

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Mrs. Ruth Anne Dutton, Principal/Superintendent

Principal, Sycamore Valley Academy

About Our School

Thank you for your interest in Sycamore Valley Academy. We are 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 founding Principal/Superintendent 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 receive 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, 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.

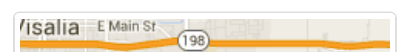
Visit our school website to learn more! www.sycamorevalleyacademy.org

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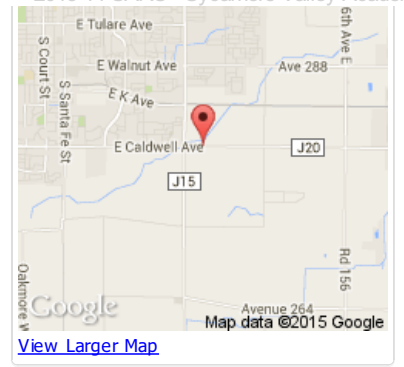
Ruth Dutton

Contact

6832 Ave. 280
Visalia, CA 93277-8300



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



About This School

Contact Information - Most Recent Year

School	
School Name	Sycamore Valley Academy
Street	6832 Ave. 280
City, State, Zip	Visalia, Ca, 93277-8300
Phone Number	559-622-3236
Principal	Mrs. Ruth Anne Dutton, Principal/Superintendent
E-mail Address	rdutton@sycamorevalleyacademy.org
Web Site	http://www.sycamorevalleyacademy.org
County-District-School (CDS) Code	54722560125542

District	
District Name	Visalia Unified
Phone Number	(559) 730-7300
Web Site	http://www.vusd.org
Superintendent First Name	Craig
Superintendent Last Name	Wheaton
E-mail Address	cwheaton@vusd.org

Last updated: 2/1/2015

School Description and Mission Statement (Most Recent Year)

Sycamore Valley Academy (SVA) is a tuition-free, K-8 Visalia charter school. 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.

The mission of Sycamore Valley Academy 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. Sycamore Valley Academy is 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 is a community that offers high-quality educational opportunities to families and children, including its gifted and talented students, and a school that provides an alternative, innovative program that enriches and challenges all students.

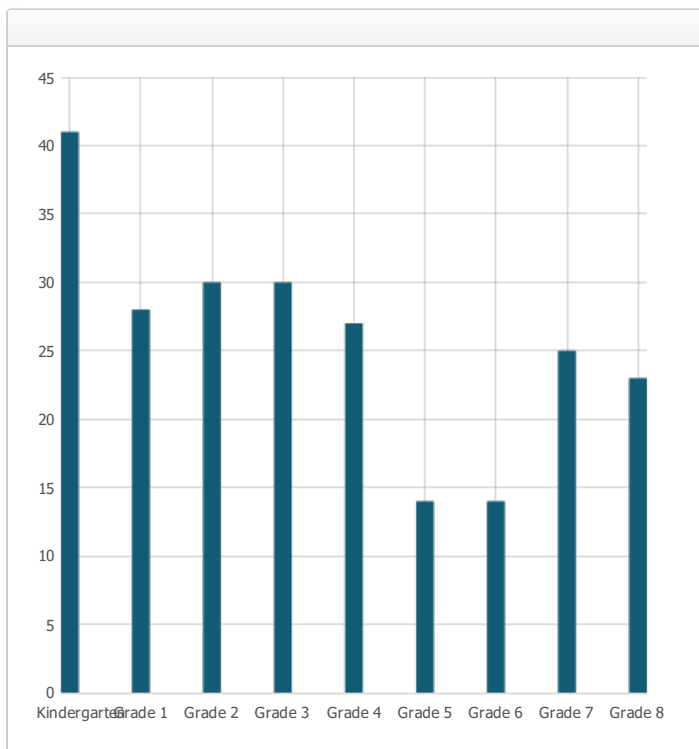
Learning Outcomes:

