

# Sycamore Valley Academy

## California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

## 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](http://www.sycamorevalleyacademy.org)

Best,

Ruth Dutton

---

**Contact**

*Sycamore Valley Academy  
6832 Ave. 280  
Visalia, CA 93277-8300*

*Phone: 559-622-3236*

*E-mail: [rdutton@sycamorevalleyacademy.org](mailto:rdutton@sycamorevalleyacademy.org)*

## About This School

### Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
<b>District Name</b>	Visalia Unified
<b>Phone Number</b>	(559) 730-7300
<b>Superintendent</b>	Todd Oto
<b>E-mail Address</b>	<a href="mailto:toto@vusd.org">toto@vusd.org</a>
<b>Web Site</b>	<a href="http://www.vusd.org">http://www.vusd.org</a>

School Contact Information - Most Recent Year	
<b>School Name</b>	Sycamore Valley Academy
<b>Street</b>	6832 Ave. 280
<b>City, State, Zip</b>	Visalia, Ca, 93277-8300
<b>Phone Number</b>	559-622-3236
<b>Principal</b>	Mrs. Ruth Anne Dutton, Principal/Superintendent
<b>E-mail Address</b>	<a href="mailto:rdutton@sycamorevalleyacademy.org">rdutton@sycamorevalleyacademy.org</a>
<b>Web Site</b>	<a href="http://www.sycamorevalleyacademy.org">http://www.sycamorevalleyacademy.org</a>
<b>County-District-School (CDS) Code</b>	54722560125542

*Last updated: 5/5/2016*

### 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.

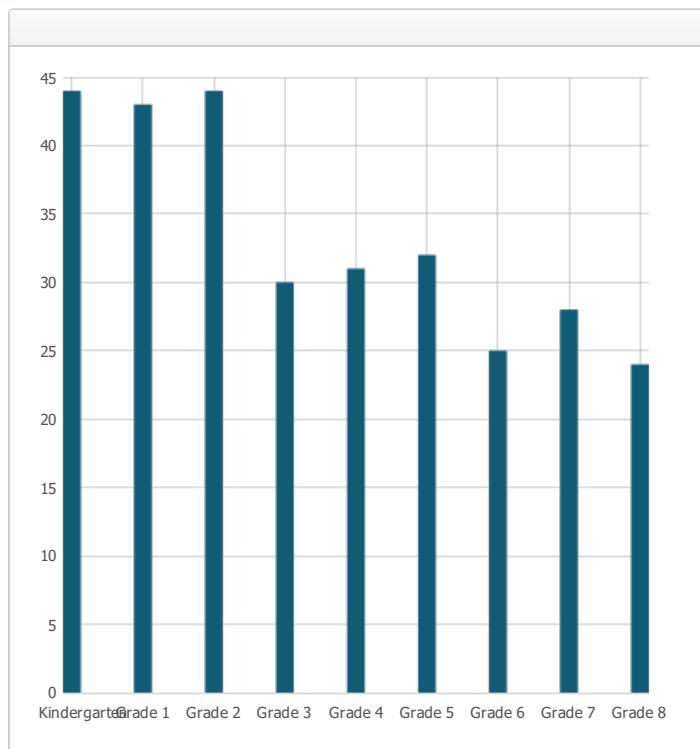
#### Learning Outcomes:

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: 5/5/2016*

### Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	44
Grade 1	43
Grade 2	44
Grade 3	30
Grade 4	31
Grade 5	32
Grade 6	25
Grade 7	28
Grade 8	24
<b>Total Enrollment</b>	<b>301</b>



Last updated: 5/5/2016

### Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.7 %
American Indian or Alaska Native	1.0 %
Asian	2.4 %
Filipino	2.0 %
Hispanic or Latino	33.3 %
Native Hawaiian or Pacific Islander	0.3 %
White	52.9 %
Two or More Races	5.1 %
Socioeconomically Disadvantaged	31.3 %
English Learners	3.7 %
Students with Disabilities	3.7 %
Foster Youth	0.0 %

