Sycamore Valley Academy

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Allan Benton

📍 Principal, Sycamore Valley Academy

About Our School

Sycamore Valley Academy is a special community of educators and parents working together to provide our students with an excellent K-8 education. It's my pleasure to be the Principal of this school and to share with you some information on our core beliefs and assumptions, and share with you how these shape our school's instructional program.

First, we believe children find the greatest benefit in their formal education when they are empowered, active participants-- students in an environment that responds to their interests, their questions, and their desire to define the world. We provide an enriching learning environment (a school with academic breadth, constructivist--hands on, collaborative-- teaching methods, a whole child approach). Because of this, Sycamore Valley Academy's motto is, "Accelerating Academics in an Enriching Environment." Here, students grow at their natural pace and their talents and creativity thrive because our school provides an environment conducive to learning. Since children acquire knowledge and master concepts at varying rates, we adjust instructional pacing to keep our students motivated, challenged, and always interested. Students here recieve differentiated instruction (are kept challenged). In addition, we know that students are able to show their learning in myriad ways. Our school believes in "authentic assessment," which means learning is assessed in multiple ways (from quizzes and tests to performances, projects, and portfolios), giving students varying ways to demonstrate and apply their learning.

We believe that how we teach is just as important as what we teach. Our school understands that as the body of information grows at an exponential rate, our highest purpose in education is to develop habits of mind that enable students to become independent learners: to learn how to learn. This means we employ a variety of lesson types, from traditional direct instruction to inquiry-based lessons where students are guided to discover the concept/idea themselves.

Our school not only facilitates the child's mastery of the essential disciplines, but also provides students with the chance to pursue their particular passions through in-depth studies, projects, and collaboration. Sycamore Valley Academy broadens the school experience to include an enriched curriculum that engages, spurs deeper connection-making, and creates greater opportunities for acceleration. Our students nurture a range of higher-level thinking skills while building meaningful relationships with each other and our caring, passionate staff. Our enriched curriculum includes Spanish language (with a Spanish specialist), hands-on Science learning (with a Science specialist), art (with an art specialist), music, social-emotional learning, project-based learning, thematic learning, Physical Education (with a PE specialist), and history/social studies. In addition to these, older students in grades 5-8 have the option to select an additional elective course.

Sycamore Valley Academy believes students should be educated in matters of the heart as well as the mind. In addition to our rigorous academic program, a Sycamore Valley Academy education reaches beyond the walls of the classroom through community service. We teach our students to recognize need and to mobilize their resources of intellect, compassion, and altruistic action to better the world they live in. Through their learning at Sycamore Valley Academy, our students are equipped to reach their fullest potential, amplify their talents, and improve their world.

Visit our school website to learn more! www.sycamorevalleyacademy.org

Contact

Sycamore Valley Academy
6832 Avenue 280
Visalia, CA 93277-9429

Phone: 559-622-3236
E-mail: office@sycamorevalleyacademy.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Tulare County Office of Education
Phone Number	(559) 733-6300
Superintendent	Jim Vidak
E-mail Address	jimv@tcoe.org
Web Site	www.tcoe.org

School Contact Information (School Year 2018—19)	
School Name	Sycamore Valley Academy
Street	6832 Avenue 280
City, State, Zip	Visalia, Ca, 93277-9429
Phone Number	559-622-3236
Principal	Allan Benton
E-mail Address	office@sycamorevalleyacademy.org
Web Site	http://www.sycamorevalleyacademy.org
County-District-School (CDS) Code	54105460125542

Last updated: 1/23/2019

School Description and Mission Statement (School Year 2018—19)

Sycamore Valley Academy (SVA) is a tuition-free, K-8 Visalia charter school that opened in August of 2012.

The MISSION of our school is to provide a rich, meaningful education in a nurturing environment, where students are continually challenged and their natural curiosity, creativity, and talents can thrive. We are a collaborative community of educators and families working together to help our students grow into virtuous, courageous, and intelligent citizens, equipped with a love of learning and a love of life, and eager to contribute to a better world.

Our VISION: The Academies' charter schools model transformative change in education by elevating expectations of learning and growth. With grit, tenacity, and empathy, we improve the world around us by embracing challenges as problem-solvers. We create an inclusive community with access to rigorous and enriching educational experiences that challenge and support individuals to achieve their personal best and realize new opportunities.