Inquisitive, critical thinkers
 Virtuous, courageous, and intelligent individuals
 Self-motivated, competent, life-long learners
 Confident leaders in the 21st Century world
 Creative and effective problem-solvers
 Empowered, able citizens in a democratic society

Last updated: 2/1/2015

Student Enrollment by Grade Level (School Year 2013-14)

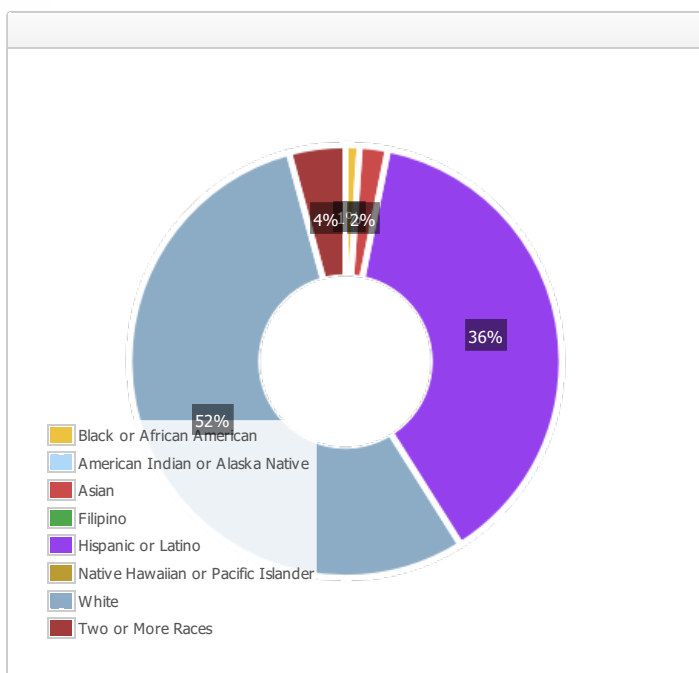
Grade Level	Number of Students
Kindergarten	41
Grade 1	28
Grade 2	30
Grade 3	30
Grade 4	27
Grade 5	14
Grade 6	14
Grade 7	25
Grade 8	23
Total Enrollment	232



Last updated: 2/1/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.9
Asian	2.6
Filipino	0.0
Hispanic or Latino	36.2
Native Hawaiian or Pacific Islander	0.4
White	52.2
Two or More Races	4.3
Socioeconomically Disadvantaged	28.4
English Learners	3.4
Students with Disabilities	6.5



Last updated: 2/1/2015

A. Conditions of Learning

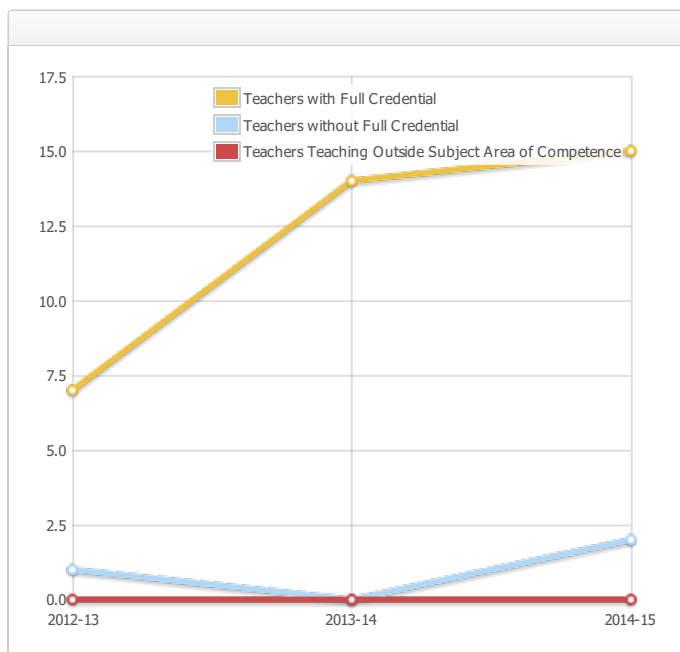
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

