All Grades	49	49	49.84	41	40	42.13	10	10	8.03

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	60	49	55.64	34	44	39.85	6	7	4.51
Grade 4	41	58	46.28	46	33	47.11	13	9	6.61
Grade 5	42	31	46.20	47	57	45.57	10	13	8.23
Grade 6	33	50	46.59	59	42	44.32	8	8	9.09
Grade 7	49	49	52.12	49	46	41.82	2	5	6.06
Grade 8	49	63	57.74	39	31	35.71	11	6	6.55
All Grades	45	50	50.81	46	42	42.24	8	8	6.95

**Conclusions based on this data:**

1. Of students tested, 79% exceeded/met standard in mathematics; an increase of 2% from previous year.
2. Data results show all grade levels decreasing percentages of students not meeting standards except for 7th and 8th grades. 7th grade shows an increase of 1/2% and 8th grade 2 3/4%.
3. Students tested demonstrated achievement in all three areas: applied mathematical concepts, problem solving and reasoning. Previous year's focus area of mathematical problem solving decreased from 10% to 8% of students not meeting standards.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K						***			***	***					
1	22	25	40	56	63	50	22				13	10			
2	45	33	29	36	44	43		22	29	18					
3	17	33	60	50	33	40	33	33							
4	***		25		80	50	***	20	25	***					
5	25		60	25	***	40	25	***		25					
6			***					***	***					***	
7						***			***						
8				***	***										
<b>Total</b>	28	22	38	39	53	43	17	22	16	14	3	3	3		

#### Conclusions based on this data:

1. During 2016 - 2017, 58 ELL students were assessed with the following outcomes:

IFEP - 25% (15 students)  
 Advanced - 33% (14 students)  
 Early Adv. - 37% (16 students)  
 Intermediate - 23% (10 students)  
 Early Int. - 5% (2 students)  
 Basic - 2% (1 student)

2. ELL students are progressing which indicates that the language support through mainstream ELD instruction by certificated employees and supported by our ELD facilitator is continuing to benefit our students.
3. Facilitator provides additional support based on individual student need through collaboration with involved stakeholders including classroom teachers and parents.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>K</b>	17			17	44	43	50	39	43	8	11		8	6	14
<b>1</b>	25	38	42	42	38	50	25	8		8	15	8			
<b>2</b>	42	25	45	42	33	27		25	27	17	8			8	
<b>3</b>	29	29	60	43	43	40	29	29							
<b>4</b>	14	17	64	29	67	18	43	17	9	14		9			
<b>5</b>	40	25	60	20	25	40	20	25		20				25	
<b>6</b>	***	67	50			17		17	33		17		***		
<b>7</b>		***				***			***	***					
<b>8</b>		50	***	***	33					***				17	
<b>Total</b>	27	27	47	32	37	32	25	22	16	13	8	3	3	5	2

#### Conclusions based on this data:

1. Through CELDT, IPT, and academic analysis, continued efforts to provide intervention support to ELL students in a concerted effort to move them to RFEP will be employed.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Goal #1: English Language Arts</b>
<b>LEA/LCAP GOAL:</b>
Goal 2A- Provide focused academic intervention for any student below grade level standards in English Language Arts. Goal 2D- Provide systems of support for English learners, Socio-Economic Disadvantaged, Foster, Homeless and Special Education students.
<b>SCHOOL GOAL #1:</b>
By June of 2018, all students (including ELD and SPED) will demonstrate improved ability in the area of reading comprehension, as measured by academics marks on site and Common Core assessments. Sycamore Canyon will be measuring student achievement by monitoring progress on the CCSS standards, end of year in class benchmarks, SRI Lexile data, and state assessments.
<b>Data Used to Form this Goal:</b>
Academic Grades SRI Lexile data ELA/Literacy Overall Achievement Results, CAASPP 2016-2017 District Benchmarks Reading Results
<b>Findings from the Analysis of this Data:</b>
<ul style="list-style-type: none"><li>• According to academic reports for grades 3 -5 at the end of Trimester 3 in reading, 2016-2017 indicate 98% of our students met or exceeded class averages, with grades of C or above.</li><li>• 90% of the students in grades 3rd-5th earned marks exceeding grade level at end of 2016-2017 (A/B marks).</li><li>• 2016 - 2017 CAASPP data results showed 40% of the students exceeded standard, 35% students met standard, 16% students nearly met standard, and 9% did not meet ELA standard.</li></ul>