Last updated: 5/5/2016

## A. Conditions of Learning

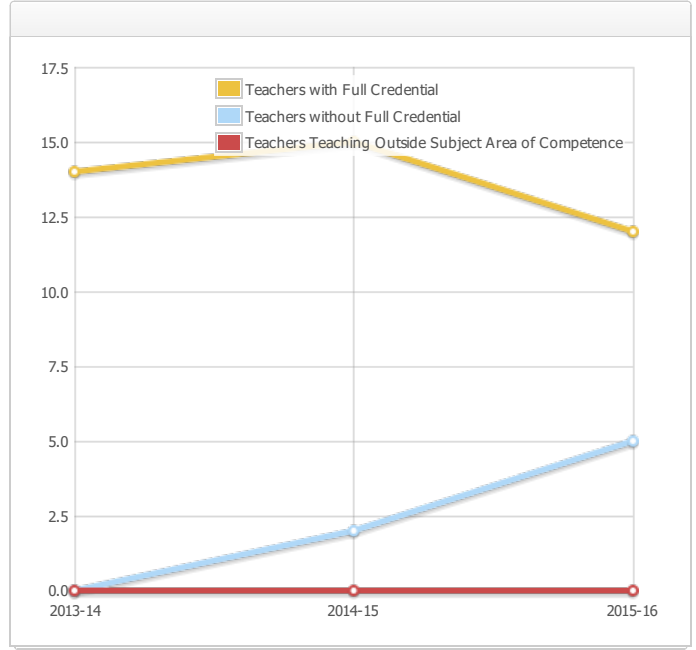
### State Priority: Basic

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

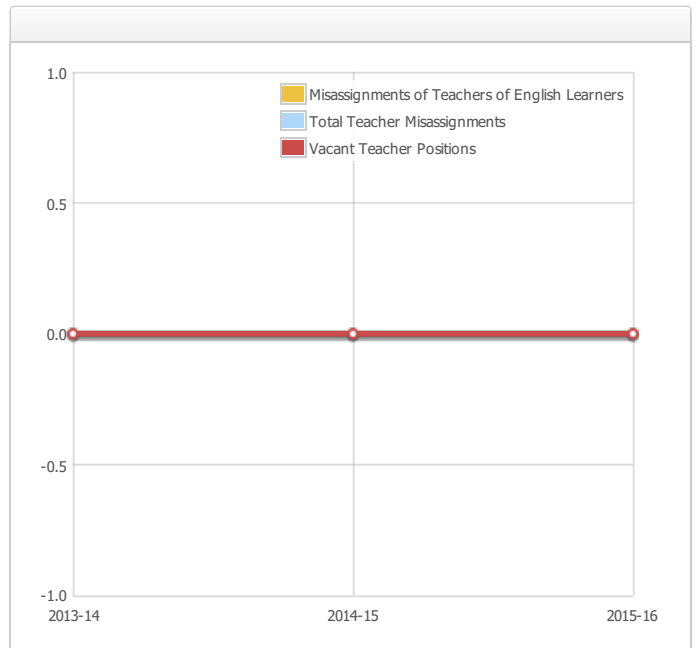
Teachers	School		District	
	2013-14	2014-15	2015-16	2015-16
With Full Credential	14	15	12	
Without Full Credential	0	2	5	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 5/10/2016

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 5/10/2016

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

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%	0.0%
All Schools in District	98.0%	2.0%
High-Poverty Schools in District	98.0%	2.0%
Low-Poverty Schools in District	100.0%	0.0%

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: January 2016

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 Tradebooks (K-2)</p> <p>Rigby PM Readers (K-2)</p> <p>Lucy Calkins Units of Study in Reading (K-5)</p> <p>Lucy Calkins Units of Study in Writing (K-8)</p> <p>Fountas and Pinnell Guided Reading Leveled Library (used for guided reading and literature circles/book clubs)</p> <p>Various novels and informational text (K-8)</p> <p>Our staff uses CCSS aligned materials, and designs lessons directly from the standards to model and teach literacy to students.</p>		0.0 %
Mathematics	<p>Eureka Math/Engage NY (K-6)</p> <p>Georgia State Dept. of Ed. CCSS Units</p> <p>TERC Investigations in Number, Data, Space (K-5)</p> <p>Big Ideas Math (7) Accelerated, HM</p> <p>Big Ideas Math (8) Algebra 1, HM</p> <p>Khan Academy</p>		0.0 %
Science	<p>AIMS Hands-on Science units and lessons (K-6)</p> <p>Oakland Unified designed NGSS Secondary Science Program (7-8)</p> <p>Our staff uses the NGSS and standards-aligned material to model and teach the process of scientific inquiry and discovery to students. We prefer hands-on projects to a textbook-driven science program.</p>		0.0 %
History-Social Science	<p>Reflections: A Changing State - Harcourt</p> <p>History Alive (Grades 5-8) Teachers Curriculum Institute</p> <p>Reading Like a Historian -Stanford History Education Group</p>		0.0 %
Foreign Language	<p>Real Language Right Away (K-8 Spanish)</p>		0.0 %
Health	<p>Planned Parenthood Mar Monte's Development and Sexual Health Program (5/6)</p> <p>Planned Parenthood Mar Monte's (PPMM) Development and Sexual Health Program (7/8), a comprehensive sexual education course</p>		0.0 %