LEARNING OUTCOMES:

As a result of receiving their K-8 education with us, our alumni will be...
• Inquisitive & Critical Thinkers
• Virtuous, Courageous & Intelligent Individuals
• Self-motivated, Life-long Learners
• Confident Leaders for the 21st Century
• Creative & Effective Problem Solvers
• Empowered Citizens in a Democratic Society

To achieve these desired learning outcomes, we borrow and merge the best ideas from well-respected educational traditions like Constructivism (including influences such as DeVries, Dewey, Froebel, Montessori, and Steiner) and the Classical Education Model.

We offer a site-based, academically accelerated instructional program with thematic units, project-based learning, and enriched curriculum (including Spanish language, hands-on science, service-learning, and arts instruction) to support students who have the desire to work ahead or work deeper in their studies. Our constructivist educational philosophy and program for gifted learners makes our school unique in the area.

Last updated: 1/23/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	42
Grade 1	41
Grade 2	43
Grade 3	42
Grade 4	42
Grade 5	42
Grade 6	42
Grade 7	44
Grade 8	40
Total Enrollment	378
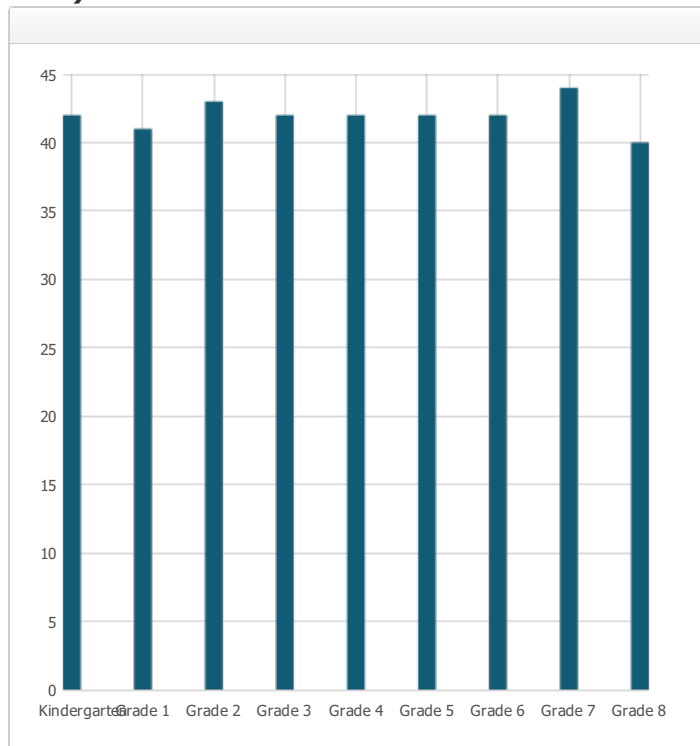
Last updated: 1/23/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	0.8 %
American Indian or Alaska Native	1.3 %
Asian	1.1 %
Filipino	0.3 %
Hispanic or Latino	40.5 %
Native Hawaiian or Pacific Islander	0.3 %
White	49.2 %
Two or More Races	6.6 %
Other	-0.1 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	37.8 %
English Learners	6.1 %
Students with Disabilities	6.6 %
Foster Youth	%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	16	16	17	
Without Full Credential	4	9	6	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	
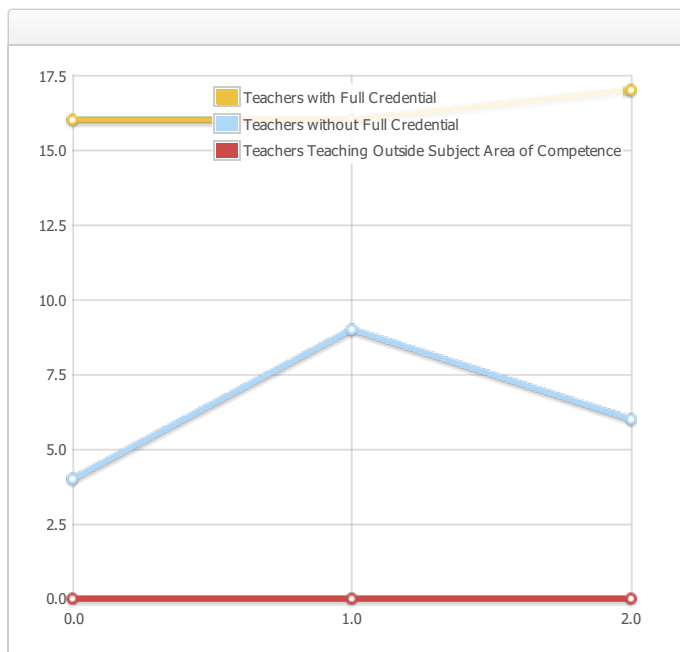
Last updated: 2/4/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
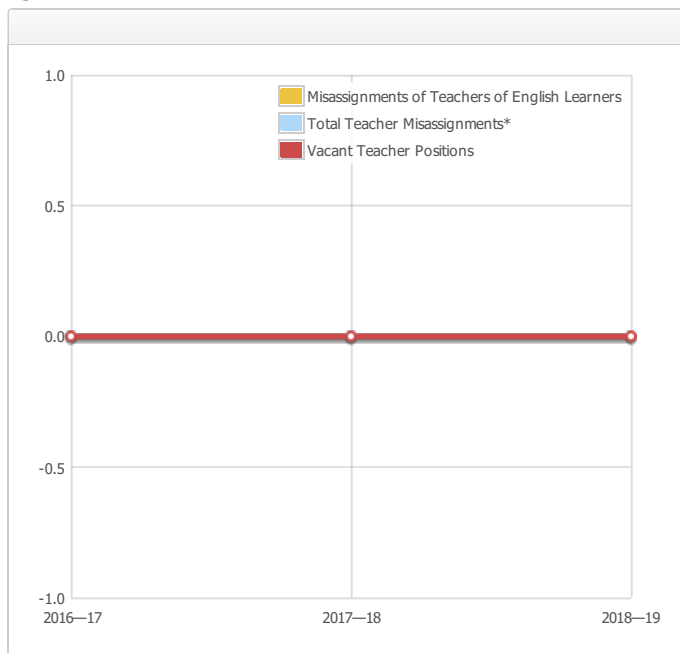
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 2/1/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