**SUBJECT: Goal #1: English Language Arts****How the School will Evaluate the Progress of this Goal:**

Benchmark Data  
 Reading results/EADMS  
 easyCBM  
 Intervention Tracking  
 Curriculum Assessments  
 SRI Lexile data  
 CASPP  
 Academic Grades

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Release for data & assessment analysis: Reading Results (K-5)	September 2017 - May 2018	Teachers Admin Team	Teacher Release to analyze data and assessment.	1000-1999: Certificated Personnel Salaries	OPGR	3,500
			Vertical articulation across elementary and middle school	1000-1999: Certificated Personnel Salaries	OCBG	4500
Training and additional hours for ELD facilitator to meet needs of K-8 students, including individual student support, and collaboration with certificated employees.	September 2017 - May 2018	Admin Team ELD Facilitator Classroom teachers	Additional support from ELL facilitator for ELL students	5000-5999: Services And Other Operating Expenditures	0860	2,540
ELL instructional supplies	September 2017 - May 2018	Admin team Certificated Staff ELD Facilitator	Earphones and additional materials to support ELL learners.	4000-4999: Books And Supplies	0860	500
Teacher conference attendance to bring back instructional ideas to build upon student interest and enhance instruction.	September 2017 - May 2018	Admin team Teachers	Teacher conference costs	1000-1999: Certificated Personnel Salaries	5EEF	2000
Training and professional development - Differentiation and/intervention strategies to build teacher repertoire for students	September 2017 - May 2018	Admin Team Certificated Staff	Teacher development to further student growth	5000-5999: Services And Other Operating Expenditures	OPGR	2,734

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher Release for Assessments (6-8)	September 2017 - May 2018	Admin Team English Dept.	Assessment evaluations	1000-1999: Certificated Personnel Salaries	OCBG	6000
Intervention Teacher Tier II: Provided systemic ELA support to reinforce skills with struggling students.	September 2017 - May 2018	Admin Team Certificated Staff	Intervention Specialist: Shelly Halpern Split between ELA and Math 3 - 4 sessions x 6-8 weeks	1000-1999: Certificated Personnel Salaries	003R	6250
Implement SRI, Spelling City, Vocabulary City, Moby Max, and Raz Kids to reinforce ELA skills and concepts	September 2017 - May 2018	Certificated Staff	Software costs to support classroom instruction	5000-5999: Services And Other Operating Expenditures	OTRM	1,900
Books, supplies, technology, copier lease & operating costs to support the ELA instructional program for all students	September 2017 - May 2018	Admin Team	Materials to support the instructional program for all learners	4000-4999: Books And Supplies	OCBG	13981.33
Purchase apps and other items for student iPads and devices	September 2017 - May 2018	Admin Team Teachers	Apps and other instructional items. Split between 3 goals.	5000-5999: Services And Other Operating Expenditures	OTRM	550



## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Goal #2: Mathematics</b>
<b>LEA/LCAP GOAL:</b>
Goal 2A- Provide focused academic intervention for any student below grade level standards in Math. Goal 2B - Provide opportunities for academic enrichment and acceleration in all schools. Goal 2D- Provide systems of support for English learners, Socio-Economic Disadvantaged, Foster, Homeless and Special Education students.
<b>SCHOOL GOAL #2:</b>
By June of 2017, all students (including ELD and SPED) will continue to demonstrate an increase in the area of mathematical concepts and procedures, as measured by site and district benchmarks. Sycamore Canyon will be measuring student achievement by progress on the CCSS end of year benchmarks and CAASPP results.
<b>Data Used to Form this Goal:</b>
<ul style="list-style-type: none"><li>• Grade level benchmark assessments</li><li>• Summative assessments</li><li>• Academic grade reports</li><li>• CAASPP baseline data</li></ul>
<b>Findings from the Analysis of this Data:</b>
<ul style="list-style-type: none"><li>• According to academic reports for grades 3 -5 at the end of Trimester 3 in math, 2016-2017 indicate 96% of our students met or exceeded class averages, with grades of C or above.</li><li>• 87% of the students in grades 3rd-5th earned marks exceeding grade level at end of 2016-2017 (A/B marks).</li><li>• 2016 - 2017 CAASPP data results showed 46% of the students exceeded standard, 32% students met standard, 18% students nearly met standard, and 5% did not meet math standard.</li></ul> <p>Students showed improvement in math after the first year of new math curriculum.</p>

