

# Sycamore Valley Academy

## 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,

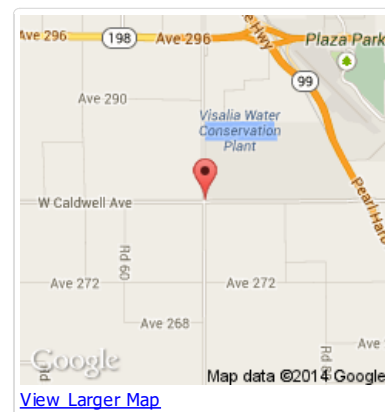
Ruth Dutton

### Contact

6832 Ave. 280  
Visalia, CA  
93277-8300

Phone: 559-622-3236

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



[View Larger Map](#)

## Data and Access

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

## Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

## About This School

### Contact Information (School Year 2012-13)

School	
<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>County-District-School (CDS) Code</b>	54722560125542

District	
<b>District Name</b>	Visalia Unified
<b>Phone Number</b>	(559) 730-7300
<b>Web Site</b>	<a href="http://www.vusd.org">http://www.vusd.org</a>
<b>Superintendent First Name</b>	Craig
<b>Superintendent Last Name</b>	Wheaton
<b>E-mail Address</b>	<a href="mailto:cwheaton@vusd.org">cwheaton@vusd.org</a>

*Last updated: 1/30/2014*

### School Description and Mission Statement (School Year 2012-13)

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: 1/30/2014*

### Opportunities for Parental Involvement (School Year 2012-13)

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

culture and this specific agreement both invite parent participation in myriad ways.

#### 1. School Events

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

#### 2. Parent Workshops

Sycamore Valley Academy provides parents and guardians with two workshops per school year to support them in the challenging job of raising healthy children. Through these workshops, SVA provides caregivers research-based, effective tools to equip parents with information to help them make wise choices at home to support their child's learning and growth. Prior topics have included Developing Resilience/ Grit, the shift to the Common Core, and Supporting Your Emerging Reader.

#### 3. Parent Teacher Organization (SVA PTO)

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

#### 4. Room Parents

Each classroom has two room parents who organize classroom parties and teacher appreciation activities.

#### 5. Volunteering

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

#### 6. Parent Representative on the SVA Board of Directors

The governing board of our school always contains 1-2 parents of current SVA students.

*Last updated: 1/31/2014*

# Student Performance

## Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

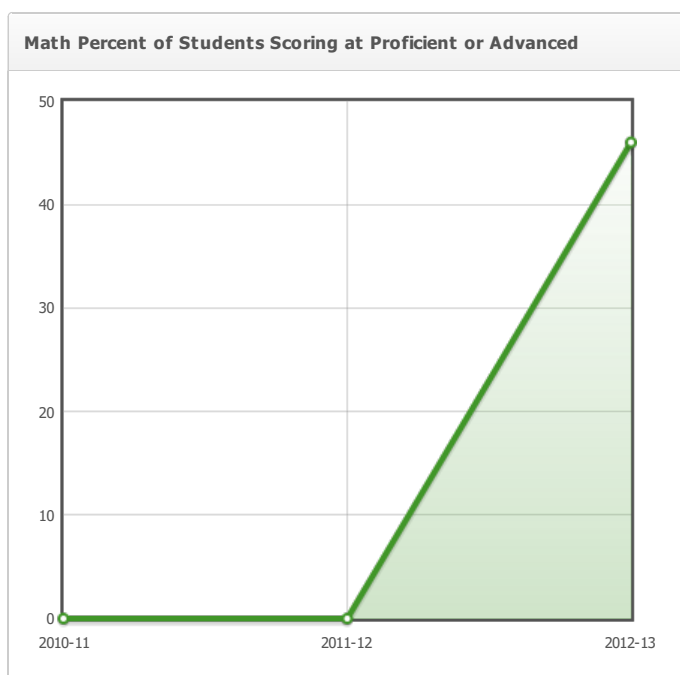
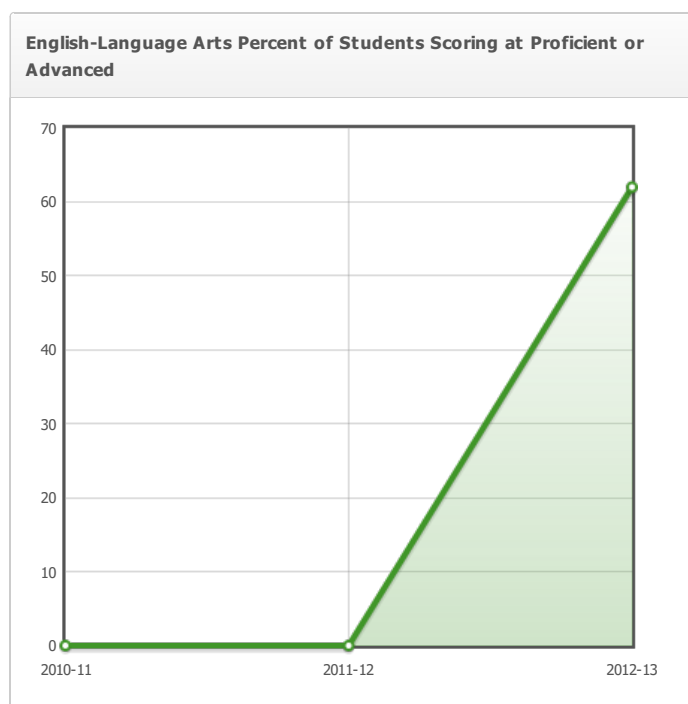
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