"Lucy Calkins" items were adopted in 2015 with the remaining adopted in 2012.

Year and month in which the data were collected: September 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	**Kindergarten** ? Rigby, Scholastic, Superkids, and Booksource Leveled Readers ? Listening Stations, Teacher Read Alouds ? TCRWP Guided Reading Level Assessment System & NWEA Measures of Academic Progress ("MAP") ? Fry's List (kinder words) ? Writing journals ? Lucy Calkins Units of Study in Writing and Reading ? Words Their Way (word sorts) ? Phonemic Awareness by Michael Heggerty **Grades 1-2** ? Rigby, Superkids (Intervention), Booksource Leveled Readers, Reading A-Z online leveled readers ? Listening Stations, Teacher Read Alouds, Websites on Chromebooks ? TCRWP Guided Reading Level Assessment System & NWEA Measures of Academic Progress ("MAP") ? Words I Use When I Write- student consumable dictionaries ? Words Their Way- word sorts ? Fry's Lists (0-400 1st Grade) (300-700 2nd Grade) ? Daily 5 Reading Workshop Management ? Comprehension Connections for reading mini-lessons ? Lucy Calkins Writing Units of Study ? Lucy Calkins Reading Units of Study ? Author Studies ? Phonemic Awareness by Michael Heggerty **Grades 3-4** ? Guided Reading Library ? Teacher Read Alouds ? Lucy Calkins Leveled Assessment System (K-6) ? TCRWP Guided Reading Level Assessment System & NWEA Measures of Academic Progress ("MAP") ? Fry's Lists ? Lucy Calkins Writing Units of Study ? Lucy Calkins Reading Units of Study ? Words Their Way Sorts ? Whole – Class Novels (1 per trimester) ? Literature Circles/Book Clubs ? Caught Ya Grammar ? Phonemic Awareness by Michael Heggerty **Grades 5-6** ? Guided Reading Library ? Teacher Read Alouds- Bud Not Buddy, Percy Jackson the Lightning Thief, Frightful's Mountain, Dragon Wings, John Paul Jones, Egyptian Diary, The Silk Road, ? TCRWP Guided Reading Level Assessment System & NWEA Measures of Academic Progress ("MAP") ? Lucy Calkins Writing Units of Study ? Lucy Calkins Reading Units of Study ? Lucy Calkins writing rubrics ? Literature Circles ? Engage NY Standards-Based Literature Units **Grades 7-8** ? Lucy Calkins Writing Rubrics ? Critical Reading and Writing: Bobbi Mason ? This I Believe-NPR ? Story Corps-NPR ? Assorted Novel Sets- Night by Elie Wiesel, Fast Food Nation by Eric Schlosser, Call of the Wild by Jack London, Macbeth, Hamlet, Romeo and Juliet-Shakespeare, The Crucible by Arthur Miller ? NWEA Measures of Academic Progress ("MAP")	Yes	0.0 %
Mathematics	**Kindergarten** ? Math manipulatives/ hands-on materials ? Pearson Investigations 3- CCSS	Yes	0.0 %

