

**Sycamore Valley Academy**  
**School Accountability Report Card**  
**Reported Using Data from the 2019-2020 School Year**  
**Published During 2020-2021**

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

**California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
<b>School Name</b>	Sycamore Valley Academy
<b>Street</b>	6832 Ave 280
<b>City, State, Zip</b>	Visalia
<b>Phone Number</b>	15596223236
<b>Principal</b>	Allan Benton
<b>Email Address</b>	abenton@sycamorevalleyacademy.org
<b>Website</b>	Sycamorevalleyacademy.org
<b>County-District-School (CDS) Code</b>	54105460125542

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
<b>District Name</b>	Sycamore Valley Academy
<b>Phone Number</b>	15596223236
<b>Superintendent</b>	Donya Ball
<b>Email Address</b>	dball@theacademiescharters.org
<b>Website</b>	theacademiescharters.org

### School Description and Mission Statement (School Year 2020-2021)

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.

#### **Student Enrollment by Grade Level (School Year 2019-2020)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	42
<b>Grade 1</b>	42
<b>Grade 2</b>	42
<b>Grade 3</b>	45
<b>Grade 4</b>	45
<b>Grade 5</b>	45
<b>Grade 6</b>	45
<b>Grade 7</b>	40
<b>Grade 8</b>	32
<b>Total Enrollment</b>	378

#### **Student Enrollment by Student Group (School Year 2019-2020)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	1.1
<b>American Indian or Alaska Native</b>	0.5
<b>Hispanic or Latino</b>	44.7
<b>White</b>	43.4
<b>Two or More Races</b>	9.8
<b>Socioeconomically Disadvantaged</b>	38.6
<b>English Learners</b>	4.2
<b>Students with Disabilities</b>	10.3
<b>Foster Youth</b>	0.3
<b>Homeless</b>	0.3

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
<b>With Full Credential</b>	17	17	19	19
<b>Without Full Credential</b>	6	5	4	4
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments*</b>	0	0	0
<b>Vacant Teacher Positions</b>	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.