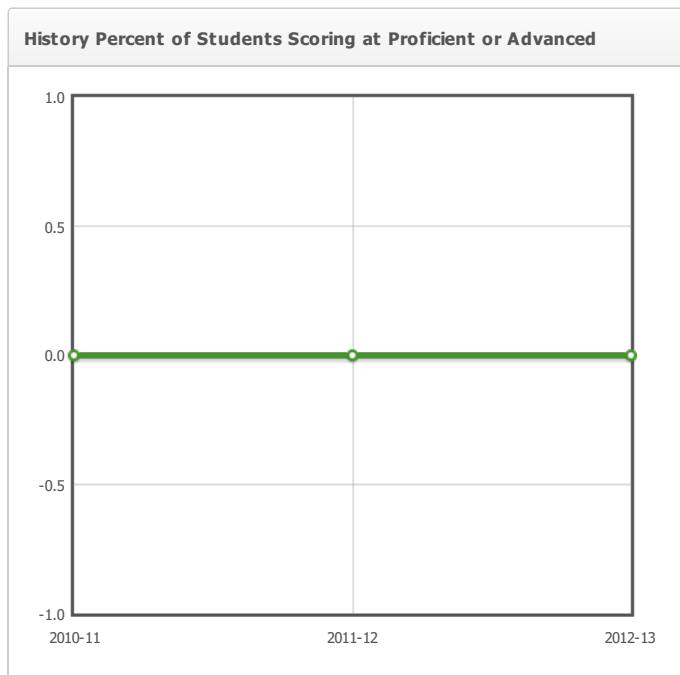
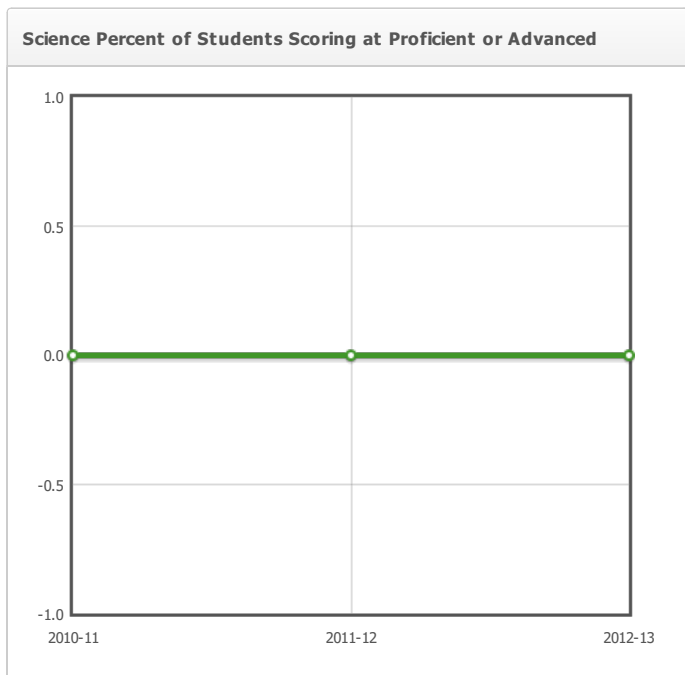
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	N/A	62%	49%	53%	53%	54%	56%	55%
Mathematics	N/A	N/A	46%	47%	50%	50%	49%	50%	50%
Science	N/A	N/A	N/A	60%	62%	63%	57%	60%	59%
History-Social Science	N/A	N/A	N/A	50%	53%	55%	48%	49%	49%

