The School Plan for Student Achievement

School: Sycamore Canyon School

CDS Code: 56 73759 6118582

District: Conejo Valley Unified School District

Principal: Douglas Hedin

Revision Date: **March 10, 2019**

The School 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 May 7, 2019.

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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, 2017 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, 2 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. This year a STEAM Lab was created to further students exploration opportunities. Our positive, student-centered learning environment is also enhanced through other substantive program offerings such as our 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 2018, 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: English Language Proficiency Assessments for California (ELPAC), 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)

    At the beginning of the year, leadership evaluated CAASPP and District benchmark results to identify areas of students' strengths and opportunities for growth. Following the Impact Team process of evaluating, analyzing and action, leadership was able to identify targeted areas for each respective grade level and/or department in the subjects of English and math for goal setting. This provides a platform of focus as Leadership teams meet with their grade levels to adjust their instruction as needed.

    Teachers administer District trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Teachers use Unit and Theme tests for pre and post assessments 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. Additionally, the correlation between student performance on the CAASPP and overall academic grades are studied. Leadership is provided CAASPP: School Performance on Each Target for Math and English to create goals to improve targeted weaknesses. With the liberty of a K-8 school, articulation between grade levels allows teachers to work on a trajectory for concepts and procedures so that targeted areas of weakness can be improved upon.

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 have access to professional development sponsored by the school district and via outside resources. All credentialed teachers will complete twelve 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 Directed Studies classes that are built into their individual schedules. Schedules are fluid throughout the year dependent on student needs. (LCAP Goal 1A-2 & 1C-1)

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. Sycamore has Directed Studies built into the master schedule, teacher drop in times either before, after or during lunch and Peer tutors to support underperforming students in grades 6-8. (LCAP Goal 1A-2 & 1C-1).

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)

Directed Studies classes, after school Homework support in elementary grades, and middle school peer tutors. (LCAP Goal 1A-2 & 1C-1)

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, SEDAC, PTA, volunteers in classroom.

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. Sycamore's small cluster of diverse languages within a large school population 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**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	118	134	132	117	133	129	117	133	129	99.2	99.3	97.7
Grade 4	165	122	134	158	120	131	158	120	131	95.8	98.4	97.8
Grade 5	186	167	125	180	158	123	180	158	123	96.8	94.6	98.4
Grade 6	169	177	176	165	176	173	165	176	173	97.6	99.4	98.3
Grade 7	178	167	176	174	165	176	173	165	176	97.8	98.8	100
Grade 8	172	172	169	168	168	168	168	168	168	97.7	97.7	99.4
All Grades	988	939	912	962	920	900	961	920	900	97.4	98	98.7

* 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**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	2469.3	2471.2	2467.1	41	47.37	46.51	30	28.57	24.81	21	17.29	19.38	8	6.77	9.30
Grade 4	2518.7	2507.6	2517.1	49	36.67	43.51	24	33.33	33.59	13	19.17	12.21	13	10.83	10.69
Grade 5	2541.9	2558.4	2535.7	33	44.94	34.15	33	29.11	35.77	20	14.56	13.82	14	11.39	16.26
Grade 6	2579.7	2588.1	2599.8	39	36.93	43.35	34	39.77	39.88	19	18.18	11.56	8	5.11	5.20
Grade 7	2621.2	2610.6	2607.7	33	38.18	39.20	54	38.79	36.93	6	15.76	13.64	6	7.27	10.23
Grade 8	2631.3	2609.2	2612.6	39	31.55	29.76	42	39.88	41.67	13	17.26	17.86	6	11.31	10.71
All Grades	N/A	N/A	N/A	39	39.02	39.22	37	35.33	36.00	15	16.96	14.67	9	8.70	10.11

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	35	44.36	44.19	54	42.11	41.86	11	13.53	13.95
Grade 4	48	36.67	37.40	39	55.83	54.20	13	7.50	8.40
Grade 5	39	50.63	37.40	42	36.71	48.78	18	12.66	13.82
Grade 6	32	43.18	54.34	55	46.59	36.99	13	10.23	8.67
Grade 7	44	44.24	48.30	49	43.03	36.36	7	12.73	15.34
Grade 8	52	41.67	39.88	39	40.48	44.05	10	17.86	16.07
All Grades	42	43.70	44.22	46	43.70	43.00	12	12.61	12.78

Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	45	42.86	42.64	45	51.13	44.96	9	6.02	12.40
Grade 4	44	45.00	45.04	44	45.83	45.04	12	9.17	9.92
Grade 5	40	53.80	40.65	46	37.34	46.34	14	8.86	13.01
Grade 6	48	43.18	56.07	37	48.86	37.57	15	7.95	6.36
Grade 7	62	60.61	57.39	33	32.12	32.39	5	7.27	10.23
Grade 8	61	41.07	46.43	30	47.02	45.24	8	11.90	8.33
All Grades	50	47.93	48.89	39	43.48	41.33	11	8.59	9.78