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

**Year and month in which data were collected:** July 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Kindergarten</p> <p>Rigby, Scholastic, Superkids, and Booksource Leveled Readers</p> <p>Listening Stations, Teacher Read Alouds</p> <p>TCRWP Guided Reading Level Assessment System &amp; NW EA Measures of Academic Progress ("MAP")</p> <p>Fry's List (kinder words)</p> <p>Writing journals</p> <p>Lucy Calkins Units of Study in Writing and Reading</p> <p>Nancy Fetzer- Early literacy</p> <p>Grades 1-2</p> <p>Rigby, Superkids (Intervention), Booksource Leveled Readers, Reading A-Z online leveled readers</p> <p>Listening Stations, Teacher Read Alouds, Websites on Chromebooks</p> <p>TCRWP Guided Reading Level Assessment System &amp; NWEA Measures of Academic Progress ("MAP")</p> <p>Words I Use When I Write- student consumable dictionaries</p> <p>Words Their Way- word sorts</p> <p>Fry's Lists (0-400 1st Grade) (300-700 2nd Grade)</p> <p>Daily 5 Reading Workshop Management</p> <p>Comprehension Connections for reading mini-lessons</p> <p>Lucy Calkins Writing Units of Study</p> <p>Lucy Calkins Reading Units of Study</p> <p>Author Studies</p> <p>Nancy Fetzer- Emergent Readers</p> <p>Grades 3-4</p> <p>Guided Reading Library</p> <p>Teacher Read Alouds</p> <p>Lucy Calkins Leveled Assessment System (K-6)</p> <p>TCRWP Guided Reading Level Assessment System &amp; NW EA Measures of Academic Progress ("MAP")</p> <p>Fry's Lists</p> <p>Lucy Calkins Writing Units of Study</p> <p>Lucy Calkins Reading Units of Study</p> <p>Words Their Way Sorts</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Whole – Class Novels (1 per trimester)          Literature Circles/Book Clubs          Caught Ya Grammar</p> <p>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 &amp; 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</p> <p>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")</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Mathematics</b>	<p>Kindergarten</p> <p>Math manipulatives/ hands-on materials</p> <p>Pearson Investigations 3- CCSS</p> <p>Math Perspectives (Kathy Richardson)</p> <p>Teaching Elementary &amp; Middle School Mathematics (Vande Walle)</p> <p>Froebel Gifts &amp; Montessori Works (sensorial)</p> <p>Children's Mathematics- CGI</p> <p>Math in Practice (Heinemann)</p> <p>NWEA Measures of Academic Progress ("MAP")</p> <p>Grades 1-2</p> <p>Math manipulatives/ hands-on materials</p> <p>Pearson Investigations 3-CCSS</p> <p>Math Perspectives (Kathy Richardson)</p> <p>Interact Simulation: Kid Town</p> <p>Teaching Elementary &amp; Middle School Mathematics (Van de Walle)</p> <p>Children's Mathematics- CGI</p> <p>Math in Practice (Heinemann)</p> <p>NW EA Measures of Academic Progress ("MAP")</p> <p>Grades 3-4</p> <p>Math manipulatives/ hands-on materials</p> <p>Pearson Investigations 3- CCSS</p> <p>Children's Mathematics- CGI</p> <p>Extending Children's Mathematics- CGI</p> <p>Math in Practice (Heinemann)</p> <p>NW EA Measures of Academic Progress ("MAP")</p> <p>Grades 5-6</p> <p>Math manipulatives/ hands-on materials</p> <p>Pearson Investigations 3- CCSS (Grade 5)</p> <p>Illustrative Mathematics (Grade 6)</p> <p>Math in Practice (Heinemann- Grade 5)</p> <p>NWEA Measures of Academic Progress ("MAP")</p> <p>Grades 7-8</p> <p>Algebra Lab Gear (Manipulatives for Algebra)</p> <p>Transition to Algebra (Text)</p> <p>Exeter Mathematics 1 (Text)</p> <p>Challenge Math- Edward Zaccaro (T ext)</p> <p>Real World Algebra- Edward Zaccaro (T ext)</p> <p>Mathematics Assessment Project (Assessments)</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	NWEA Measures of Academic Progress ("MAP")		
Science	<p>Kindergarten AIMS Units Hands-on materials and experiments Websites NGSS Standards-aligned, teacher created lessons</p> <p>Grades 1-2 AIMS Units Hands-on materials and experiments Websites NGSS Standards-aligned, teacher created lessons</p> <p>Grades 3-4 AIMS Units Audubon Website National Geographic Website (and other web-based sources) Hands-on materials NGSS Standards-aligned, teacher created lessons</p> <p>Grades 5-6 AIMS Units National Geographic Website (and other web-based resources) Hands-on materials NGSS Standards-aligned, teacher created lessons Development &amp; Sexual Health: Planned Parenthood curriculum &amp; instructors</p> <p>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 &amp; Sexual Health: Planned Parenthood curriculum &amp; instructors</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>History-Social Science</b>	<p>Kindergarten  Daily patriotic exercises, songs  Geography- continents and oceans  American Symbols  AIMS: Now &amp; Long Ago  Rules/Procedures See and Step</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Foreign Language</b>	Spanish 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	Yes	0
<b>Health</b>	K-8 Sparks PE units/Teacher created, standards aligned activities, PFT Prep	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Visual and Performing Arts</b>	<p>Kinder Art Books (Raboff)-- for example, Camille &amp; the Sunflowers Art Supplies Ed Emberley At least one lesson in all six elements of art Patriotic Songs – CD. Orchestra Book &amp; CD / Rhythm Book</p> <p>Grades 1-2 A lesson is on each of the elements of art is taught using a variety of mediums. At least one art always compliments the current grade level PBL.</p> <p>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</p> <p>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. Students have option for musical theater elective</p> <p>Grades 1-6 Teacher pulls art images &amp; 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.</p> <p>Grades 7-8</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>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 art work about their PBL topic for the end of year show .</p> <p>Year B- work on shape and form with some paper cutting and layering projects early in the year.</p> <p>Study of Henri Matisse and Henri Rousseau to contrast styles and introduce art talks and components of work.</p> <p>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.</p> <p>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.</p> <p>Students have options for musical theater elective.</p>		

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

## 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.

Completed facility improvement:

During 19/20 school year and the summer following, using Prop 51 monies, and in coordination with VUSD school district, Sycamore Valley Academy will

undergo a facility modernization project. Improvements will be done to the oldest building on campus to bring it up to compliance with all ADA and other applicable laws and regulations. This will include updates to the nurse station and office spaces, the addition of bathrooms in the kinder rooms, the nurse station and one external. This improvement also includes removal of the current stage from the cafeteria to meet ADA compliance.

