Sycamore Valley Academy
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 web page at https://www.cde.ca.gov/fg/aa/lc/

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

2022-23 School Contact Information

School Name	Sycamore Valley Academy
Street	6832 Avenue 280
City, State, Zip	Visalia, CA 93277
Phone Number	559.622.3236
Principal	Corey Morse
Email Address	cmorse@sycamorevalleyacademy.org
School Website	sycamorevalleyacademy.org
County-District-School (CDS) Code	54722560125542

2022-23 District Contact Information

District Name	Sycamore Valley Academy
Phone Number	(559) 429-4351
Superintendent	Donya Ball
Email Address	dball@theacademiescharters.org
District Website Address	www.sycamorevalleyacademy.org

2022-23 School Overview

Sycamore Valley Academy (SVA) is a tuition-free, K-8 Visalia charter school that opened in August 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 an enriched curriculum (including Spanish language, hands-on science, service-learning, music, and art instruction) to support

2022-23 School Overview

students who have the desire to work ahead or work deeper in their studies. Our constructivist educational philosophy and program for gifted learners make our school unique in the area.

About Our School

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

First, we believe children find the greatest benefit in their formal education when they are empowered, active participants--students in an environment that responds to their interests, their questions, and their desire to define the world around them. We provide an enriching learning environment (a school with academic breadth, constructivist--hands-on, collaborative--teaching methods, and 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 work to 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 the Spanish language (with a Spanish specialist), hands-on Science learning (with a Science specialist), art (with an art specialist), music, social-emotional learning, project-based learning, thematic learning, Physical Education (with a PE specialist), and history/social studies. In addition to these, older students in grades 6-8 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 their needs 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

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	59
Grade 1	42
Grade 2	39
Grade 3	45
Grade 4	44
Grade 5	42
Grade 6	41
Grade 7	40
Grade 8	36
Total Enrollment	388

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
American Indian or Alaska Native	0.8
Asian	0.5
Black or African American	0.8
Filipino	0.3
Hispanic or Latino	51.3
Native Hawaiian or Pacific Islander	0.5
Two or More Races	7.2
White	35.6
English Learners	6.2
Foster Youth	1.3
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	30.7
Students with Disabilities	8.5

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.80	78.53	120.70	60.54	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	6.13	10.30	5.21	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.50	3.07	8.30	4.19	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	6.13	22.30	11.20	12115.80	4.41
Unknown	1.00	6.13	37.50	18.85	18854.30	6.86
Total Teaching Positions	16.30	100.00	199.30	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.50	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Kindergarten Rigby, Scholastic, Nancy Fetzer, and Booksource Leveled Readers Listening Stations, Teacher Read Alouds Nancy Fetzer Phonics Assessment & NWEA Measures of Academic Progress ("MAP") Fry's List (kinder words) Writing journals Expeditionary Learning Units of Study Words Their Way (word sorts) Phonemic Awareness by Michael Heggerty Grades 1-2 Nancy Fetzer Tara West Listening Stations, Teacher Read Alouds, Websites on Chromebooks Nancy Fetzer Phonics Assessment & NWEA Measures of Academic Progress ("MAP")	Yes	0.00 %

Words Their Way- word sorts

Fry's Lists (0-400 1st Grade) (300-700 2nd Grade)

Daily 5 Reading Workshop Management

Comprehension Connections for reading mini-lessons

Lucy Calkins Writing Units of Study

Lucy Calkins Reading Units of Study

Author Studies

Phonemic Awareness by Michael Heggerty

Grades 3-4

Guided Reading Library

Teacher Read Alouds

Lucy Calkins Leveled Assessment System (K-6)

TCRW P Guided Reading Level Assessment System & NW EA Measures of Academic Progress

("MAP")

Fry's Lists

Lucy Calkins Writing Units of Study

Lucy Calkins Reading Units of Study

Words Their Way Sorts

Whole – Class Novels (1 per trimester)

Literature Circles/Book Clubs

Caught Ya Grammar

Phonemic Awareness by Michael Heggerty

Grades 5-6

Guided Reading Library

Teacher Read Alouds- Bud Not Buddy, Percy Jackson the Lightning Thief, Frightful's Mountain, John Paul Jones, Egyptian Diary, The Silk Road, Sign of the Beaver, King George What Was His Problem, and Esperanza Rising.