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	24	31.58	33.33	68	63.16	54.26	8	5.26	12.40
Grade 4	30	20.83	29.77	65	68.33	68.70	4	10.83	1.53
Grade 5	35	37.34	29.27	57	57.59	61.79	8	5.06	8.94
Grade 6	22	32.39	31.79	74	61.36	63.01	4	6.25	5.20
Grade 7	32	24.85	23.86	60	63.64	61.93	8	11.52	14.20
Grade 8	18	24.40	28.57	77	66.67	61.31	4	8.93	10.12
All Grades	27	28.80	29.22	67	63.26	61.89	6	7.93	8.89

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	31	39.10	40.31	57	52.63	46.51	12	8.27	13.18
Grade 4	41	31.67	37.40	48	57.50	51.91	11	10.83	10.69
Grade 5	39	36.71	34.15	54	51.90	47.15	7	11.39	18.70
Grade 6	56	51.70	54.91	40	41.48	38.15	4	6.82	6.94
Grade 7	48	50.30	52.27	46	41.82	39.20	6	7.88	8.52
Grade 8	49	41.07	38.10	45	45.83	47.62	6	13.10	14.29
All Grades	45	42.50	43.78	48	47.83	44.56	7	9.67	11.67

Conclusions based on this data:

1. Of students tested, 75% exceeded and/or met ELA standards indicating a normalized years growth across tested students. Further breakdown of the CAASPP ELA data in comparison to the 2016-2017 academic year shows that in 2017 - 2018, grades 3 and 7 decreased 4% and 3% respectively with 5th grade resulting in a 23% decrease overall. Grade 4 increased by 9.5%, grade 6 by 12%, and grade 8 by 3%d by 18%

2. The reading domain results indicate that grades 3 and 4 had less than a 1% overall change, 5th grade having the largest drop of 13%, 6th grade increased by 11%, 7th by 4%, and 8th decreasing by 2%.Review of CAASPP ELA/Literacy Test reports indicate that Key Details and Central Ideas is an area of collective target for all grades and is an area of focus for increased instruction and intervention.

3. CAASPP writing results again showed grades 3 and 4 with no significant change, 5th grade decreasing by 13% and 7th by 3% with 6th and 8th increasing by 13% and 5% respectively.

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**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	118	134	132	117	133	130	117	133	130	99.2	99.3	98.5
Grade 4	165	122	134	158	121	131	158	121	131	95.8	99.2	97.8
Grade 5	186	167	125	180	158	123	180	158	123	96.8	94.6	98.4
Grade 6	169	177	176	165	176	172	165	176	172	97.6	99.4	97.7
Grade 7	178	167	176	174	165	176	174	165	176	97.8	98.8	100
Grade 8	172	172	169	169	168	168	169	168	168	98.3	97.7	99.4
All Grades	988	939	912	963	921	900	963	921	900	97.5	98.1	98.7

* 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**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	2483.4	2490.6	2492.3	38	45.11	44.62	45	39.10	38.46	11	13.53	10.77	6	2.26	6.15
Grade 4	2542.0	2524.7	2535.2	51	30.58	39.69	29	48.76	38.93	15	19.83	17.56	4	0.83	3.82
Grade 5	2551.0	2579.3	2555.3	36	51.27	35.77	28	25.32	31.71	28	19.62	26.02	8	3.80	6.50
Grade 6	2602.0	2603.4	2626.5	53	43.75	61.63	20	30.11	22.09	19	21.02	11.63	7	5.11	4.65
Grade 7	2627.5	2637.6	2635.0	48	54.55	51.14	33	23.64	31.25	13	15.15	12.50	6	6.67	5.11
Grade 8	2657.4	2662.7	2662.5	53	57.74	61.31	28	23.81	20.83	14	10.71	8.33	5	7.74	9.52
All Grades	N/A	N/A	N/A	47	47.99	50.33	30	30.73	29.78	17	16.61	13.89	6	4.67	6.00

	Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	59	65.41	56.92	31	30.83	33.08	10	3.76	10.00
Grade 4	70	50.41	61.07	23	42.98	32.06	8	6.61	6.87
Grade 5	43	57.59	48.78	40	32.28	35.77	17	10.13	15.45
Grade 6	59	57.95	66.28	28	34.66	27.33	13	7.39	6.40
Grade 7	64	66.06	64.20	28	24.85	27.27	9	9.09	8.52
Grade 8	63	68.45	69.05	30	23.81	22.02	8	7.74	8.93
All Grades	59	61.35	61.89	30	31.05	29.00	11	7.60	9.11

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**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	51	57.89	60.00	39	36.84	32.31	9	5.26	7.69
Grade 4	51	41.32	47.33	41	52.07	45.80	8	6.61	6.87
Grade 5	43	50.63	30.89	39	42.41	58.54	17	6.96	10.57
Grade 6	52	40.91	55.81	36	50.00	36.05	12	9.09	8.14
Grade 7	54	52.73	55.11	39	38.79	36.93	7	8.48	7.95
Grade 8	46	55.36	52.98	47	33.93	35.12	8	10.71	11.90
All Grades	49	49.84	51.11	40	42.13	40.00	10	8.03	8.89