**SUBJECT: Goal #2: Mathematics****How the School will Evaluate the Progress of this Goal:**

Benchmark assessments/EADMS  
 Academic marks  
 Intervention Tracking  
 Department/Grade Level Minutes  
 CAASPP Results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional development with Common Core Math K-8 adoption as aligned for each grade level. In grades K-5 training aligned with Go Math curriculum, and Big Ideas in grades 6-8.	September 2017 - May 2018	Admin Team Grade level leads Dept Chairs TOSA	Teacher collaboration and training for curriculum implementation.	5000-5999: Services And Other Operating Expenditures	OPGR	3266
Grade Level Collaboration: Teachers review and analyze data for implementation of best practices, lesson planning and assessments for 2nd year of adopted math curriculum.	September 2017 - May 2018	Admin Team Teachers	Teacher Release	1000-1999: Certificated Personnel Salaries	OTRM	2,968
Intervention Teacher Tier II: Provide systemic math support to reinforce skills with struggling students.	September 2017 - May 2018	Admin Team Intervention Specialist Certificated Staff	Intervention Specialist: Shelly Halpern  Split between ELA and Math 3-4 sessions x 6-8 weeks	1000-1999: Certificated Personnel Salaries	003R	6,250
Books, supplies, technology, copier lease, and operating costs to support the math instructional program for all students	September 2017 - May 2018	Admin Team	Materials to support the instructional program for all learners	4000-4999: Books And Supplies	OCBG	13981.33
Purchase apps and other items for student iPads and devices	September 2017 - May 2018	Admin Team Teachers	Apps and other instructional items. Split between 3 goals.	5000-5999: Services And Other Operating Expenditures	OTRM	550

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development - train teachers on differentiated instruction to build math achievement.	September 2017 - May 2018	District TOSA Admin Team Teachers	No School Funding			
Teacher conference attendance to bring back instructional ideas to build upon student interest and enhance instruction.	September 2017 - May 2018	Admin Team Teachers	Release days for teacher attendance	1000-1999: Certificated Personnel Salaries	OCBG	3000
Math Support during A Period for 6 - 8th grade	September 2017 - May 2018	Teachers Admin Team	Math intervention instruction during A-Period	1000-1999: Certificated Personnel Salaries	OTRM	4500
Enrichment opportunities for GATE students to meet diverse learning needs	September 2017 - May 2018	Teachers Admin Team GATE Facilitators	ACES (After Class Enrichment Series) GATE program & Math Counts (6th - 8th) Noetic Math (2nd - 5th),- After school GATE programs for math extension		TPGR	2480

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Goal #3 Engage Students through Quality Student Activities</b>
<b>LEA/LCAP GOAL:</b>
Goal 3B - Support students' opportunities to participate in various activities programs, and extra-curricular activities
<b>SCHOOL GOAL #3:</b>
By June of 2018: Continue to implement software, programs and materials that build student capacity to meet 21st century challenges. Increase/implement highly effective activities to promote student engagement.
<b>Data Used to Form this Goal:</b>
GATE referrals Discipline records Attendance analysis Administration observations Assessments: Benchmarks, unit, and formative Academic grades Parent feedback Student feedback
<b>Findings from the Analysis of this Data:</b>
Lack of student connectedness decreases overall academic achievement and attendance

**SUBJECT: Goal #3 Engage Students through Quality Student Activities**

**How the School will Evaluate the Progress of this Goal:**

Student participation and involvement with enrichment opportunities  
 Surveys  
 Observations  
 SST data  
 Staff collaboration  
 Attendance analysis