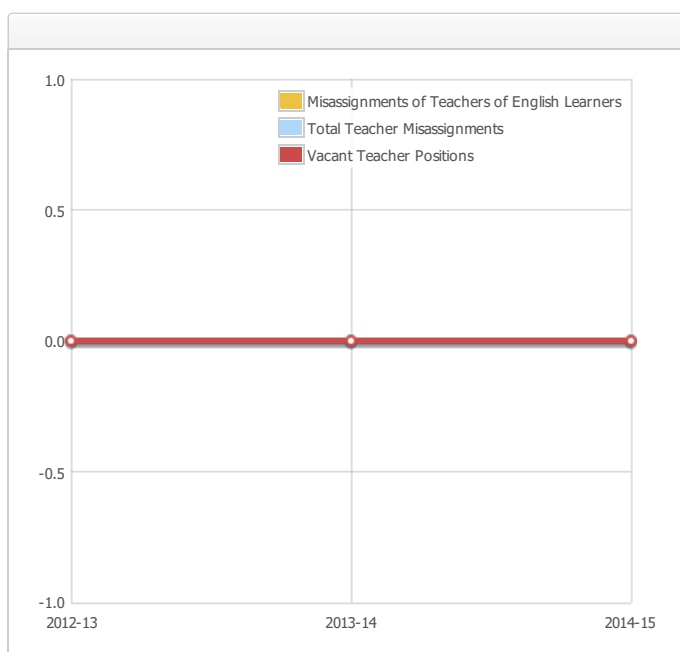
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	7	14	15	15
Without Full Credential	1	0	2	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 2/1/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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: 2/1/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	97	3
High-Poverty Schools in District	97	3
Low-Poverty Schools in District	100	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: December 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Superkids Reading Program (K-2)</p> <p>Guided Reading groups use authentic literature (1-8)</p> <p>Various novels and informational text (K-8)</p> <p>Step Up to Writing (K-8)</p> <p>Lucy Calkins Writing (K-8)</p> <p>Our staff uses Common Core standards-aligned materials and designs lessons directly from the standards to model and teach literacy to students. We prefer authentic literature (whole novels, informational text) over a basal reading program in order to develop both reading skill and a love of reading.</p>	No	0.0
Mathematics	<p>Math in Focus (K-5), Great Source, Houghton Mifflin</p> <p>Math Investigations (1-4), TERC</p> <p>Big Ideas Math (7), Accelerated, Houghton Mifflin</p> <p>Big Ideas Math (8), Algebra 1, Houghton Mifflin</p> <p>Kahn Academy (website)</p>	No	0.0
Science	<p>AIMS hands-on science units and lessons k-12.org</p> <p>Our staff uses Common Core standards-aligned materials and designs lessons directly from the standards to model and teach the process of scientific inquiry and discovery to students. We prefer hands-on projects over a textbook-driven science program.</p>	No	0.0
History-Social Science	<p>Reflections: A Changing State , Harcourt School Publishers</p> <p>History Alive (5-8), Teacher's Curriculum Institute</p>	No	0.0
Foreign Language	<p>Sonrisas Spanish Curriculum, Level 1 and 2</p>	No	0.0
Health	<p>Positive Prevention Plus, American Red Cross (7-8)</p>	Yes	0.0
Visual and Performing Arts	<p>Discussions 4 Learning- Art- (K-8)</p> <p>Traditions of Excellence (beginning band)</p> <p>Sound Innovations (advanced band)</p> <p>Our staff designs lessons directly from the standards to teach students to apply concepts and techniques in art and music. We have visual art instruction in all classes and offer instrumental</p>		0.0

music in grade 5-8. X	
Science Lab Eqpmt(9-12)	0.0

Last updated: 2/1/2015

School Facility Conditions and Planned Improvements - Most Recent Year

The school site is in good repair. There are planned site improvements in order to increase its energy efficiency, due to Prop 39 Clean Energy funding. There are additional site improvements in order to increase Internet bandwidth and site connectivity, due to Broadband Infrastructure Improvement Grant (BIIG) funds.