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 3	49	55.64	60.00	44	39.85	35.38	7	4.51	4.62
Grade 4	58	46.28	53.44	33	47.11	40.46	9	6.61	6.11
Grade 5	31	46.20	41.46	57	45.57	44.72	13	8.23	13.82
Grade 6	50	46.59	61.05	42	44.32	34.30	8	9.09	4.65
Grade 7	49	52.12	46.02	46	41.82	48.86	5	6.06	5.11
Grade 8	63	57.74	58.33	31	35.71	34.52	6	6.55	7.14
All Grades	50	50.81	53.67	42	42.24	39.67	8	6.95	6.67

Conclusions based on this data:

1. Of students tested, 80% exceeded/met standard in mathematics; an increase of 1% from previous year. Grade 6 had two large Math 6 Accelerated students which may have had the positive impact on performance.

2. Within the Concepts & Procedures domain, only two grade levels, 6th and 8th, showed increases in overall performance with 6th grade having the highest increase of 8% of all tested grades and 8th grade climbing 0.5%. All other grades had decreases in performance - 3rd grade down 8.5%, 4th grade down 10.5%, 5th grade down 9%, and 7th down 2%. In the Problem Solving & Modeling/Data Analysis domain the following grades showed increases, 3rd - 2%, 4th - 6%, 6th - 15%, 7th - 2.25%. Decreases occurred in 5th grade - 20% and 8th - 2.25%.

3. The domain of Communicating Reasoning showed improvement in grade 3 - 4.25%, 4th - 7%, 6th - 14.5%; decreases in performance were seen in 5th grade - 5%, 7th grade 6% and 8th with a less than 1% change overall.

School and Student Performance Data

ELPAC Results

Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
2017-18 Summative Assessment Data				
Number of Students and Mean Scale Scores for All Students				
Grade K	*	*	*	*
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 5	*	*	*	*
Grade 6	*	*	*	*
Grade 8	*	*	*	*
All Grades				32

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Overall Language									
Number and Percentage of Students at Each Performance Level for All Students									
Grade K	*	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*			*	*	*
Grade 2	*	*	*	*			*	*	*
Grade 3	*	*	*	*			*	*	*
Grade 5			*	*	*	*			*
Grade 6	*	*							*
Grade 8	*	*	*	*					*
All Grades	14	43.75	*	*	*	*	*	*	32

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Oral Language									
Number and Percentage of Students at Each Performance Level for All Students									
Grade K	*	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*			*	*	*
Grade 2	*	*	*	*			*	*	*
Grade 3	*	*	*	*			*	*	*
Grade 5	*	*	*	*	*	*			*
Grade 6	*	*							*
Grade 8	*	*	*	*					*
All Grades	17	53.13	*	*	*	*	*	*	32

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*			*	*	*
Grade 1	*	*	*	*	*	*			*
Grade 2	*	*	*	*	*	*			*
Grade 3			*	*			*	*	*
Grade 5			*	*					*
Grade 6	*	*							*
Grade 8	*	*			*	*			*
All Grades	13	40.63	11	34.38	*	*	*	*	32

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	*
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*
Grade 5	*	*	*	*			*
Grade 6			*	*			*
Grade 8	*	*	*	*			*
All Grades	19	59.38	*	*	*	*	32

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*
Grade 6	*	*					*
Grade 8	*	*	*	*			*
All Grades	17	53.13	*	*	*	*	32

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K			*	*	*	*	*
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*	*	*	*
Grade 3			*	*	*	*	*
Grade 5			*	*			*
Grade 6			*	*			*
Grade 8	*	*			*	*	*
All Grades	*	*	18	56.25	*	*	32

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*			*	*	*
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*	*	*	*
Grade 5	*	*	*	*			*
Grade 6	*	*					*
Grade 8			*	*			*
All Grades	16	50.00	13	40.63	*	*	32

Conclusions based on this data:

1. ELPAC data provided is too limited for analysis at this point. Constant progress monitoring, Newcomer & LAT meetings, grade checks and teacher check-ins ensure that students are making significant progress.

2. Using current information from Q, grades K -5 indicate that out of 37 (9 are brand new to Sycamore as of the 18-19 academic school year) students who have not been reclassified as RFEP, 51% are Bridging, 35% Emerging and 14% Expanding. Out of 14 Kindergartners tested, 6/14 were TBDs that tested IFEP, in 2nd grade 1/1 TBD tested IFEP and in 5th grade 1/1 TBD tested IFEP. There are currently 61 students on the ELL roster of which 40% are RFEP and 60% ranging from Bridging to Expanding.
   In grades 6 -8, 1/5 is Bridging and 4/5 are Expanding with all other ELL students reclassified as RFEP.
   On average, most ELLs are exited out of the program within 2 or less years.