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





Last updated: 1/30/2014

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	53%	50%	63%	55%
All Students at the School	62%	46%	N/A	N/A
Male	63%	51%	N/A	N/A
Female	61%	41%	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	52%	30%	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	67%	55%	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	53%	25%	N/A	N/A
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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

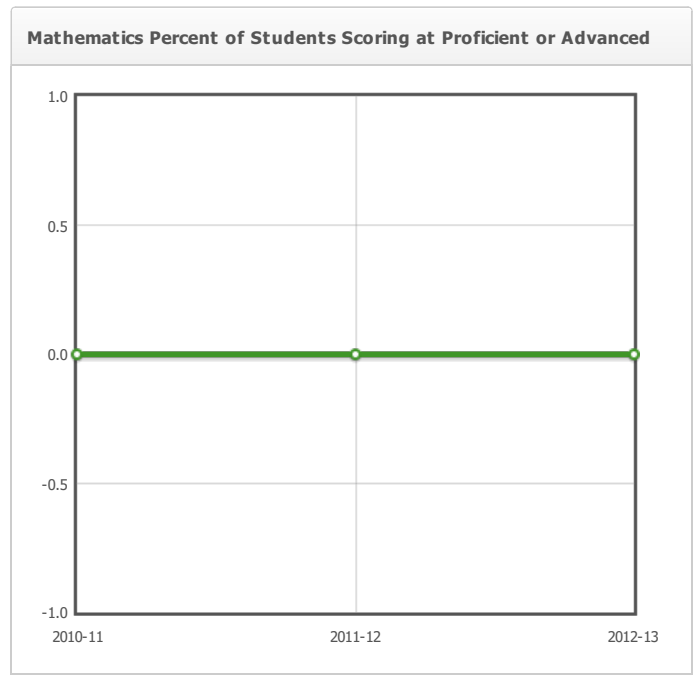
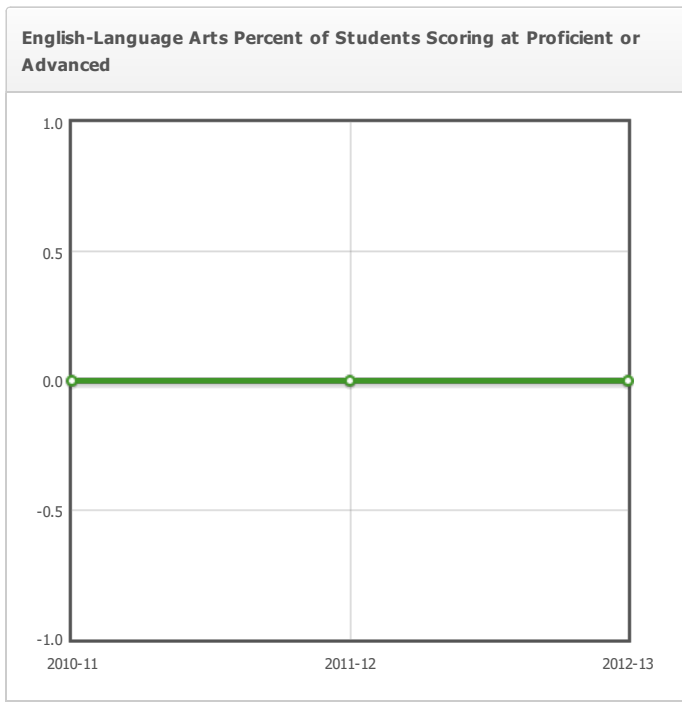
Last updated: 1/30/2014