Visual and Performing Arts	Traditions of Excellence (beginning band) Sound Innovations (advanced band)	0.0 %
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 K-8 classes and offer instrumental music to 5th- 8th graders.		
Science Lab Eqpmt (Grades 9-12)		0.0 %

*Last updated: 5/10/2016*

## School Facility Conditions and Planned Improvements - Most Recent Year

The school site is in good repair. There were site improvements in order to increase energy efficiency, and due to the availability of Prop 39 Clean Energy funding. These included replacing heat pumps. Our site recently got connected to the K-12 high speed Internet (March 2016) due to the Broadband Infrastructure Improvement Grant (BIIG) funds.

We are anticipating three additional portable classroom units will be placed on our campus and complete by October of 2016, which will complete the majority of large construction projects on site. We have recently gotten the support of Visalia Breakfast Rotary to add a foundation and shed for storage of Kindergarten outdoor play items and continue to beautify our campus over time.

*Last updated: 5/10/2016*

## School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	The school may need to upgrade the smaller of its septic tanks (increase capacity) in response to enrollment growth in the future.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Need to add two new circuits (staff lounge and library).
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Our campus does not have kinder-only restrooms.
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

Year and month in which data were collected: January 2016

Overall Rating	Good
----------------	------

*Last updated: 5/10/2016*



## 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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	52.0%	41.0%	44.0%
Mathematics (grades 3-8 and 11)	30.0%	28.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 5/10/2016*

**CAASPP Assessment Results - English Language Arts (ELA)****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	28	28	100.0%	36.0%	21.0%	18.0%	25.0%
Male	28	10	35.7%	--	--	--	--
Female	28	18	64.3%	28.0%	22.0%	22.0%	28.0%
Black or African American	28	2	7.1%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	28	10	35.7%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	28	9	32.1%	--	--	--	--
Two or More Races	28	5	17.9%	--	--	--	--
Socioeconomically Disadvantaged	28	8	28.6%	--	--	--	--
English Learners	28	2	7.1%	--	--	--	--
Students with Disabilities	28	1	3.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 5/10/2016*

**ELA - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	32	30	93.8%	20.0%	10.0%	27.0%	37.0%
Male	32	12	37.5%	33.0%	8.0%	17.0%	42.0%
Female	32	18	56.3%	11.0%	11.0%	33.0%	33.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	32	15	46.9%	27.0%	20.0%	13.0%	33.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	32	14	43.8%	14.0%	0.0%	43.0%	36.0%
Two or More Races	32	1	3.1%	--	--	--	--
Socioeconomically Disadvantaged	32	13	40.6%	23.0%	15.0%	23.0%	23.0%
English Learners	32	2	6.3%	--	--	--	--
Students with Disabilities	32	1	3.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 5/10/2016*

**ELA - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	32	31	96.9%	39.0%	10.0%	23.0%	19.0%
Male	32	15	46.9%	40.0%	13.0%	20.0%	7.0%
Female	32	16	50.0%	38.0%	6.0%	25.0%	31.0%
Black or African American	32	1	3.1%	--	--	--	--
American Indian or Alaska Native	32	1	3.1%	--	--	--	--
Asian	32	1	3.1%	--	--	--	--
Filipino	32	1	3.1%	--	--	--	--
Hispanic or Latino	32	6	18.8%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	32	21	65.6%	24.0%	10.0%	33.0%	24.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	32	10	31.3%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	32	3	9.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 5/10/2016*

## ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	27	26	96.3%	8.0%	12.0%	65.0%	15.0%
Male	27	12	44.4%	17.0%	0.0%	75.0%	8.0%
Female	27	14	51.9%	0.0%	21.0%	57.0%	21.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	27	0	0.0%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	27	10	37.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	27	12	44.4%	8.0%	0.0%	75.0%	17.0%
Two or More Races	27	4	14.8%	--	--	--	--
Socioeconomically Disadvantaged	27	11	40.7%	9.0%	27.0%	64.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 5/10/2016

**ELA - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	27	27	100.0%	41.0%	30.0%	26.0%	4.0%
Male	27	13	48.1%	46.0%	23.0%	31.0%	0.0%
Female	27	14	51.9%	36.0%	36.0%	21.0%	7.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	27	2	7.4%	--	--	--	--
Hispanic or Latino	27	13	48.1%	54.0%	31.0%	15.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	27	12	44.4%	33.0%	25.0%	33.0%	8.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	27	18	66.7%	50.0%	28.0%	22.0%	0.0%
English Learners	27	2	7.4%	--	--	--	--
Students with Disabilities	27	2	7.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 5/10/2016*

**ELA - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	24	23	95.8%	4.0%	39.0%	39.0%	17.0%
Male	24	15	62.5%	7.0%	60.0%	7.0%	27.0%
Female	24	8	33.3%	--	--	--	--
Black or African American	24	1	4.2%	--	--	--	--
American Indian or Alaska Native	24	1	4.2%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	24	0	0.0%	--	--	--	--
Hispanic or Latino	24	5	20.8%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	24	15	62.5%	7.0%	33.0%	40.0%	20.0%
Two or More Races	24	1	4.2%	--	--	--	--
Socioeconomically Disadvantaged	24	6	25.0%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	24	2	8.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 5/10/2016*

**ELA - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
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	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 5/10/2016*



**CAASPP Assessment Results - Mathematics****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	28	28	100.0%	50.0%	11.0%	21.0%	18.0%
Male	28	10	35.7%	--	--	--	--
Female	28	18	64.3%	39.0%	11.0%	28.0%	22.0%
Black or African American	28	2	7.1%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	28	10	35.7%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	28	9	32.1%	--	--	--	--
Two or More Races	28	5	17.9%	--	--	--	--
Socioeconomically Disadvantaged	28	8	28.6%	--	--	--	--
English Learners	28	2	7.1%	--	--	--	--
Students with Disabilities	28	1	3.6%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 5/10/2016*

**Mathematics - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	32	30	93.8%	23.0%	30.0%	23.0%	23.0%
Male	32	12	37.5%	25.0%	25.0%	17.0%	33.0%
Female	32	18	56.3%	22.0%	33.0%	28.0%	17.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	32	15	46.9%	40.0%	20.0%	27.0%	13.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	32	14	43.8%	7.0%	43.0%	21.0%	29.0%
Two or More Races	32	1	3.1%	--	--	--	--
Socioeconomically Disadvantaged	32	13	40.6%	31.0%	46.0%	15.0%	8.0%
English Learners	32	2	6.3%	--	--	--	--
Students with Disabilities	32	1	3.1%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 5/10/2016*

**Mathematics - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	32	30	93.8%	40.0%	37.0%	17.0%	3.0%
Male	32	15	46.9%	27.0%	60.0%	7.0%	0.0%
Female	32	15	46.9%	53.0%	13.0%	27.0%	7.0%
Black or African American	32	1	3.1%	--	--	--	--
American Indian or Alaska Native	32	1	3.1%	--	--	--	--
Asian	32	1	3.1%	--	--	--	--
Filipino	32	0	0.0%	--	--	--	--
Hispanic or Latino	32	6	18.8%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	32	21	65.6%	29.0%	48.0%	19.0%	5.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	32	9	28.1%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	32	3	9.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 5/10/2016*

**Mathematics - Grade 6**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	27	26	96.3%	8.0%	27.0%	23.0%	23.0%
Male	27	12	44.4%	0.0%	8.0%	25.0%	33.0%
Female	27	14	51.9%	14.0%	43.0%	21.0%	14.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	27	1	3.7%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	27	9	33.3%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	27	12	44.4%	0.0%	33.0%	33.0%	25.0%
Two or More Races	27	4	14.8%	--	--	--	--
Socioeconomically Disadvantaged	27	11	40.7%	18.0%	36.0%	27.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 5/10/2016*