3. Analysis indicates that Sycamore's students who are English Language Learners are progressing via the benefits of Designated and Integrated instruction by certificated employees and supported by our ELD facilitator. Our bilingual facilitator provides additional support based on individual student need through collaboration with involved stakeholders including parents.

Planned Improvements in Student Performance

<div align="center">**School Goal #1**</div>

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:

SUBJECT: Goal #1: Academic Growth in English Language Arts
LEA/LCAP GOAL:
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes   CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes
SCHOOL GOAL #1:
By June of 2019, all general education, special education and EL students will demonstrate growth in all reading domains as measured by academic 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 CAASPP 2018-2019 targeted goal of 80% or a 5% increase on reading with a school-wide goal focus on reading literary texts for key details and central ideas as an indicated weakness and area for improvement from 2017 - 2018 CAASPP results.
Data Used to Form this Goal:
Academic Grades   SRI Lexile data   ELA/Literacy Overall Achievement Results, CAASPP 2017-2018   District Benchmarks   Reading Results
Findings from the Analysis of this Data:
- According to academic reports for grades 3 - 5 at the end of Trimester 3 in reading, 2017-2018 indicate 97% of our students met or exceeded class averages, with grades of C or above.   2017 - 2018 CAASPP data results showed 75% exceeding or meeting standards.   - CAASPP ELA/Literacy Target Report indicates an overall weakness in 1) reading literary texts for key details/central ideas and 2) text structures/features which will be focused areas this year.

How the School will Evaluate the Progress of this Goal:
Benchmark Data Reading results/EADMS EasyCBM, targeted intervention progress monitoring Intervention Tracking Curriculum Assessments SRI Lexile data CAASPP Academic Grades

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Release for opportunities to collaborate with grade and across grade level teachers to implement with fidelity, school-wide goals.	September 2018 - June 2019	Teachers Administration	Teacher Release for articulation on data analysis and assessments	1000-1999: Certificated Personnel Salaries	0PGR	3,302
			Vertical articulation across elementary and middle school	1000-1999: Certificated Personnel Salaries	OCBG	4040.59
Training and additional hours for ELD facilitator to meet needs of K-8 students, including individual student support, and collaboration with certificated employees.	September 2018 - June 2019	Administration Teachers ELD Facilitator	Additional support from bilingual facilitator for ELL students	2000-2999: Classified Personnel Salaries	0860	2,500
ELL instructional supplies	September 2018 - June 2019	Administration Teachers ELD Facilitator	Earphones and additional materials to support ELL learners.	4000-4999: Books And Supplies	0860	460
Teacher conference attendance to bring back instructional ideas to build upon student interest and enhance instruction.	September 2018 - June 2019	Admininstration Teachers	Teacher conference costs	1000-1999: Certificated Personnel Salaries	OCBG	2490.31
Training and professional development, aligned to state standards and SPSA goals, to increase knowledge base on differentiation and/or intervention strategies to	September 2018 - June 2019	Administration Teaachers	Teacher development to further student growth	5000-5999: Services And Other Operating Expenditures	0PGR	2,536

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
build teacher repertoire for general education, EL, GATE, SED, and SWD students						
Provide a release day for English teachers to assess student writing and to promote collaboration (6-8)	September 2018 - June 2019	Administration English Teachers	Assessment evaluations	1000-1999: Certificated Personnel Salaries	OCBG	1,560
Intervention Teacher Tier II: Provided systemic ELA support to reinforce skills with struggling students (K-5)	September 2018 - June 2019	Administration Certificated Staff	Intervention Specialist: Shelly Halpern Split between ELA and Math 3 - 4 sessions x 6-8 weeks	1000-1999: Certificated Personnel Salaries	0TRM	9187.50
Implement SRI, Spelling City, Moby Max, and Raz Kids to reinforce ELA skills and concepts	September 2018 - June 2019	Administration Teachers	Software costs to support classroom instruction	5000-5999: Services And Other Operating Expenditures	0TRM	4,313
Books, supplies, technology, copier lease & operating costs to support the ELA instructional program for all students	September 2018 - June 2019	Administration Teachers	Materials to support the instructional program for all learners	4000-4999: Books And Supplies	OCBG	13521.93
Purchase apps and other items for student iPads and devices	September 2018 - June 2019	Administration Teachers	Apps and other instructional items. Split between 3 goals.	5000-5999: Services And Other Operating Expenditures	0TRM	550
Directed Studies Classes in 7th & 8th grades to support and provide intervention for struggling students to align with SPSA goals	September 2018 - June 2019	Teachers Administration Counselor	Embedded class within master schedule for academic support.	None Specified	None Specified	0
For SWD, a Guided Studies class provides extended support based on individual student needs.	Sept 2018 - June 2019	Teachers Administration Counselor	Embedded class within master schedule for academic support.	None Specified	None Specified	0
SWD will be provided supports to access the General Education setting to support LRE through Instructional Assistants.	Sept 2018 - June 2019	Teachers Administration Counselor	Paraprofessional classroom support	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review all students with IEP's to ensure students are accessing the general education setting as much as appropriate.	Sept 2018 - June 2019	Teachers Administration Counselor	Special education teachers meeting with administration to discuss placement.	None Specified	None Specified	