# California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	N/A	N/A	57%	57%	57%	59%	56%	57%
Mathematics	N/A	N/A	N/A	54%	56%	60%	56%	58%	60%

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



Last updated: 1/30/2014

## California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	43%	23%	34%	40%	42%	18%
All Students at the School	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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

*Last updated: 1/30/2014*



## California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT Web page](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	20.0%	15.0%	15.0%
9	N/A	N/A	N/A

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

*Last updated: 1/30/2014*

## Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide			
Similar Schools			

*Last updated: 1/30/2014*

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School			B
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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

*Last updated: 1/30/2014*

## Academic Performance Index Growth by Student Group – 2012-13 Growth API

### Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	75	818	19,909	789	4,655,989	790
Black or African American	0		419	730	296,463	708
American Indian or Alaska Native	1		299	791	30,394	743
Asian	1		985	840	406,527	906
Filipino	0		77	878	121,054	867
Hispanic or Latino	24	773	12,647	761	2,438,951	744
Native Hawaiian or Pacific Islander	0		32	852	25,351	774
White	45	843	5,135	848	1,200,127	853
Two or More Races	4		294	818	125,025	824
Socioeconomically Disadvantaged	13	717	12,819	752	2,774,640	743
English Learners	1		5,083	717	1,482,316	721
Students with Disabilities	5		1,982	591	527,476	615

Last updated: 1/30/2014

## Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	Yes

Last updated: 1/30/2014

## Federal Intervention Program (School Year 2013-14)

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Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the [CDE PI Status Determinations Web page](#).

<b>Indicator</b>	<b>School</b>	<b>District</b>
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%

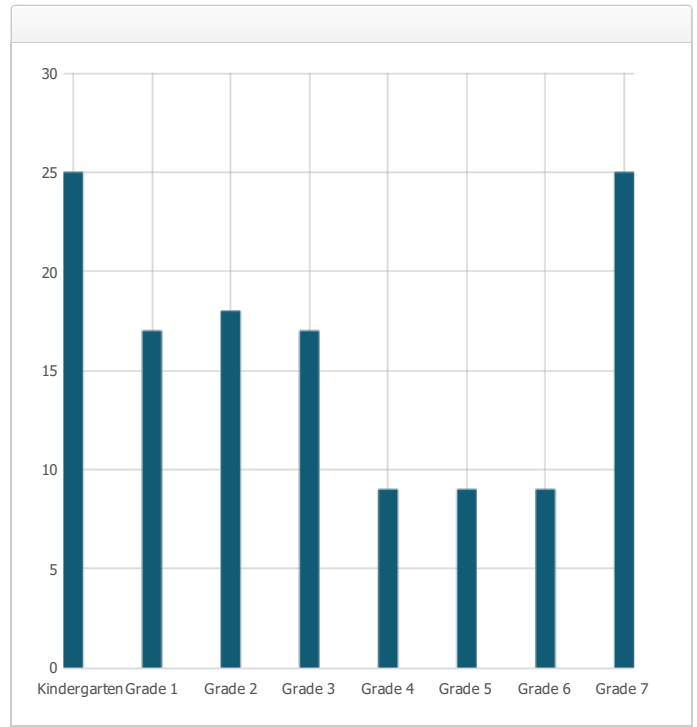
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*Last updated: 1/30/2014*