**Mathematics - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	27	27	100.0%	44.0%	37.0%	11.0%	7.0%
Male	27	13	48.1%	38.0%	46.0%	8.0%	8.0%
Female	27	14	51.9%	50.0%	29.0%	14.0%	7.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	27	2	7.4%	--	--	--	--
Hispanic or Latino	27	13	48.1%	69.0%	31.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	27	12	44.4%	25.0%	50.0%	8.0%	17.0%
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	27	18	66.7%	50.0%	39.0%	11.0%	0.0%
English Learners	27	2	7.4%	--	--	--	--
Students with Disabilities	27	2	7.4%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 5/10/2016*

**Mathematics - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	24	23	95.8%	48.0%	43.0%	9.0%	0.0%
Male	24	15	62.5%	47.0%	47.0%	7.0%	0.0%
Female	24	8	33.3%	--	--	--	--
Black or African American	24	1	4.2%	--	--	--	--
American Indian or Alaska Native	24	1	4.2%	--	--	--	--
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	24	0	0.0%	--	--	--	--
Hispanic or Latino	24	5	20.8%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	24	15	62.5%	47.0%	40.0%	13.0%	0.0%
Two or More Races	24	1	4.2%	--	--	--	--
Socioeconomically Disadvantaged	24	6	25.0%	--	--	--	--
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	24	2	8.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 5/10/2016*

**Mathematics - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	--	--	--	--	--	--	--
Male	--	--	--	--	--	--	--
Female	--	--	--	--	--	--	--
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	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 5/10/2016*

**California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	65.0%	44.0%	62.0%	62.0%	57.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 5/10/2016*

**California Standards Tests Results by Student Group in Science (School Year 2014-15)**

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	57.0%
All Students at the School	44.0%
Male	36.0%
Female	57.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	50.0%
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 5/10/2016*



**Career Technical Education Programs (School Year 2014-15)**

NA
----

*Last updated: 5/10/2016*

**Career Technical Education Participation (School Year 2014-15)**

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

*Last updated: 5/10/2016*

**Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

# State Priority: Other Pupil Outcomes

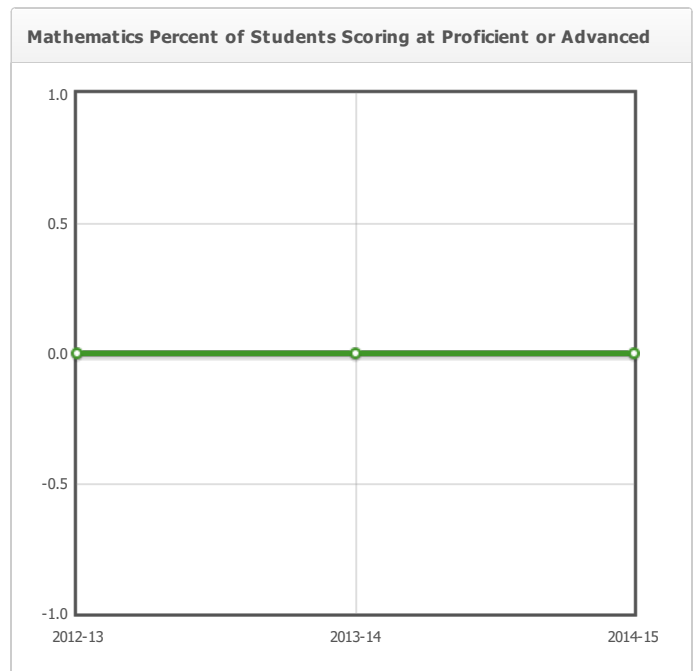
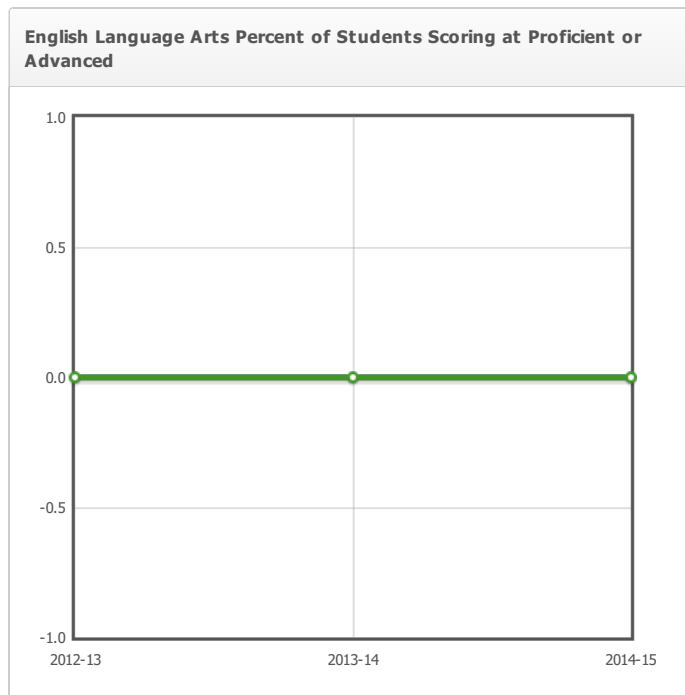
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