Planned Improvements in Student Performance

<u>School Goal #2</u>

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:

SUBJECT: Goal #2: Academic Growth in Mathematics
LEA/LCAP GOAL:
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes
SCHOOL GOAL #2:
By June of 2019, general education, special education and EL students will demonstrate growth in the area of math as measured by academic marks on site, Common Core assessments, and district benchmarks. Sycamore Canyon will be measuring student achievement by monitoring progress on the CCSS end of year benchmarks and CAASPP results. The CAASPP 2018-2019 targeted goal of 82% and/or a 2% overall increase in the area of math.
Data Used to Form this Goal:
- Grade level benchmark assessments   - Summative assessments   - Academic grade reports   - CAASPP baseline data
Findings from the Analysis of this Data:
- According to academic reports for grades 3 -5 at the end of Trimester 3 in math, 2017-2018 indicate 96% of our students met or exceeded class averages, with grades of C or above.   2017 - 2018 CAASPP data results showed 80% of all students exceeding or met grade level standards with a 2018 - 2019 target goal of 82% of students exceeding or meeting standards.   - School-wide focus on geometry as weakness indicated on CAASPP Performance Target Report.

How the School will Evaluate the Progress of this Goal:
Benchmark assessements/EADMS Academic marks Intervention Tracking Department/Grade Level Minutes CAASPP Results Summative assessments Easy CBM intervention progress monitoring

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Release for opportunities to collaborate with across grade level teachers to implement with fidelity, school-wide goals.	September 2018 - June 2019	Administration Grade level leads Dept Chairs TOSA	Teacher release for articulation on data analysis and assessments.	1000-1999: Certificated Personnel Salaries	0PGR	3,068
Grade Level Collaboration: Teachers review and analyze data for implementation of best practices, lesson planning and assessments in alignment with school-wide and SPSA goals.	September 2018 - June 2019	Administration Teachers	Teacher Release	1000-1999: Certificated Personnel Salaries	0TRM	4,363
Intervention Teacher Tier II: Provide systemic math support to reinforce skills with struggling students.	September 2018 - June 2019	Administration 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	0TRM	9,187.50
Books, supplies, technology, copier lease, and operating costs to support the math instructional program for all students	September 2018 - June 2019	Administration Teachers	Materials to support the instructional program for all learners	4000-4999: Books And Supplies	OCBG	13521.93
Purchase apps and other items for student iPads and devices	September 2018 - June 2019	Administration Teachers	Apps and other instructional items. Split between 3 goals.	5000-5999: Services And Other Operating Expenditures	0TRM	550
Professional Development - train	September 2018 -	District TOSA	No School Funding	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
teachers on differentiated instruction to build math achievement.	June 2019	Administration Teachers				
Teacher conference attendance to bring back instructional ideas to build upon student interest and enhance instruction.	September 2018 - June 2019	Administration Teachers	Release days for teacher attendance	1000-1999: Certificated Personnel Salaries	OCBG	1,990.30
Directed Studies Classes in 7th and 8th grades to support and provide intervention for struggling students to align with SPSA goals.	September 2018 - June 2019	Teachers Administration Counselor	Embedded class within master schedule for academic support.	None Specified	None Specified	0
Math Support/Intervention	September 2018 - June 2019	Administration Teachers	Teachers provide extra assistance before school and/or during lunch	None Specified	None Specified	0
For SWD, a Guided Studies class provides extended support based on individual student needs.	September 2018 - June 2019	Teachers Administration Counselor	Embedded class within master schedule for academic support.	None Specified	None Specified	0
SWD will be provided supports to access the General Education setting.	September 2018 - June 2019	Teachers Administration Counselor	Paraprofessional classroom support	None Specified	None Specified	0

Planned Improvements in Student Performance

<p align="center"><u>School Goal #3</u></p>

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:

SUBJECT: Goal #3 Engage Students through Quality Student Activities
LEA/LCAP GOAL:
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes
SCHOOL GOAL #3:
By June of 2019: 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. Continue partnership with parent groups to create activities that meet the diversity of student interests
Data Used to Form this Goal:
GATE referrals Discipline records Attendance analysis Administration observations Assessments: Benchmarks, unit, and formative Academic grades Parent feedback Student feedback
Findings from the Analysis of this Data:
Lack of student connectedness decreases overall academic achievement and attendance which can be addressed through engaging student activities and programs and extra-curricular opportunities.