Last updated: 2/1/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Replacement of heat pumps is planned for the future.
Interior: Interior Surfaces	Good	None.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	We lack hot water in student and adult restrooms, with the exception of the kitchen area.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Overall Rating	Exemplary
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Last updated: 2/1/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)			66	62	63	62	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown 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: 2/1/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	62
All Students at the School	66
Male	80
Female	47
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	71
Native Hawaiian or Pacific Islander	
White	63
Two or More Races	
Socioeconomically Disadvantaged	71
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown 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: 2/1/2015

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	N/A	62%	49%	53%	53%	54%	56%	55%
Mathematics	N/A	N/A	46%	47%	50%	50%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	50%	53%	55%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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: 2/1/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide			6
Similar Schools			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 2/1/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School			B
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 2/1/2015

Career Technical Education Programs (School Year 2013-14)

NA

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.3%	14.3%	50.0%
7	9.1%	40.9%	9.1%
9	N/A	N/A	N/A

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: 2/1/2015

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement - Most Recent Year

Our school enjoys high parent involvement rates. Upon enrollment, Parents/Guardians sign a "Parent Partnering Agreement" where they acknowledge and promise to try to participate in the life of the school for 30 hours per family per year. While completing this goal is not a condition of enrollment, our school culture and this specific agreement both invite parent participation in myriad ways.

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 Workshops

Sycamore Valley Academy provides parents and guardians with two workshops per school year to support them in the challenging job of raising healthy children. Through these workshops, 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, the shift to the Common Core, and 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. Last school year, the SVA PTO organized and ran a very successful Fall Carnival, a Giftchecks fundraiser, a Jog-a-thon, 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. 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 1-2 parents of current SVA students.

State Priority: Pupil Engagement

Last updated: 2/1/2015

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

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

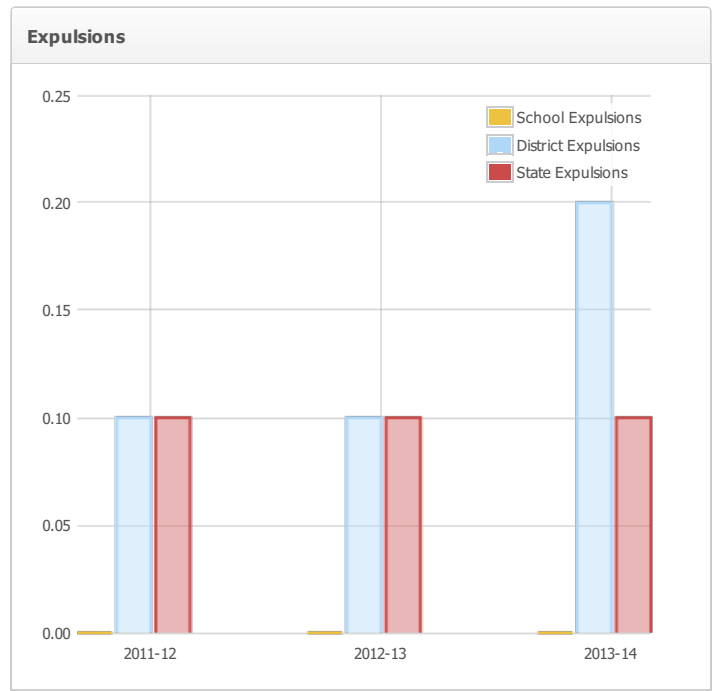
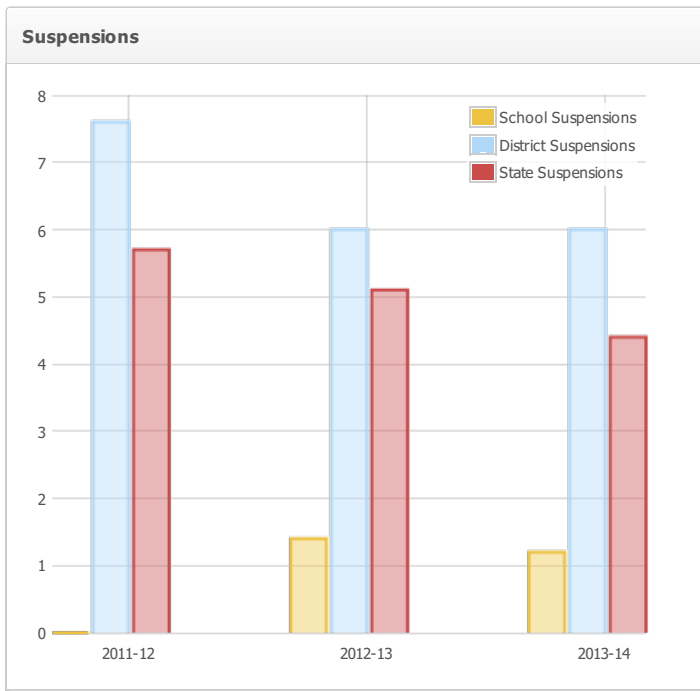
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions		1.40	1.20	7.60	6.00	6.00	5.70	5.10	4.40
Expulsions		0.00	0.00	0.10	0.10	0.20	0.10	0.10	0.10