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** 1/20/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	Vent cover loose in girls restroom. Exhaust fan not working in boys restroom. Exhaust fan not working in staff restroom. Exhaust fan not working in girls restroom (middle school).
<b>Interior: Interior Surfaces</b>	Poor	Admin office- ceiling tile has water stain. (repaired in modernization project) Unisex Restroom-Linoleum flooring is coming loose at seam and wall. Room 7-Wall paper is torn. Rubber molding is loose. Room 8- Formica trim is missing on countertop. Room 10- Carpet is torn. Ceiling tiles are torn. Weak spot in floor (corner near entry). Room 11- Carpet is torn. Room 12-Carpet is torn. Room 13-Carpet is torn. Room 15-Ceiling tiles are torn. Ceiling tile has a hole. Room 16- Ceiling tiles are torn. Room 17-Rubber molding is missing. Ceiling tile torn. Room 19- Ceiling tile is torn. Room 21-Ceiling tiles are loose.
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	Gopher holes present in play field area.
<b>Electrical: Electrical</b>	Fair	Front Office-Electrical covers are missing. Cafeteria- One light panel is out. Both repaired in modernization project. Room 3-Electrical cover missing in ceiling. Room 7-One light diffuser missing. Room 17-Outlet cover missing.

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	Front Office-Faucet leaking at handle. (repaired during modernization project)
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	Custodial Closet- Flammable materials stored improperly. (items removed immediately and stored properly) Front Office-Paint peeling on walls (fixed in modernization project) Cafeteria-Paint peeling on facia board (fixed in modernization) Room 9-Paint peeling on the eaves.
<b>Structural: Structural Damage, Roofs</b>	Good	Boys restroom-Dry rot on window frame.
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	Custodial Closet-Door closer broken. (fixed in modernization) Room 16-Window screen missing.
<b>Overall Rating</b>	Good	

## 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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	59	N/A	47	N/A	50	N/A
<b>Mathematics (grades 3-8 and 11)</b>	44	N/A	33	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	37	N/A	32	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

#### 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 areas of physical education.

#### California Physical Fitness Test Results (School Year 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

## 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 2020-2021)

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 Communication App: Sycamore Valley Academy utilizes the Bloomz communication app for up to get up to the minute information to families, to share upcoming events and links, and to build culture and community.

4. Monthly Parent Forums: One evening and one morning per month, the superintendent and site administration hold open parent forums where information is shared and parents have the opportunity to voice concerns, or contribute ideas and thoughts on school-related topics.

5. 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.

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

7. 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.

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

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

### **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**

**(data collected between July through June, each full school year respectively)**

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>Suspensions</b>	1.5	3.1	1.5	3.1	3.5	3.5
<b>Expulsions</b>	0	0	0	0	0.1	0.1

### **Suspensions and Expulsions for School Year 2019-2020 Only**

**(data collected between July through February, partial school year due to the COVID-19 pandemic)**

Rate	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	3.7	3.7	
<b>Expulsions</b>	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### **School Safety Plan (School Year 2020-2021)**

Sycamore Valley Academy has a fully compliant School Safety Plan. The plan was last reviewed and updated August 20, 2020. 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 emergency 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 partnering.

## 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)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	21		2		21	1	1	2	21			
1									14	3		
2	28		3		28		3		14			3
3									15	3		
4	28		3		28		3		15	3		
5									15	3		
6	28		3		27		3		15	3		

\*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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

\*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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5

Title	Number of FTE* Assigned to School
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,387	1,009	9,378	77,017
District	N/A	N/A	9,378	77,017
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,750	
Percent Difference - School Site and State	N/A	N/A	19.0	

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

### Types of Services Funded (Fiscal Year 2019-2020)

Sycamore Valley Academy offers ELA, Mathematics, History, Art, 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 Revolution 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 broken 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.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		

Category	District Amount	State Average For Districts In Same Category
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/>.

#### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	10	8	8

Apart from these full days of staff development, Sycamore Valley Academy also has early release time for staff meetings nearly every week on Wednesday afternoons (or Friday afternoons during COVID).