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 2018 - June 2019	Administration Parent Volunteers GATE Facilitators	Curricular materials to support differentiated learning	4000-4999: Books And Supplies	0TRM	500
Opportunities for students to engage in the visual and performing arts.	September 2018 - June 2019	Administration Teachers Arts Council	Chorus Class Beginning band classes Advanced band class Strings class	None Specified	None Specified	0
Activities on site to increase student engagement and enrich the educational program.	September 2018 - June 2019	Administration Teachers Volunteers	ASB Builder's Club Speech and Debate Math Counts	None Specified	None Specified	0
Math Challenge Opportunities	September 2018 - June 2019	Administration Teachers Volunteers	Fees for Noetic Math Challenges	5000-5999: Services And Other Operating Expenditures	0PGR	334
Support for STEAM Lab	September 2018 - June 2019	Administration	Materials and supplies for operating STEAM Lab	5000-5999: Services And Other Operating Expenditures	OCBG	2,500

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 2018 - June 2019	Administration Teachers Support staff	Activities sponsored by the site to increase student engagement and enrich the educational program	5000-5999: Services And Other Operating Expenditures	0TRM	500
PTSA Sponsored Activities/Programs: Student Assemblies Movie Night Grandparents Bingo Culture in the Garden Science Family Night 5K Event	September 2018 - June 2019	PTSA Parents Administration Teachers Support Staff	Activities sponsored by the PTSA to increase student engagement and enrich the educational program.	None Specified	None Specified	0
Books, supplies, technology, and operating costs to support the instructional program for general education, EL, SWD, SED, and GATE students.	September 2018 - June 2019	Administration	Materials to support the instructional program for all learners.	5000-5999: Services And Other Operating Expenditures	OCBG	15,021.94
Facilitate 5 ELAC meetings a year to share Sycamore's ELD program in efforts to partner with parents to acknowledge English Learner successes.	September 2018 - June 2019	Administration ELD Advisor Bilingual Facilitator Teachers DELAC Rep	Hold ELAC meetings to communicate and keep parents apprised of the ELD program.	None Specified	None Specified	0
Promote participation in Sycamore parent nights (Back to School Night, ELAC, Gate, etc.) to build partnerships between parents and school staff.	September 2018 - June 2019	Administration Counselor Teachers Staff Parent Groups	Promote events through social media, email blasts and teacher communication to promote events.	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to increase repetoire of enrichment activities/opportunities for GATE students to meet diverse learning needs and interests	September 2018 - June 2019	Administration Teachers GATE Facilitators	ACES (After Class Enrichment Series) Grades 6 - 8 GATE Program Math Counts: Grades 6 - 8 Noetic Math: Grades 2 - 5 4th Grade Enrichment Series Elementary ACES Program: Grades 3 - 5 STEAM Lab	5000-5999: Services And Other Operating Expenditures	0TRM	1,272
Promote and send out school surveys for parent feedback on programs	September 2018 - June 2019	Administration Teachers School Staff	Annual Parent Survey SWD Parent Survey			
Facilitate a SEDAC NP Cluster meeting a year to share and discuss Sycamore's Special Education program in efforts to partner with parents to acknowledge SWD successes.	September 2018 - June 2019	Administration Teachers SEDAC Reps				

Planned Improvements in Student Performance

<div align="center">

School Goal #4

</div>

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:

SUBJECT:	
LEA/LCAP GOAL:	
SCHOOL GOAL #4:	
Data Used to Form this Goal:	
Findings from the Analysis of this Data:	
How the School will Evaluate the Progress of this Goal:	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #5

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:

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

<u>**School Goal #6**</u>

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:

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Arts and Math
SCHOOL GOAL #1:
By June of 2019, students will demonstrate improved ability in the area of ELA and math as measured by assessments, SRI, ELPAC, and progress monitoring via Ellevation.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certificated Staff	September 2018 - June 2019	Administration Counselor ELD Facilitator Teachers	Salary and Benefits	0001-0999: Unrestricted: Locally Defined	0860	4,360.98
Support Staff			Salary and Benefits	0001-0999: Unrestricted: Locally Defined	0860	20,292.87
Professional Development			Costs for speakers, supplies, teacher release, etc..	0001-0999: Unrestricted: Locally Defined	0860	2079.09

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

<u>Centralized Service Goal #5</u>

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
0860	2,960	0.00
0PGR	9,240	0.00
0TRM	30,423	0.00
OCBG	54,647	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
0860	2,960.00
0PGR	9,240.00
0TRM	30,423.00
None Specified	0.00
OCBG	54,647.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	39,189.20
2000-2999: Classified Personnel Salaries	2,500.00
4000-4999: Books And Supplies	28,003.86
5000-5999: Services And Other Operating Expenditures	27,576.94
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
2000-2999: Classified Personnel Salaries	0860	2,500.00
4000-4999: Books And Supplies	0860	460.00
1000-1999: Certificated Personnel Salaries	0PGR	6,370.00
5000-5999: Services And Other Operating	0PGR	2,870.00
1000-1999: Certificated Personnel Salaries	0TRM	22,738.00
4000-4999: Books And Supplies	0TRM	500.00
5000-5999: Services And Other Operating	0TRM	7,185.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	OCBG	10,081.20
4000-4999: Books And Supplies	OCBG	27,043.86
5000-5999: Services And Other Operating	OCBG	17,521.94