? Math Perspectives (Kathy Richardson)
? Teaching Elementary & Middle School Mathematics (Vande Walle)
? Froebel Gifts & Montessori Works (sensorial)
? Children's Mathematics- CGI
? Math in Practice (Heinemann)
? NWEA Measures of Academic Progress ("MAP")

Grades 1-2

? Math manipulatives/ hands-on materials
? Pearson Investigations 3-CCSS
? Math Perspectives (Kathy Richardson)
? Interact Simulation: Kid Town
? Teaching Elementary & Middle School Mathematics (Van de Walle)
? Children's Mathematics- CGI
? Math in Practice (Heinemann)
? NWEA Measures of Academic Progress ("MAP")

Grades 3-4

? Math manipulatives/ hands-on materials
? Pearson Investigations 3- CCSS
? Children's Mathematics- CGI
? Extending Children's Mathematics- CGI
? Math in Practice (Heinemann)
? NWEA Measures of Academic Progress ("MAP")

Grades 5-6

? Math manipulatives/ hands-on materials
? Pearson Investigations 3- CCSS (Grade 5)
? Illustrative Mathematics (Grade 6)
? Interact Simulation: Athenian Secret (also ties in with History)
? Math in Practice (Heinemann- Grade 5)
? NWEA Measures of Academic Progress ("MAP")

Grades 7-8

? Algebra Lab Gear (Manipulatives for Algebra)
? Transition to Algebra (Text)
? Exeter Mathematics 1 (Text)
? Challenge Math- Edward Zaccaro (Text)
? Real World Algebra- Edward Zaccaro (Text)
? Mathematics Assessment Project (Assessments)
? NWEA Measures of Academic Progress ("MAP")

Science		Yes	0.0 %

Kindergarten

? AIMS Units
? Hands-on materials and experiments
? Websites
? NGSS Standards-aligned, teacher created lessons

Grades 1-2

? AIMS Units
? Hands-on materials and experiments
? Websites
? NGSS Standards-aligned, teacher created lessons

Grades 3-4

? AIMS Units
? Audubon Website
? National Geographic Website (and other web-based sources)
? Hands-on materials
? NGSS Standards-aligned, teacher created lessons

Grades 5-6

? AIMS Units
? National Geographic Website (and other web-based resources)
? Hands-on materials
? NGSS Standards-aligned, teacher created lessons
? Development & Sexual Health: Planned Parenthood curriculum & instructors

Grades 7-8

? Project based Inquiry Science from It's About Time Publishers, New York
? Education and the Environment Initiative (CA.gov) Units
? NGSS Standards-aligned, teacher created lessons
? Development & Sexual Health: Planned Parenthood curriculum & instructors

History-Social Science	Kindergarten	Yes	0.0 %

? Daily patriotic exercises, songs
? Geography- continents and oceans
? American Symbols
? AIMS: Now & Long Ago
? Rules/Procedures See and Step

Grades 1-2

? Looping: Heroes/important figures, American symbols PBL
? Geography- countries, types of maps PBL
? Map/Geography – World Cultures PBL
? Farm to Table /Economics PBL

Grades 3-4

? Looping: Visalia history, California history
? Visalia History
? Harcourt School Publishers, Reflections: California: A Changing State
? Interact Simulation: Gold Rush
? PBL- Vota, Farmworkers, Visalia History/Constitution/Missions Game Board/Sutter's Fort

Grades 5-6

? Looping: American history, Ancient World history
? (grade 5) Social Studies Alive: America's Past
? (grade 6) History Alive: The Ancient World
? PBL- Year A:Revolutionary War Graphic Novels in Tri 1, and Immigration in Western Expansion in Tri 3
? PBL-Year B: Building Ancient Civilizations in Tri 1, and Greek Tragedies in Tri 3

Grades 7-8

? Stanford Education Group: Reading Like a Historian, Beyond the Bubble, Civic Online Reasoning
? Howard Zinn Education Project
? A Young People's History of the United States-Howard Zinn
? A Different Mirror: A Young People's History of Multicultural America- Ronald Takaki
? An Indigenous People's History of the United States- Roxanne Dunbar-Ortiz

Foreign Language	Spanish	Yes	0.0 %

Kindergarten

? El Mundo de Pepita- Year 1 Spanish Curriculum Pack
? Habia Una Vez- Elementary Spanish Curriculum from the Storyteller's Corner
? Variety of Picture Books in Spanish