## School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

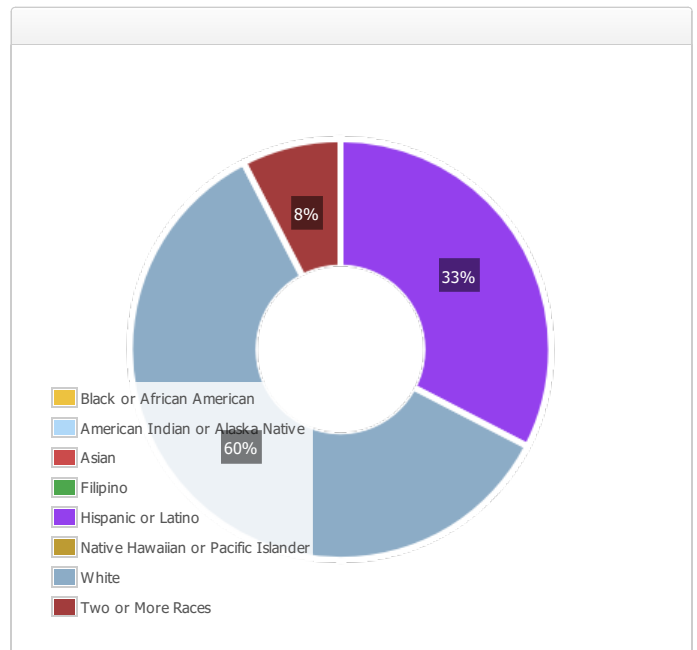
Grade Level	Number of Students
Kindergarten	25
Grade 1	17
Grade 2	18
Grade 3	17
Grade 4	9
Grade 5	9
Grade 6	9
Grade 7	25
<b>Total Enrollment</b>	<b>129</b>



Last updated: 1/31/2014

### Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.8
Asian	0.8
Filipino	0.0
Hispanic or Latino	30.2
Native Hawaiian or Pacific Islander	0.8
White	55.0
Two or More Races	7.8
Socioeconomically Disadvantaged	18.6
English Learners	2.3
Students with Disabilities	4.7



Last updated: 1/30/2014

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

Grade Level	2010-11			2011-12			2012-13					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K								25.0		1		
1								9.0		2		
2								9.0		2		
3								9.0		2		
4								9.0		1		
5								9.0		1		
6								9.0		1		
Other												

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

Last updated: 1/30/2014

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

Subject	2010-11			2011-12			2012-13					
	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: 1/30/2014

## School Safety Plan (School Year 2012-13)

Sycamore Valley Academy has a fully compliant School Safety Plan. The plan was last reviewed and updated 9/2/13. The staff had a full School Safety Plan training on 9/4/13 and drill procedures were reviewed and discussed on 9/11/13 and 12/3/13 at staff development sessions. 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.