TCRW P Guided Reading Level Assessment System & NW EA Measures of Academic Progress

("MAP")

Lucy Calkins Writing Units of Study

	Lucy Calkins Reading Units of Study		
	Lucy Calkins writing rubrics		
	Literature Circles		
	Engage NY Standards-Based Literature Units		
	Grades 7-8		
	Lucy Calkins Writing Rubrics		
	Critical Reading and Writing: Bobbi Mason		
	This I Believe-NPR		
	Story Corps-NPR		
	Assorted Novel Sets- Night by Elie Wiesel, Fast Food Nation by Eric Schlosser, Call of the Wild by Jack London, Macbeth, Hamlet, Romeo and Juliet-Shakespeare, The Crucible by Arthur Miller		
	NWEA Measures of Academic Progress ("MAP")		
Mathematics	Kindergarten	Yes	0.00 %
	Math manipulatives/ hands-on materials		
	Illustrative Math and SFUSD Math Units Math Perspectives (Kathy Richardson)		
	Teaching Elementary & Middle School Mathematics (Vande Walle)		
	Froebel Gifts & Montessori Works (sensorial)		
	Children's Mathematics- CGI		
	Math in Practice (Heinemann)		
	NWEA Measures of Academic Progress ("MAP")		
	Number Corner		
	Grades 1		
	ReganTunstall Math curriculum		
	What's my Place, What's my Value		
	Math manipulatives/ hands-on materials		
	Children's Mathematics- CGI		
	NWEA Measures of Academic Progress ("MAP")		
	Grades 2-3		
	Math manipulatives/ hands-on materials		

	Pearson Investigations 3- CCSS		
	Children's Mathematics- CGI		
	Extending Children's Mathematics- CGI		
	Math in Practice (Heinemann)		
	NWEA Measures of Academic Progress ("MAP")		
	Grades 4-5		
	Math manipulatives/ hands-on materials		
	Pearson Investigations 3- CCSS (Grade 5)		
	Illustrative Mathematics (Grade 6)		
	Interact Simulation: Athenian Secret (also ties in with History)		
	Math in Practice (Heinemann- Grade 5)		
	NWEA Measures of Academic Progress ("MAP")		
	Grades 6-8		
	Illustrative Mathematics curriculum		
	The Art of Problem Solving		
	Bootstrap Algebra Computer Science and Math curriculum		
	NWEA Measures of Academic Progress ("MAP")		
Science	Kindergarten	Yes	0.00 %
	AIMS Units		
	Hands-on materials and experiments		
	Websites		
	NGSS Standards-aligned, teacher-created lessons		
	Grades 1		
	AIMS Units		
	Hands-on materials and experiments		
	websites		
	NGSS Standards-aligned, teacher-created lessons		
	Grades 2-3		
	AIMS Units		
	Audubon Website		

	National Geographic website (and other web-based sources)		
	Hands-on materials		
	NGSS Standards-aligned, teacher-created lessons		
	Grades 4-5		
	AIMS Units		
	National Geographic Website (and other web-based resources)		
	Hands-on materials		
	NGSS Standards-aligned, teacher-created lessons		
	Development & Sexual Health: Planned Parenthood curriculum & instructors		
	Grades 6-8		
	Project-based Inquiry Science from It's About Time Publishers, New York		
	Education and the Environment Initiative (CA.gov) Units		
	NGSS Standards-aligned, teacher-created lessons		
	Development & Sexual Health: Planned Parenthood curriculum & instructors		
History-Social Science	Kindergarten	Yes	0.00 %
	Daily patriotic exercises, songs		
	Geography- continents and oceans		
	American Symbols		
	Rules/Procedures See and Step		
	Grades 1		
	Looping: Heroes/important figures, American symbols PBL		
	Geography- countries, types of maps PBL		
	Map/Geography – World Cultures PBL		
	Farm to Table /Economics PBL		
	Grades 2-3		
	Looping: Visalia history, California history		
	Visalia History		

Harcourt School Publishers, Reflections: California: A Changing State

Interact Simulation: Gold Rush

PBL- Vota, Farmworkers, Visalia History/Constitution/Missions Game Board/Sutter's Fort

Grades 4-5

Looping: American history, Ancient World history

(grade 5) Social Studies Alive: America's Past

(grade 6) History Alive: The Ancient World

PBL- Year A: Revolutionary War Graphic Novels in Tri 1, and Immigration in Western Expansion in

Tri 3

PBL-Year B: Building Ancient Civilizations in Tri 1, and Greek Tragedies in Tri 3

Grades 6-8

Stanford Education Group: Reading Like a Historian, Beyond the Bubble, Civic Online Reasoning

Howard Zinn Education Project

A Young People's History of the United States-Howard Zinn

A Different Mirror: A Young People's History of Multicultural America- Ronald Takaki

An Indigenous People's History of the United States- Roxanne Dunbar-Ortiz

Foreign Language	Spanish Grades K-8 Variety of Picture Books and literature in Spanish Rockalingua Sonrisas 1 & 2 Duolingo	Yes	0.00 %
Health	K-8 Sparks PE units/Teacher created, standards aligned activities, PFT Prep	Yes	0.00 %
Visual and Performing Arts	Kinder Art Books (Raboff)-- for example, Camille & the Sunflowers Art Supplies Ed Emberley At least one lesson in all six elements of art	Yes	0.00 %

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

Grades 1-5

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

Elements of art are incorporated into projects using a variety of mediums. One art lesson always compliments the current PBL.