Grades 1-2

? El Mundo de Pepita- Year 1 Spanish Curriculum Pack
? Habia Una Vez- Elementary Spanish Curriculum from the Storyteller's Corner
? Variety of Picture Books in Spanish

Grades 3-4

? Habia Una Vez- Elementary Spanish Curriculum from the Storyteller's Corner
? Fluency Matters Novels and Picture Books in Spanish
? Real Spanish Right Away Curriculum

Grades 5-6

? SOMOS- Spanish 1 Curriculum from The Comprehensible Classroom

Grades 7-8

? SOMOS- Spanish 1 Curriculum from The Comprehensible Classroom

Health	K-8	Yes	0.0 %

? Sparks PE units/Teacher created, standards aligned activities, PFT Prep

Visual and Performing Arts	Art/ Music ear A	Yes	0.0 %

? Art Books (Raboff)-- for example, Camille & the Sunflowers
? Art Supplies
? Ed Emberley
? At least one lesson in all six elements of art

? Patriotic Songs – CD. Orchestra Book & CD / Rhythm Book

Grades 1-2

? A lesson is on each of the elements of art is taught using a variety of mediums. At least one art lesson always compliments the current grade level PBL.

Grades 3-4

? Elements of art are incorporated into projects using a variety of mediums. One art lessons always compliments the current PBL.
? Music : 3rd – music theory/composers/singing; 4th - Ukuleles

Grades 5-6

? Elements of art are incorporated into projects using a variety of mediums. One art lessons always compliments the current PBL. Recently incorporated the use of Flipgrid as a means for students to record and share their artist statements.
? Option for Band Elective for music.

Grades 1-6

? Teacher pulls art images & lesson plan ideas from a variety of sources including various art museums such as MOMA, Art of Ed, Incredible Art Department, Deep Space Sparkle and art conferences teachers have attended. Currently base lessons on National Art Standards, but will be using the new California Art Standards once they are adopted next year.

Grades 7-8

? Year A- Teacher opens with a unit on color theory. We use and work with complementary colors, writing about their meaning and use. We do some crayon art for practice and reinforce with paint mixing. We learn values and do a citrus wedge painting to practice. Felt sewing in the winter. In the late winter and spring, we do exploratory to expository work on understanding artworks in their context (artist bio, date time and place of creation, work of contemporaries, etc.). Picasso's Guernica is the anchor for this. That study turns into producing artwork about their PBL topic for the end of year show.
? Year B- work on shape and form with some paper cutting and layering projects early in the year. Study of Henri Matisse and Henri Rousseau to contrast styles and introduce art talks and components of work. We did a "mashup" piece, building on the ideas from earlier. We do a tissue layering project to revisit value and introduce another medium. Embroidery in the winter which we connected to science with our microscope views. We looked at artworks as a system of components, focusing on a local's work as the springboard for that. We did some graphic design study to support their PBL presentations and had our final show in class.

Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 2/1/2019

School Facility Conditions and Planned Improvements

Sycamore Valley Academy's facilities are rated as "good" in its latest Facility Inspection Tool report. Cleanliness and safety are both rated as "good". Additionally, SVA facilities score higher than "reasonably equivalent" nearby comparison school sites as measured by the Facility Inspection Tool.

Planned facility improvements:

- installation of sinks in classrooms by the end of the 2019-20 school year.

- SVA was awarded Prop 51 state matching dollars for facility improvements; we will begin drafting designs for upgrades and new spaces in collaboration with Visalia Unified School District in 2019-20

Last updated: 2/1/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	none
Interior: Interior Surfaces	Fair	none
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	none
Electrical: Electrical	Fair	none
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	none
Safety: Fire Safety, Hazardous Materials	Good	none
Structural: Structural Damage, Roofs	Good	none
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	none

Overall Facility Rate

Year and month of the most recent FIT report: July 2018

Overall Rating	Good

Last updated: 2/1/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	53.0%	55.0%	47.0%	45.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	43.0%	42.0%	31.0%	31.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/26/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	254	244	96.06%	55.33%
Male	132	124	93.94%	45.16%
Female	122	120	98.36%	65.83%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	100	99	99.00%	43.43%
Native Hawaiian or Pacific Islander	--	--	--	
White	124	116	93.55%	63.79%
Two or More Races	15	15	100.00%	80.00%
Socioeconomically Disadvantaged	97	95	97.94%	46.32%
English Learners	20	19	95.00%	26.32%
Students with Disabilities	22	17	77.27%	17.65%
Students Receiving Migrant Education Services	--	--	--	
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/26/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	254	239	94.09%	41.84%
Male	132	123	93.18%	39.84%
Female	122	116	95.08%	43.97%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	100	99	99.00%	30.30%
Native Hawaiian or Pacific Islander	--	--	--	
White	124	113	91.13%	50.44%
Two or More Races	15	15	100.00%	66.67%
Socioeconomically Disadvantaged	97	91	93.81%	26.37%
English Learners	20	19	95.00%	31.58%
Students with Disabilities	22	17	77.27%	11.76%
Students Receiving Migrant Education Services	--	--	--	
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/26/2019