Last updated: 2/1/2015

School Safety Plan - Most Recent Year

Sycamore Valley Academy has a fully compliant School Safety Plan. The plan was last reviewed and updated 8/1/14. The staff had a full School Safety Plan training on 8/4/14 and drill procedures are reviewed and discussed again on 1/26/14. 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 for 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 3 times a year in accordance with state law. Our plan also includes multiple campus maps detailing safe escape routes, emergency shut-off locations, two emergency command center locations and set-ups 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 School 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.

Last updated: 2/1/2015

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	N/A	
Met Participation Rate - English-Language Arts	N/A	
Met Participation Rate - Mathematics	N/A	
Met Percent Proficient - English-Language Arts	N/A	
Met Percent Proficient - Mathematics	N/A	
Met Graduation Rate	N/A	

Last updated: 2/1/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement *		Year 3
Number of Schools Currently in Program Improvement	N/A	25
Percent of Schools Currently in Program Improvement	N/A	89.3%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 2/1/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25.0				21.0	1			21.0	0	2	
1	9.0				14.0	2			14.0	2		
2	9.0				15.0	2			15.0	2		
3	9.0				15.0	2			15.0	2		
4	9.0				14.0	1			14.0	2		
5	9.0				14.0	1			14.0	1		
6	9.0				14.0	1			14.0	1		
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 2/1/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	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	0.3	N/A
Social Worker	0.0	N/A
Nurse	0.6	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	0.4	N/A
Other	3.0	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: 2/1/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	\$63,403
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	\$70,720
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

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

Last updated: 2/1/2015

Types of Services Funded (Fiscal Year 2013-14)

We offer ELA, Math, History, Art, Music, Instrumental Music, Spanish, Project-based Learning, Social-emotional Learning, Drama, Journalism, Service-learning, Science, and PE courses to our students. We also have clubs and teams (both academic, like Cyberquest, and athletic, like Basketball and Track) that compete at county and league competitions.