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	44,461.33
Goal 2	32,680.73
Goal 3	20,127.94

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		
Mark Bowen		X			
Raelynn Guevara		X			
Tim Carr				X	
Yasi Cronin				X	
Jo Louie				X	
Matt Marian				X	
Debbie McNulty				X	
Numbers of members of each	**1**	**2**	**2**	**5**	

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)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 School 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
X	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		4/10/19
Typed Name of School Principal	Signature of School Principal	Date
Debbie McNulty		4/10/19
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Budget By Expenditures

Sycamore Canyon School

Funding Source: 0860   **$2,960.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Additional support from bilingual facilitator for ELL students	2000-2999: Classified Personnel Salaries	$2,500.00	Goal #1: Academic Growth in English Language Arts	Training and additional hours for ELD facilitator to meet needs of K-8 students, including individual student support, and collaboration with certificated employees.
Earphones and additional materials to support ELL learners.	4000-4999: Books And Supplies	$460.00	Goal #1: Academic Growth in English Language Arts	ELL instructional supplies
	0860 Total Expenditures:	$2,960.00		
	0860 Allocation Balance:	$0.00		

Funding Source: 0PGR   **$9,240.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Teacher Release for articulation on data analysis and assessments	1000-1999: Certificated Personnel Salaries	$3,302.00	Goal #1: Academic Growth in English Language Arts	Release for opportunities to collaborate with grade and across grade level teachers to implement with fidelity, school-wide goals.
Teacher development to further student growth	5000-5999: Services And Other Operating Expenditures	$2,536.00	Goal #1: Academic Growth in English Language Arts	Training and professional development, aligned to state standards and SPSA goals, to increase knowledge base on differentiation and/or intervention strategies to build teacher repertoire for general education, EL, GATE, SED, and SWD students
Teacher release for articulation on data analysis and assessments.	1000-1999: Certificated Personnel Salaries	$3,068.00	Goal #2: Academic Growth in Mathematics	Release for opportunities to collaborate with across grade level teachers to implement with fidelity, school-wide goals.
Fees for Noetic Math Challenges	5000-5999: Services And Other Operating Expenditures	$334.00	Goal #3 Engage Students through Quality Student Activities	Math Challenge Opportunities

Sycamore Canyon School

0PGR Total Expenditures:	$9,240.00	
0PGR Allocation Balance:	$0.00	

Funding Source: 0TRM   **$30,423.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Activities sponsored by the site to increase student engagement and enrich the educational program	5000-5999: Services And Other Operating Expenditures	$500.00	Goal #3 Engage Students through Quality Student Activities	School Sponsored Activities/Programs: Student Award Assemblies Student Council Spirit Days GATE program Grade Level Performances Family Nights
ACES (After Class Enrichment Series) Grades 6 - 8	5000-5999: Services And Other Operating Expenditures	$1,272.00	Goal #3 Engage Students through Quality Student Activities	Continue to increase repetoire of enrichment activities/opportunities for GATE students to meet diverse learning needs and interests
Apps and other instructional items. Split between 3 goals.	5000-5999: Services And Other Operating Expenditures	$550.00	Goal #2: Academic Growth in Mathematics	Purchase apps and other items for student iPads and devices
Curricular materials to support differentiated learning	4000-4999: Books And Supplies	$500.00	Goal #3 Engage Students through Quality Student Activities	Support Materials for GATE Lunch Bunch and ACES program
Teacher Release	1000-1999: Certificated Personnel Salaries	$4,363.00	Goal #2: Academic Growth in Mathematics	Grade Level Collaboration: Teachers review and analyze data for implementation of best practices, lesson planning and assessments in alignment with school-wide and SPSA goals.
Intervention Specialist: Shelly Halpern	1000-1999: Certificated Personnel Salaries	$9,187.50	Goal #2: Academic Growth in Mathematics	Intervention Teacher Tier II: Provide systemic math support to reinforce skills with struggling students.
Apps and other instructional items. Split between 3 goals.	5000-5999: Services And Other Operating Expenditures	$550.00	Goal #1: Academic Growth in English Language Arts	Purchase apps and other items for student iPads and devices
Intervention Specialist: Shelly Halpern Split between ELA and Math 3 - 4 sessions x 6-8 weeks	1000-1999: Certificated Personnel Salaries	$9,187.50	Goal #1: Academic Growth in English Language Arts	Intervention Teacher Tier II: Provided systemic ELA support to reinforce skills with struggling students (K-5)

Sycamore Canyon School

Proposed Expenditure	Object Code	Amount	Goal	Action
Software costs to support classroom instruction	5000-5999: Services And Other Operating Expenditures	$4,313.00	Goal #1: Academic Growth in English Language Arts	Implement SRI, Spelling City, Moby Max, and Raz Kids to reinforce ELA skills and concepts