Currently based lessons on National Art Standards

Music: 1st- music theory/composers/singing; 2nd/3rd- Introduced to drumming via bucket drums and various rhythmic activities; 4th/5th - Ukuleles; 6th-8th- Band and Choir option to all if elected.

Grades 6-8
Students may elect to participate in Elements of Art or 3D Art.

School Facility Conditions and Planned Improvements

Sycamore Valley Academy facilities are rated as "fair" in its latest Facility Inspection Tool report. Systems, cleanliness, restrooms/fountains, safety, structural, and external are rated as "good".

Year and month of the most recent FIT report	January 2022

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	42	N/A	30	N/A	47
Mathematics (grades 3-8 and 11)	N/A	30	N/A	20	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	254	245	96.46	3.54	42.04
Female	123	117	95.12	4.88	47.01
Male	131	128	97.71	2.29	37.50
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	124	123	99.19	0.81	34.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	23	95.83	4.17	43.48
White	96	91	94.79	5.21	49.45
English Learners	13	13	100.00	0.00	30.77
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	68	66	97.06	2.94	16.67
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	31	31	100.00	0.00	3.23

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	254	245	96.46	3.54	29.80
Female	123	117	95.12	4.88	28.21
Male	131	128	97.71	2.29	31.25
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	124	123	99.19	0.81	21.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	23	95.83	4.17	39.13
White	96	91	94.79	5.21	37.36
English Learners	13	13	100.00	0.00	7.69
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	68	66	97.06	2.94	13.64
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	31	31	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	35.06	--	--	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	81	77	95.06	4.94	35.06
Female	43	40	93.02	6.98	32.5
Male	38	37	97.37	2.63	37.84
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	41	40	97.56	2.44	27.5
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	28	26	92.86	7.14	46.15
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	22	22	100	0	18.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	100	100	100	100	100

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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 parent's night out, field trips for every class, campus beautification days, and sports events.

2. 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, and a Spring fundraiser event. This group meets monthly and the PTO board and subcommittees meet more frequently when working on specific projects.

4. Room Parents: Each classroom has a minimum of 1 room parent who organizes classroom parties and teacher appreciation activities.

5. Volunteering: Parents, 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 recess/ lunch, and more support during instructional time.

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

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

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	423	410	120	29.3
Female	209	201	53	26.4
Male	214	209	67	32.1
American Indian or Alaska Native	3	3	2	66.7
Asian	2	2	1	50.0
Black or African American	4	4	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	215	210	77	36.7
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	28	27	5	18.5
White	149	142	30	21.1
English Learners	29	29	7	24.1
Foster Youth	5	5	2	40.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	142	135	56	41.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	43	42	10	23.8

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.48	2.60	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	3.31	0.20	3.39	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.31	0.00
Female	2.39	0.00
Male	4.21	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.65	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.68	0.00
English Learners	6.90	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.52	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	13.95	0.00

2022-23 School Safety Plan

Sycamore Valley Academy has a fully compliant School Safety Plan. The plan was last reviewed and updated in September 2022. Staff receives full training annually regarding safety practices as well as active shooter training by local law enforcement. Our School Safety Plan consists of responses to lockdown, 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 the physical safety of students, school climate, youth development, compliance with laws, and community parenting.

D. Other SARC Information

Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21		2	
1	14	3		
2	14	3		
3	15	3		
4	15	3		
5	15	3		
6	15	3		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	2	
1	14	3		
2	14	3		
3	14	3		
4	14	3		
5	14	3		
6	16	3		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	2	
1	14	3		
2	13	3		
3	15	3		
4	15	3		
5	14	3		
6	13	3		
Other	6	1		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10094	$1568	$8527.00	$95258
District	N/A	N/A	$8738.00	
Percent Difference - School Site and District	N/A	N/A	-7.6	
State	N/A	N/A	$6,594	
Percent Difference - School Site and State	N/A	N/A	25.6	

2021-22 Types of Services Funded

Sycamore Valley Academy offers ELA, Mathematics, History, Art, Music, Instrumental Music, Spanish, Project-based learning, Social-emotional learning, 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 flag football, boys and girls basketball, boys and girls soccer, and boys and girls 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 by reducing suspensions and building strong, trusting relationships among students, parents, and staff.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

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

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	8	5	5