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

## California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	57.0%	58.0%	58.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	60.0%	63.0%	55.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 5/10/2016

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if****applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	--	--	--	--	--	--
All Students at the School	--	--	--	--	--	--
Male	--	--	--	--	--	--
Female	--	--	--	--	--	--
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	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 5/10/2016*

**California Physical Fitness Test Results (School Year 2014-15)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	34.4%	15.6%	18.8%
7	22.2%	18.5%	11.1%

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: 5/10/2016*

## 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 schoolsite

### Opportunities for Parental Involvement - Most Recent Year

Our school enjoys high parent involvement. 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 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.

## State Priority: Pupil Engagement

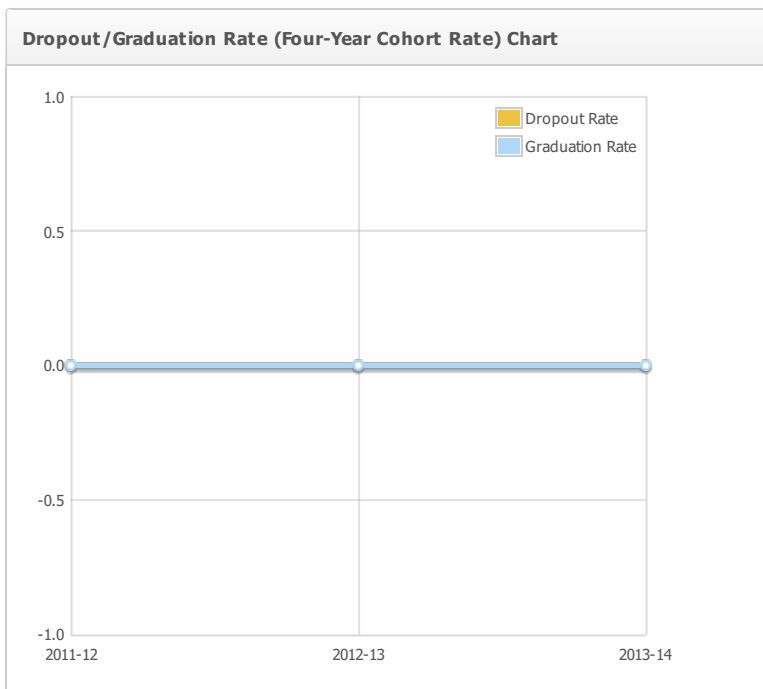
*Last updated: 5/10/2016*

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			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	86.80	88.30	92.10	78.87	80.44	80.95



Last updated: 5/10/2016

**Completion of High School Graduation Requirements**

<b>Student Group</b>	<b>Graduating Class of 2014</b>		
	<b>School</b>	<b>District</b>	<b>State</b>
All Students	--	91	84
Black or African American	--	90	76
American Indian or Alaska Native	--	100	78
Asian	--	100	92
Filipino	--	125	96
Hispanic or Latino	--	90	81
Native Hawaiian or Pacific Islander	--	100	83
White	--	93	89
Two or More Races	--	74	82
Socioeconomically Disadvantaged	--	90	81
English Learners	--	58	50
Students with Disabilities	--	94	61
Foster Youth	--	--	--