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/26/2019

Career Technical Education (CTE) Programs (School Year 2017—18)

n/a

Last updated: 1/26/2019

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/26/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	20.9%	30.2%	16.3%
7	7.0%	46.5%	39.5%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/26/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

Our school enjoys high parent involvement. We invite parent participation in myriad ways, including the following:

1. School Events: SVA and our Parent Teacher Organization sponsor many fun events throughout the school year, including monthly awards assemblies, two performances per year, a Fall Carnival, a night at the roller rink, field trips for every class, campus beautification day, and sports events.

2. Parent Support in our News & Notes Email Content: Sycamore Valley Academy provides parents and guardians with articles and information to support them in the challenging job of raising healthy children. Through this rotating email content send every other week, SVA provides caregivers research-based, effective tools to equip parents with information to help them make wise choices at home to support their child's learning and growth. Prior topics have included Developing Resilience/ Grit, Relational Aggression, Growth Mindset, Supporting Your Emerging Reader.

3. Parent Teacher Organization (SVA PTO): The enthusiastic parents and guardians of Sycamore Valley Academy students have formed a PTO to promote the school's mission and support the staff of this school. The SVA PTO organized and ran a very successful Fall Carnival, a Jog-a-thon, a Spring Fundraiser Event, and a Pizza Garden fundraiser. This group meets monthly and the PTO board and subcommittees meet more frequently when working on specific projects.

4. Room Parents: Each classroom has two room parents who organize classroom parties and teacher appreciation activities.

5. Volunteering: Parents and guardians and grandparents are invited to set up a regular time to volunteer in our classrooms or to chaperone on field trips. Parents help our staff by providing students with more attention and supervision during recesses/ lunch, and more support during instructional time.

6. Parent Representative on the SVA Board of Directors: The governing board of our school always contains between 1-4 parents of current SVA students.

7. Parent Representatives serving on our organization's committees, collaborating with staff on items such as strategic planning, outreach for diversity, and policy updating.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	33.5%	31.8%	10.7%	9.7%
Graduation Rate	--	--	34.4%	41.4%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	17.3%	9.1%
Graduation Rate	--	47.7%	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
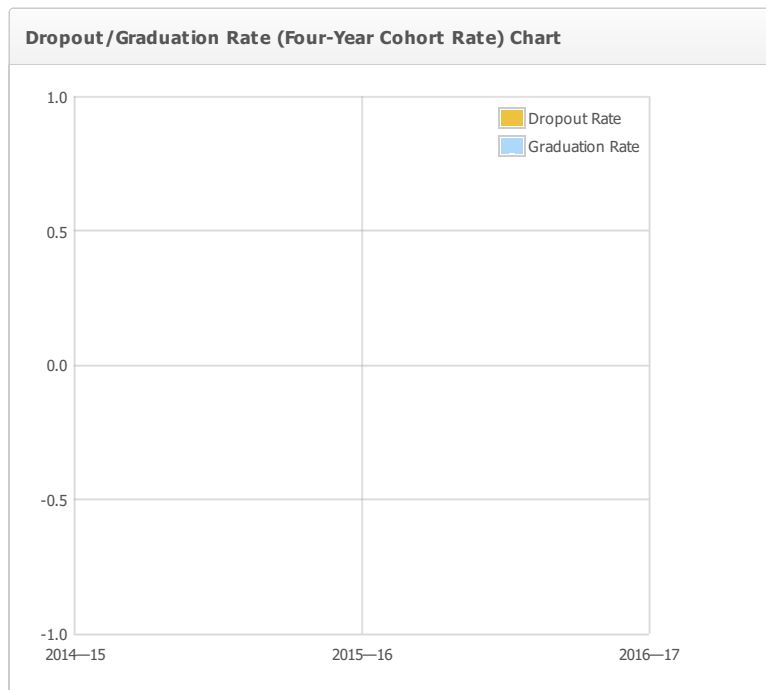
For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
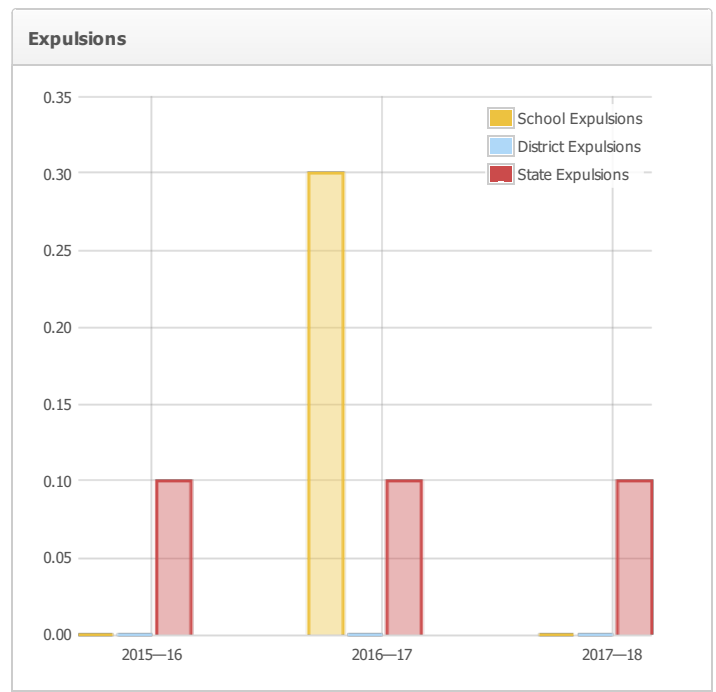
Last updated: 1/27/2019