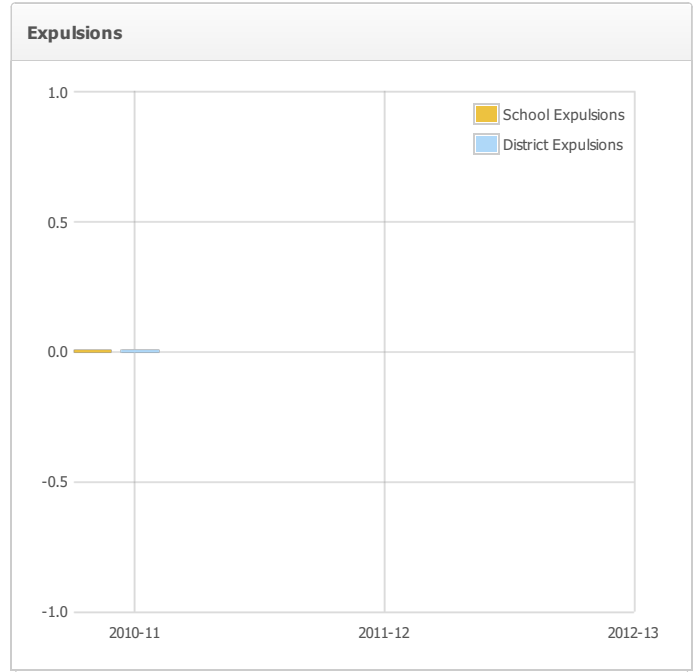
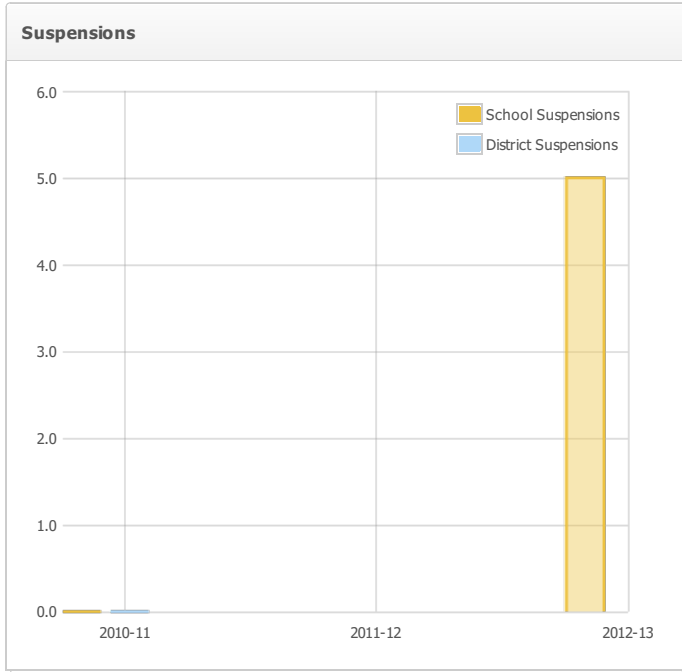
Further, the SVA School Safety Plan includes an assessment of strategies currently in place, and concerns regarding Physical Safety of Students, School Climate, Youth Development, Compliance with Laws and Community Partnering.



# Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions			5.00			
Expulsions	0.00					

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.



Last updated: 1/30/2014



## School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013-14)

The school site is in good repair. The site will add additional buildings over summer months to accommodate growth in Sycamore Valley Academy's enrollment.

*Last updated: 1/30/2014*

### School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	One set of student restrooms needs repair, installation of fans, in order to become operable.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

### Overall Facility Rate (School Year 2012-13)

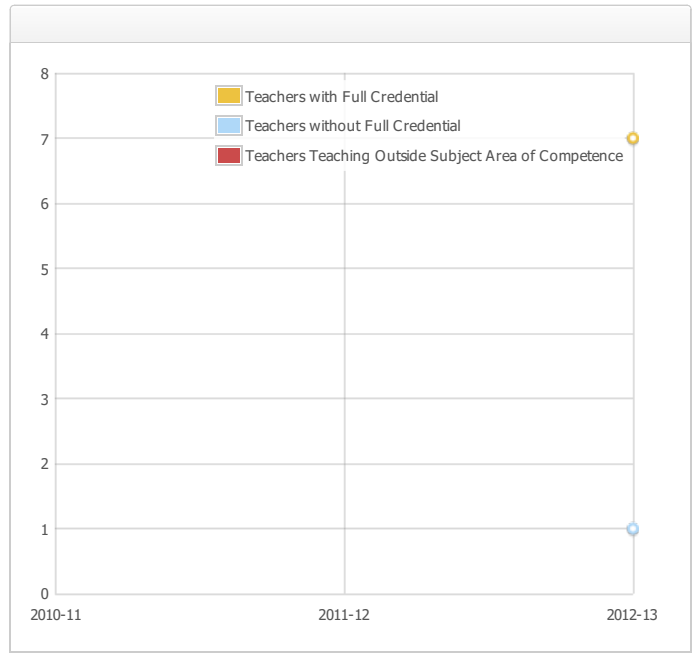
Overall Rating	Good
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*Last updated: 1/30/2014*