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support Materials for GATE Lunch Bunch and ACES program	September 2017 - May 2018	Admin Team Parent Volunteers GATE Facilitators	Curricular materials to support differentiated learning	4000-4999: Books And Supplies	OTRM	500
Chorus, Band & Strings Classes	September 2017 - May 2018	Arts Council Admin Team	Opportunities for students to engage in the visual and performing arts.  No School Funding			
Student Centered Clubs: Builder's Club Speech and Debate Club Math Counts	September 2017 - May 2018	Certificated Staff Admin Team Volunteers	Activities on site to increase student engagement and enrich the educational program  No School Funding			
Math Challenge Opportunities	September 2017 - May 2018	Teachers Admin Team Volunteers	Fees for Noetic Math Challenges	5000-5999: Services And Other Operating Expenditures	OPGR	532
Support for STEAM Lab	September 2017 - May 2018	Admin Team	Materials and supplies for operating STEAM Lab	5000-5999: Services And Other Operating Expenditures	OTRM	2990

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Sponsored Activities/Programs:  Student Award Assemblies Student Council Spirit Days GATE program Grade Level Performances Family Nights	September 2017 - May 2018	Admin Team Teachers Support staff	Activities sponsored by the site to increase student engagement and enrich the educational program	5000-5999: Services And Other Operating Expenditures	OTRM	500
PTSA Sponsored Activities/Programs:  Student Assemblies Movie Night Grandparents Bingo Culture in the Garden Science Family Night	September 2017 - May 2018	PTSA Parents Admin Team Teachers Support Staff	Activities sponsored by the PTSA to increase student engagement and enrich the educational program.  No School Funding			
Books, supplies, technology, and operating costs to support the instructional program for all students.	September 2017 - May 2018	Admin Team	Materials to support the instructional program for all learners.	5000-5999: Services And Other Operating Expenditures	OCBG	15481.34

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Acquisition</b>
<b>SCHOOL GOAL #1:</b>
By June of 2018, all students (including ELD and SPED) will demonstrate improved ability in the area of reading comprehension, as measured by site and district benchmarks, and Common Core assessments. Sycamore Canyon will be measuring student achievement by progress on CCSS end of year benchmarks, SRI Lexile data, and state assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certificated Staff	8/23/2017 to 6/8/2018	Certificated staff, Classified staff	Salary and Benefits	0001-0999: Unrestricted: Locally Defined	0860	2,515
Support Staff			Salary and Benefits	0001-0999: Unrestricted: Locally Defined	0860	19,656.26
Professional Development			Costs for speakers, supplies, teacher release, etc..	0001-0999: Unrestricted: Locally Defined	0860	1429.18

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
003R	12,500	0.00
5EEF	2,000	0.00
0860	3,040	0.00
OCBG	56,944	0.00
OTRM	14,458	0.00
OPGR	10,032	0.00
TPGR	2,480	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
003R	12,500.00
0860	3,040.00
OPGR	10,032.00
OTRM	14,458.00
5EEF	2,000.00
OCBG	56,944.00
TPGR	2,480.00



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	38,968.00
4000-4999: Books And Supplies	28,962.66
5000-5999: Services And Other Operating Expenditures	31,043.34

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	003R	12,500.00
4000-4999: Books And Supplies	0860	500.00
5000-5999: Services And Other Operating	0860	2,540.00
1000-1999: Certificated Personnel Salaries	0PGR	3,500.00
5000-5999: Services And Other Operating	0PGR	6,532.00
1000-1999: Certificated Personnel Salaries	0TRM	7,468.00
4000-4999: Books And Supplies	0TRM	500.00
5000-5999: Services And Other Operating	0TRM	6,490.00
1000-1999: Certificated Personnel Salaries	5EEF	2,000.00
1000-1999: Certificated Personnel Salaries	OCBG	13,500.00
4000-4999: Books And Supplies	OCBG	27,962.66
5000-5999: Services And Other Operating	OCBG	15,481.34
	TPGR	2,480.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	44,455.33
<b>Goal 2</b>	36,995.33
<b>Goal 3</b>	20,003.34

## 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. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Douglas Hedin	X				
Cheryl Moncourtois			X		
Jo-Ann Flowers			X		
Tracy Abraham		X			
Nicole Mitchell		X			
Jon Power				X	
Yasi Cronin				X	
Winnie Sintarz				X	
Stephanie MacFadyen				X	
Debbie McNulty				X	
Kim Garcia		X			
<b>Numbers of members of each</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>5</b>	<b>1</b>

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

X Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

\_\_\_\_\_  
Signature

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

Attested:

Douglas Hedin

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Jon Power

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date