	0TRM Total Expenditures:	$30,423.00	
	0TRM Allocation Balance:	$0.00	

Funding Source: None Specified   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Embedded class within master schedule for academic support.	None Specified	$0.00	Goal #1: Academic Growth in English Language Arts	Directed Studies Classes in 7th & 8th grades to support and provide intervention for struggling students to align with SPSA goals
Embedded class within master schedule for academic support.	None Specified	$0.00	Goal #1: Academic Growth in English Language Arts	For SWD, a Guided Studies class provides extended support based on individual student needs.
Paraprofessional classroom support	None Specified	$0.00	Goal #1: Academic Growth in English Language Arts	SWD will be provided supports to access the General Education setting to support LRE through Instructional Assistants.
Chorus Class	None Specified	$0.00	Goal #3 Engage Students through Quality Student Activities	Opportunities for students to engage in the visual and performing arts.
ASB	None Specified	$0.00	Goal #3 Engage Students through Quality Student Activities	Activities on site to increase student engagement and enrich the educational program.
No School Funding	None Specified	$0.00	Goal #2: Academic Growth in Mathematics	Professional Development - train teachers on differentiated instruction to build math achievement.
Embedded class within master schedule for academic support.	None Specified	$0.00	Goal #2: Academic Growth in Mathematics	Directed Studies Classes in 7th and 8th grades to support and provide intervention for struggling students to align with SPSA goals.
Teachers provide extra assistance before school and/or during lunch	None Specified	$0.00	Goal #2: Academic Growth in Mathematics	Math Support/Intervention

Sycamore Canyon School

Embedded class within master schedule for academic support.	None Specified	$0.00	Goal #2: Academic Growth in Mathematics	For SWD, a Guided Studies class provides extended support based on individual student needs.
Paraprofessional classroom support	None Specified	$0.00	Goal #2: Academic Growth in Mathematics	SWD will be provided supports to access the General Education setting.
Hold ELAC meetings to communicate and keep parents apprised of the ELD program.	None Specified	$0.00	Goal #3 Engage Students through Quality Student Activities	Facilitate 5 ELAC meetings a year to share Sycamore's ELD program in efforts to partner with parents to acknowledge English Learner successes.
Promote events through social media, email blasts and teacher communication to promote events.	None Specified	$0.00	Goal #3 Engage Students through Quality Student Activities	Promote participation in Sycamore parent nights (Back to School Night, ELAC, Gate, etc.) to build partnerships between parents and school staff.
Activities sponsored by the PTSA to increase student engagement and enrich the educational program.	None Specified	$0.00	Goal #3 Engage Students through Quality Student Activities	PTSA Sponsored Activities/Programs: Student Assemblies Movie Night Grandparents Bingo Culture in the Garden Science Family Night 5K Event

None Specified Total Expenditures: $0.00

None Specified Allocation Balance: $0.00

Funding Source: OCBG $54,647.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Materials to support the instructional program for all learners.	5000-5999: Services And Other Operating Expenditures	$15,021.94	Goal #3 Engage Students through Quality Student Activities	Books, supplies, technology, and operating costs to support the instructional program for general education, EL, SWD, SED, and GATE students.
Materials and supplies for operating STEAM Lab	5000-5999: Services And Other Operating Expenditures	$2,500.00	Goal #3 Engage Students through Quality Student Activities	Support for STEAM Lab

Sycamore Canyon School

Release days for teacher attendance	1000-1999: Certificated Personnel Salaries	$1,990.30	Goal #2: Academic Growth in Mathematics	Teacher conference attendance to bring back instructional ideas to build upon student interest and enhance instruction.
Materials to support the instructional program for all learners	4000-4999: Books And Supplies	$13,521.93	Goal #2: Academic Growth in Mathematics	Books, supplies, technology, copier lease, and operating costs to support the math instructional program for all students
Materials to support the instructional program for all learners	4000-4999: Books And Supplies	$13,521.93	Goal #1: Academic Growth in English Language Arts	Books, supplies, technology, copier lease & operating costs to support the ELA instructional program for all students
Assessment evaluations	1000-1999: Certificated Personnel Salaries	$1,560.00	Goal #1: Academic Growth in English Language Arts	Provide a release day for English teachers to assess student writing and to promote collaboration (6-8)
Vertical articulation across elementary and middle school	1000-1999: Certificated Personnel Salaries	$4,040.59	Goal #1: Academic Growth in English Language Arts	Release for opportunities to collaborate with grade and across grade level teachers to implement with fidelity, school-wide goals.
Teacher conference costs	1000-1999: Certificated Personnel Salaries	$2,490.31	Goal #1: Academic Growth in English Language Arts	Teacher conference attendance to bring back instructional ideas to build upon student interest and enhance instruction.

OCBG Total Expenditures: $54,647.00

OCBG Allocation Balance: $0.00

Sycamore Canyon School Total Expenditures: $97,270.00