# Teachers

## Teacher Credentials

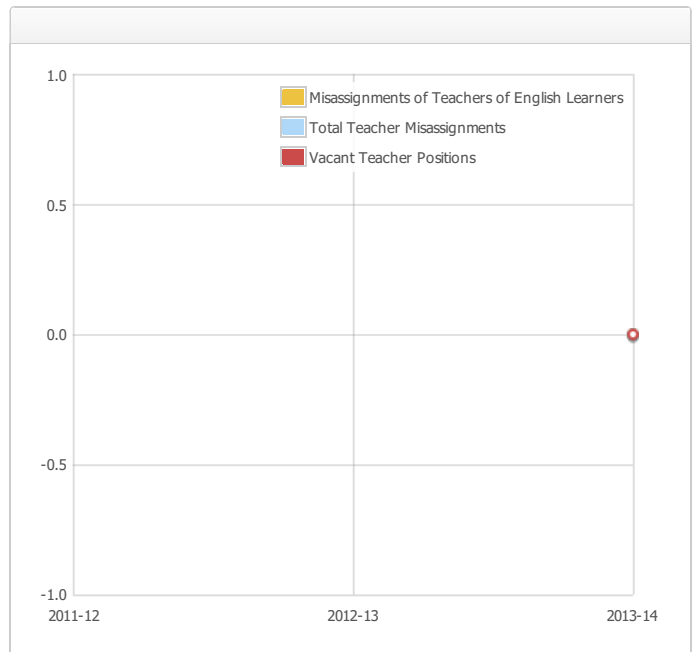
Teachers	School		District	
	2010-11	2011-12	2012-13	2012-13
With Full Credential			7	
Without Full Credential			1	
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 1/30/2014

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments*			0
Vacant Teacher Positions			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: 1/30/2014

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
This School	88	13
All Schools in District	88	13
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	88	13

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.

*Last updated: 1/30/2014*

## Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

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		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	0.2	N/A
Other		N/A

Note: Cells shaded in black or with N/A values do not require data.

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

*Last updated: 1/30/2014*

## Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: July 2013

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	<p>Superkids Reading Program (K-2)</p> <p>Guided Reading groups use authentic literature (1-8)</p> <p>Various novels and informational text (K-8)</p> <p>Step Up to Writing (K-8)</p> <p>Lucy Calkins Writing (K-8)</p> <p>Our staff uses Common Core standards-aligned materials and designs lessons directly from the standards to model and teach literacy to students. We prefer authentic literature (whole novels, informational text) over a basal reading program in order to develop both reading skill and a love of reading.</p>	No	0.0
Mathematics	<p>Math in Focus (K-5), Great Source, Houghton Mifflin</p> <p>Big Ideas Math (7), Accelerated, Houghton Mifflin</p> <p>Big Ideas Math (8), Algebra 1, Houghton Mifflin</p>	No	0.0
Science	<p>AIMS hands-on science units and lessons</p> <p>k-12.org</p> <p>Our staff uses Common Core standards-aligned materials and designs lessons directly from the standards to model and teach the process of scientific inquiry and discovery to students. We prefer hands-on projects over a textbook-driven science program.</p>	No	0.0
History-Social Science	<p>History Alive (5-8), Teacher's Curriculum Institute</p>	No	0.0
Foreign Language	<p>Sonrisas Spanish Curriculum, Level 1 and 2</p>	No	0.0
Health	<p>Positive Prevention Plus, American Red Cross (7-8)</p>	No	0.0
Visual and Performing Arts	<p>Discussions 4 Learning- Art- (K-8)</p> <p>Traditions of Excellence (beginning band)</p> <p>Sound Innovations (advanced band)</p> <p>Our staff designs lessons directly from the standards to teach students to apply concepts and techniques in art and music. We have visual art instruction in all classes and offer instrumental music in grade 5-8.</p>	No	0.0
Science Laboratory Equipment (grades 9-12)			0.0



## School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$00	\$00	\$00	\$00
District	N/A	N/A	N/A	\$62,232
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5,537	\$69,704
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 1/31/2014