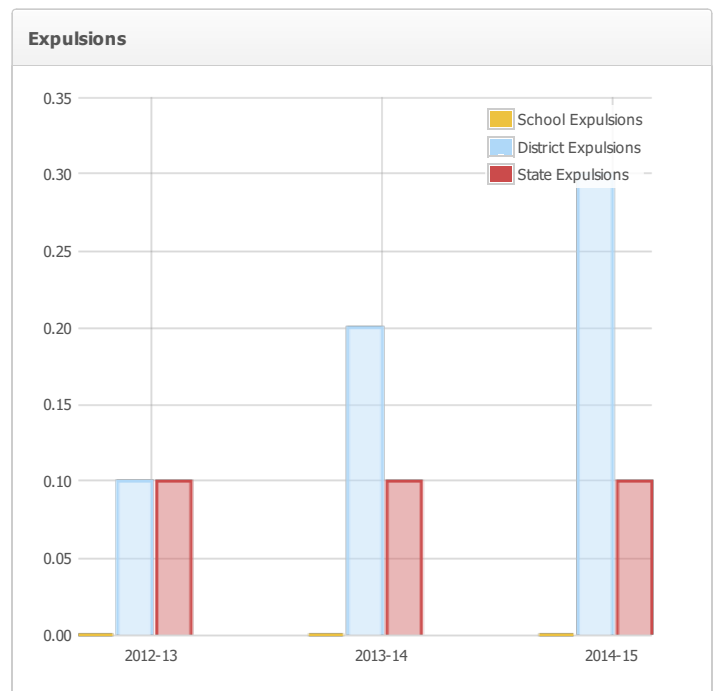
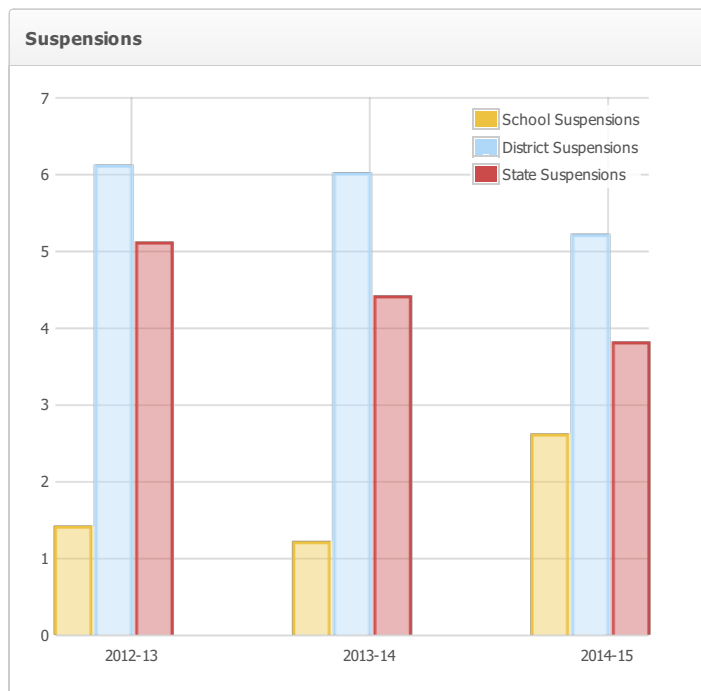
# State Priority: School Climate

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			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.4	1.2	2.6	6.1	6.0	5.2	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.1	0.2	0.3	0.1	0.1	0.1



Last updated: 5/10/2016

## School Safety Plan - Most Recent Year

Sycamore Valley Academy has a fully compliant School Safety Plan. The plan was last reviewed and updated 8/1/15. The staff had a full School Safety Plan training on 8/5/15 and drill procedures are reviewed and discussed again in January of 2016 at a staff meeting. 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: 5/10/2016

## 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 2014-15)

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

Last updated: 5/10/2016

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		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.

Last updated: 5/10/2016

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15		
	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+
K	25.0		1	21.0	1	1	22.0		2
1				14.0	1		14.0	1	
2				22.0	1	1	24.0	1	2
3	26.0		2						
4				29.0		2	30.0		2
5									
6	27.0		1	28.0		1	30.0		2
Other									

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

Last updated: 5/10/2016



**Average Class Size and Class Size Distribution (Secondary)**

Subject	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *		Average Class Size	Number of Classes *		Average Class Size	Number of Classes *				
		1-22	23-32		33+	1-22		23-32	33+	1-22	23-32	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: 5/10/2016

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	0.7	N/A
Other		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: 5/10/2016

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6774.0	\$822.0	\$5952.0	\$45300.0
District	N/A	N/A	\$0.0	\$64749.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5348.0	\$72971.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 5/10/2016

## Types of Services Funded (Fiscal Year 2014-15)

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 Battle of the Books and Spelling Bee, and athletic, like Basketball and Track) that compete at county and league competitions.