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	2.7%	1.3%	1.5%	5.0%	5.0%	3.6%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.3%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Last updated: 1/27/2019

School Safety Plan (School Year 2018—19)

Sycamore Valley Academy has a fully compliant School Safety Plan. The plan was last reviewed and updated 8/1/18. Staff receives full training annually prior to the start of the new school year. Monthly, at staff development sessions, our Vice Principal reviews basic procedures for more common incidents (fire drill, earthquake, lock down) with our teaching and administrative staff. Our School Safety Plan consists of responses to lock down, campus disorder, firearm/shooting, hostage/barricaded subject, threatening intruder, shelter in place, drop/cover/hold, earthquake, aircraft accident, fire/explosion, flood and bomb threat. We run monthly fire drills and have earthquake/drop, cover, hold and lockdown drills three times per year in accordance with state law. Our plan includes multiple campus maps detailing safe escape routes, emergency shut-off locations, two emergency command center locations and setups and general campus classroom and facility locations. We include a visual representation of our Incident Command Structure, with staff roles indicated, a listing of all emergency response teams and a buddy teacher list for emergecny situations. There is also a student release plan, complete with the necessary release forms and information.

Further, the SVA Safety Plan includes an assessment of strategies currently in place, and concerns regarding physical safety of students, school climate, youth development, compliance with laws, and community parenting.

Last updated: 2/4/2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0		2	
1	15.0	1		
2	23.0	1	2	
3				
4	28.0		3	
5				
6	28.0		3	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0		2	
1				
2	28.0		3	
3				
4	28.0		3	
5				
6	28.0		3	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0		2	
1				
2	28.0		3	
3				
4	28.0		3	
5				
6	28.0		3	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Last updated: 1/27/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/27/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)		N/A
Other	2.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/29/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8566.0	$1460.0	$7106.0	$78545.0
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7125.0	--
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/29/2019

Types of Services Funded (Fiscal Year 2017—18)

Sycamore Valley Academy offers ELA, Mathematics, History, Art, Music, Instrumental Music, Spanish, Project-based learning, Social-emotional learning, Theatre, Journalism, service-learning, Science, and PE courses to our students. We also have clubs and teams (both academic, like Reading Revoultion and Spelling Bee, and athletic, like basketball and track) that compete at county and league competitions.

Our disciplinary system is based on Restorative Justice principles and is called our "social contract". The social contract includes the use of mediation and counseling for disciplinary infractions. The focus is on helping students repair what was borken through their misbehavior--whether physical property, the functioning of a classroom, or relationships with peers or staff. This approach takes significant staff time to facilitate, but sends the right message to students and is worth the investment of time in the yield it produces with preventing suspensions and building strong, trusting relationships among students, parents, and staff.