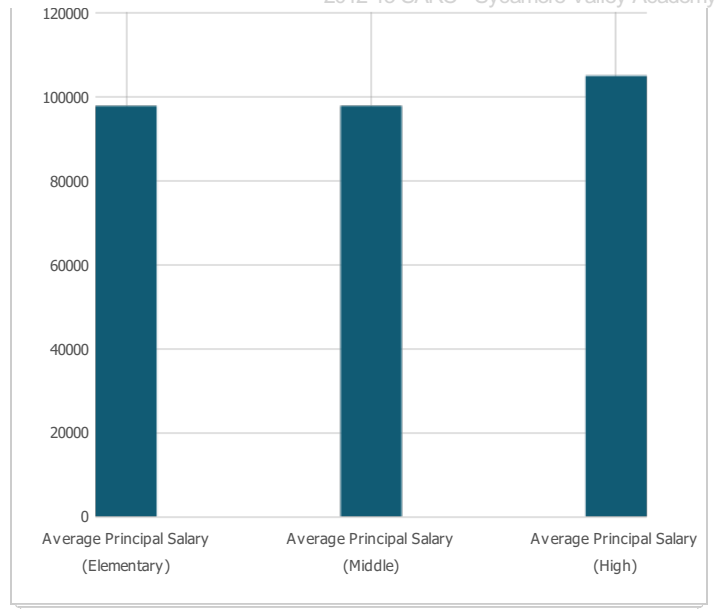
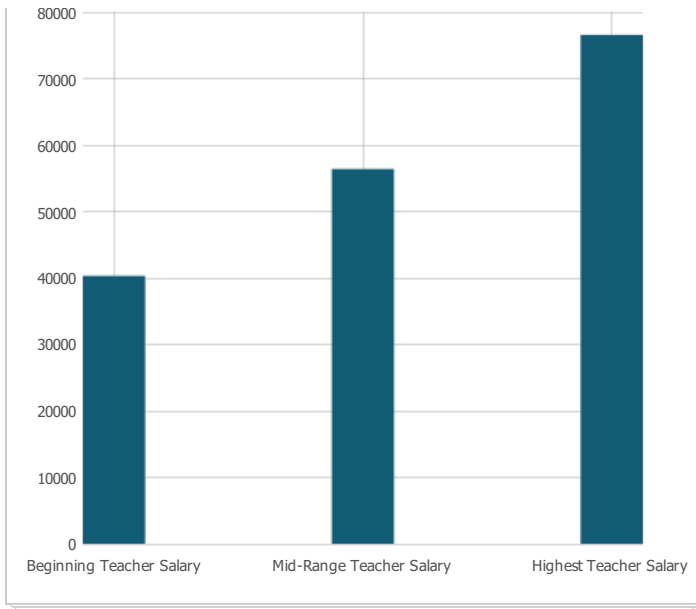
### Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,311	\$41,462
Mid-Range Teacher Salary	\$56,397	\$66,133
Highest Teacher Salary	\$76,567	\$85,735
Average Principal Salary (Elementary)	\$97,692	\$107,206
Average Principal Salary (Middle)	\$97,714	\$111,641
Average Principal Salary (High)	\$104,851	\$122,628
Superintendent Salary	\$169,305	\$225,176
Percent of Budget for Teacher Salaries	39.0%	38.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).

Teacher Salary Chart

Principal Salary Chart



*Last updated: 1/31/2014*



# School Completion and Postsecondary Preparation

## Admission Requirements for California's Public Universities

### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the [UC Admissions Information Web page](#).

### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the [CSU Web page](#).

# Instructional Planning and Scheduling

## Professional Development

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This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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

The primary areas for staff development at Sycamore Valley Academy are gifted education and project-based learning. In addition to these, staff receives training in curriculum (i.e. Math in Focus- the Singapore Approach text) and materials/ assessments we use (Fountas & Pinnell Guided Reading Level Assessment, NWEA Measures of Academic Progress Assessments, portfolios, and other topics related to charter schools and school-specific systems (Intervention, SST's, our school's discipline policy and procedures, etc.).

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

*Last updated: 1/31/2014*