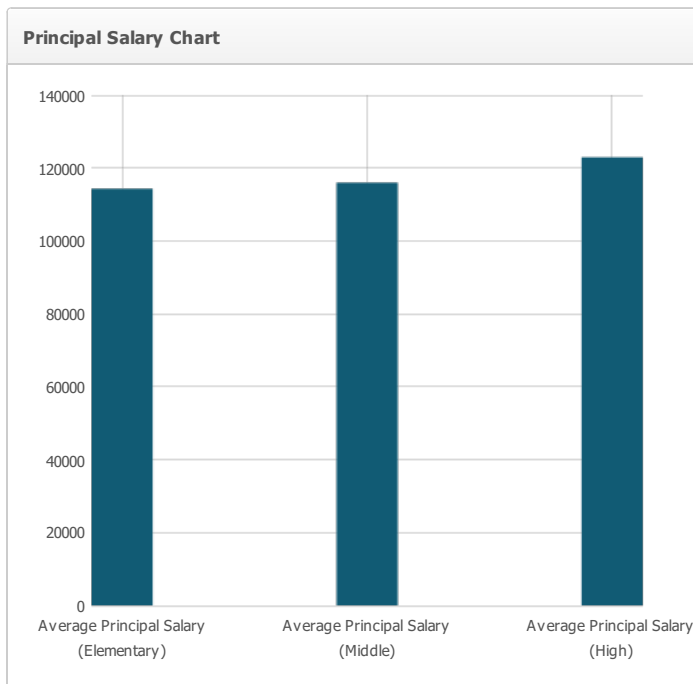
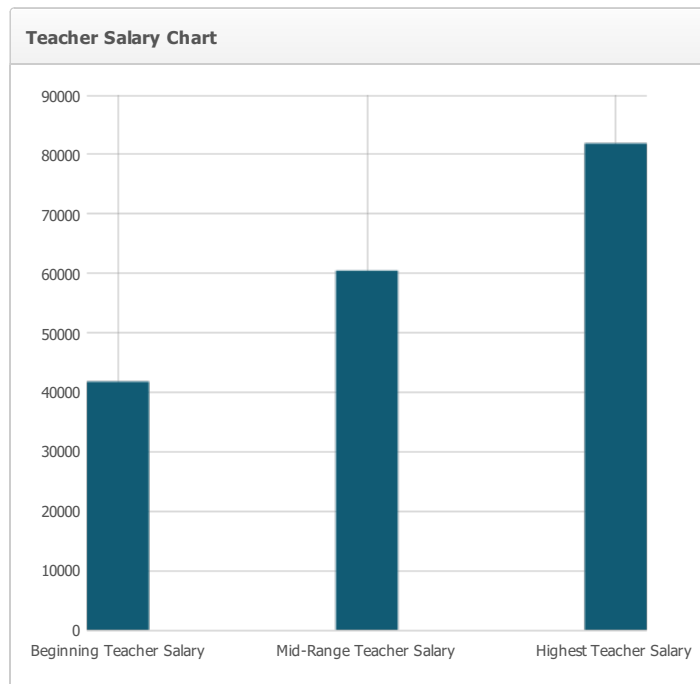
We use a disciplinary system (our "social contract") based on Restorative Justice principles. This includes the use of mediation and counseling for disciplinary infractions. The focus is on helping students repair what was broken through their misbehavior: whether that was physical property, the functioning 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: 5/10/2016*

## Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,796	\$43,165
Mid-Range Teacher Salary	\$60,464	\$68,574
Highest Teacher Salary	\$81,887	\$89,146
Average Principal Salary (Elementary)	\$114,328	\$111,129
Average Principal Salary (Middle)	\$115,995	\$116,569
Average Principal Salary (High)	\$122,947	\$127,448
Superintendent Salary	\$187,773	\$234,382
Percent of Budget for Teacher Salaries	37.0%	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: 5/10/2016*

**Advanced Placement Courses (School Year 2014-15)**

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

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

\*Where there are student course enrollments.

Note : AP means Advanced Placement.

*Last updated: 5/10/2016*

**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 studies curricular resources and best practices in pedagogy with one content area per academic year. 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 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: 5/10/2016*