Last updated: 1/28/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
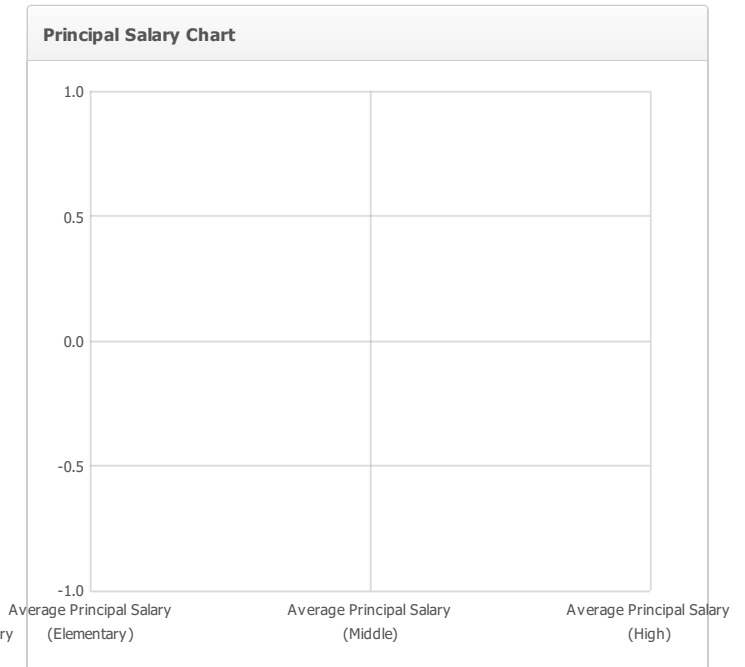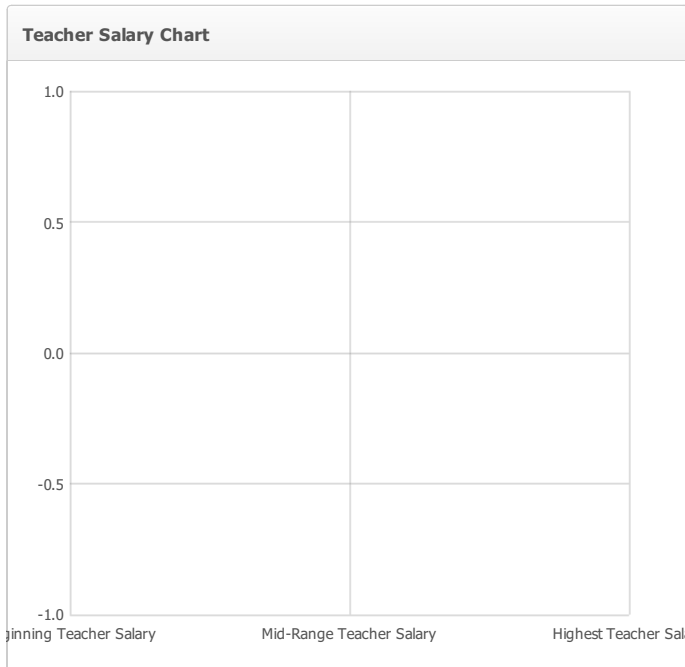
Last updated: 2/1/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 2/1/2019

Professional Development

The average annual number of full days dedicated to staff development at SVA is 16.5. Aside from this time, our staff holds weekly staff meetings every Wednesday after school.

The primary areas for staff development at Sycamore Valley Academy are gifted education and project-based learning. In addition to these required courses for all new hires, which we call "Instructional Foundations," our staff studies curricular resources and best practices in pedagogy with one content area per academic year. Additionally, during Preservice we offer specialized aide training, special orientation/onboarding for new hires, and HR and Operations specialized training for these roles as well. The annual content area focus is determined by a review of student achievement data and analysis of trends. The current annual content area focus is mathematics.

Grade-level partner teachers train one another in the use of our materials and the assessments we use (Fountas & Pinnell Guided Reading Level Assessment, NWEA Measures of Academic Progress Assessments, portfolios), and administrators provide staff in training on other topics related to charter schools and school-specific systems (Intervention, SST's, our school's discipline policy and procedures, etc.).

Professional development is delivered by attendance at conferences, bringing trainers to our school, internal staff leading remaining staff, and collaboration. We have after-school workshops and our staff uses the Beginning Teacher Support and Assistance (BTSA) program to provide mentorship to our younger staff and ongoing collaboration and sharing of resources/ideas. Teachers are supported during implementation through feedback from administration in the form of walkthrough checklists, built around our charter school's specific areas of emphasis and best practices. Our formal observation process includes rich feedback on job performance in relation to expectations and discussion with teachers and administration includes support and resources, individualized training whenever necessary.

Last updated: 2/1/2019