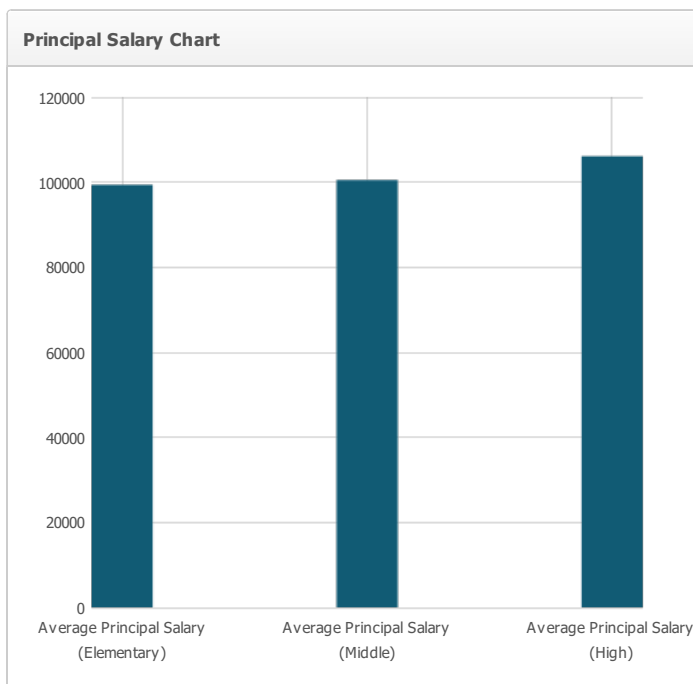
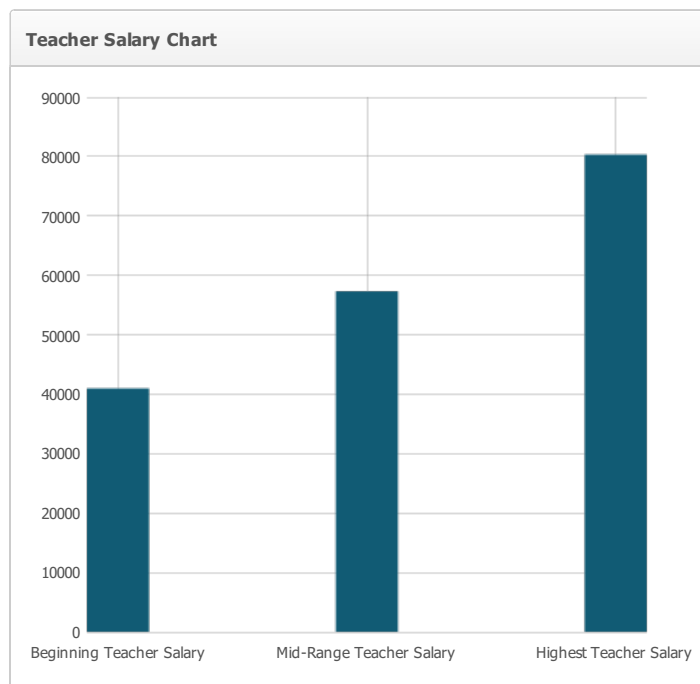
We use a disciplinary system based on Restorative Justice principles. This includes the use of mediation and counseling for disciplinary infractions. The focus is on helping students repair what was broken through their misbehavior: whether that was physical property, the functioning of the classroom, 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 between students, parents, and staff.

Last updated: 2/1/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,976	\$41,761
Mid-Range Teacher Salary	\$57,328	\$66,895
Highest Teacher Salary	\$80,330	\$86,565
Average Principal Salary (Elementary)	\$99,376	\$108,011
Average Principal Salary (Middle)	\$100,502	\$113,058
Average Principal Salary (High)	\$106,103	\$123,217
Superintendent Salary	\$176,738	\$227,183
Percent of Budget for Teacher Salaries	39.0%	38.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



Last updated: 2/1/2015

Professional Development – Most Recent Three Years

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, staff receives training in curriculum (i.e. Math in Focus- the Singapore Approach text) and materials/ assessments we use (Fountas & Pinnell Guided Reading Level Assessment, NWEA Measures of Academic Progress Assessments, portfolios, and 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, 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.

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