

# Sycamore Valley Academy

## 2021 School Accountability Report Card

### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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 at [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

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

## 2021-22 District Contact Information

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

## 2021-22 School Overview

Sycamore Valley Academy (SVA) is a tuition-free, K-8 Visalia charter school that opened in August of 2012. The MISSION of our school is to provide a rich, meaningful education in a nurturing environment, where students are continually challenged and their natural curiosity, creativity, and talents can thrive. We are a collaborative community of educators and families working together to help our students grow into virtuous, courageous, and intelligent citizens, equipped with a love of learning and a love of life, and eager to contribute to a better world.

Our VISION: The Academies' charter schools model transformative change in education by elevating expectations of learning and growth. With grit, tenacity, and empathy, we improve the world around us by embracing challenges as problem-solvers. We create an inclusive community with access to rigorous and enriching educational experiences that challenge and support individuals to achieve their personal best and realize new opportunities.

**LEARNING OUTCOMES:**  
As a result of receiving their K-8 education with us, our alumni will be...

- Inquisitive & Critical Thinkers
- Virtuous, Courageous & Intelligent Individuals
- Self-motivated, Life-long Learners
- Confident Leaders for the 21st Century
- Creative & Effective Problem Solvers
- Empowered Citizens in a Democratic Society

To achieve these desired learning outcomes, we borrow and merge the best ideas from well-respected educational traditions like Constructivism (including influences such as DeVries, Dewey, Froebel, Montessori, and Steiner) and the Classical Education Model.

We offer a site-based, academically accelerated instructional program with thematic units, project-based learning, and enriched curriculum (including Spanish language, hands-on science, service-learning, and arts instruction) to support students who have the desire to work ahead or work deeper in their studies. Our constructivist educational philosophy and program for gifted learners makes our school unique in the area.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	61
Grade 1	42
Grade 2	42
Grade 3	43
Grade 4	43
Grade 5	41
Grade 6	47
Grade 7	41
Grade 8	35
Total Enrollment	395

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.8
Asian	0.5
Black or African American	0.5
Filipino	0.3
Hispanic or Latino	49.4
Two or More Races	7.6
White	39.7
English Learners	4.8
Foster Youth	0.5
Socioeconomically Disadvantaged	30.1
Students with Disabilities	7.6

## 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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

<b>Year and month in which the data were collected</b>	July 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Kindergarten  Rigby, Scholastic, Superkids, and Booksource Leveled Readers  Listening Stations, Teacher Read Alouds  TCRWP Guided Reading Level Assessment System &amp; NWEA Measures of Academic Progress (“MAP”)  Expeditionary Learning Units  Fry’s List (kinder words)  Writing journals  Lucy Calkins Units of Study in Writing  Nancy Fetzer- Early literacy  Phonics Screener  Heggerty Phonemic Awareness Program  Tara West Kindergarten Literacy and Writing</p> <p>Grades 1-2  Rigby, Superkids (Intervention), Booksource Leveled Readers, Reading A-Z online leveled readers  Listening Stations, Teacher Read Alouds, Websites on Chromebooks  TCRWP Guided Reading Level Assessment System &amp; NWEA Measures of Academic Progress (“MAP”)  Expeditionary Learning Units  Words I Use When I Write- student consumable dictionaries  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  Author Studies  Nancy Fetzer-Early Literacy  Nancy Fetzer- Emergent Readers  Phonics Screener  Writing Connections for writing mini-lessons  SEL Character Ed  SEL Bite sized Character  Tara West Reading and Writing Curriculum  Karan Jones Reading and Writing Curriculum  Heggerty Phonemic Awareness Program</p> <p>Grades 3-4  Guided Reading Library  Teacher Read Alouds  Lucy Calkins Leveled Assessment System (K-6)  TCRWP Guided Reading Level Assessment System &amp; NWEA Measures of Academic Progress (“MAP”)  Expeditionary Learning Units  Fry’s Lists  Lucy Calkins Writing Units of Study  Nancy Fetzer-Emergent Readers</p>	Yes	0

	<p>Words Their Way Sorts  Whole – Class Novels (1 per trimester)  Literature Circles/Book Clubs  Caught Ya Grammar  Guidebooks Literacy Units  Writing Journals  Daily 5 Reading Workshop Management</p> <p>Grades 5-6  Guided Reading Library  Teacher Read Alouds- Bud Not Buddy, Percy Jackson the Lightning Thief, Frightful’s Mountain, Dragon Wings, John Paul Jones, Egyptian Diary, The Silk Road,  TCRWP Guided Reading Level Assessment System &amp; NWEA Measures of Academic Progress (“MAP”)  Expeditionary Learning Units  Lucy Calkins Writing Units of Study  Lucy Calkins Reading Units of Study  Lucy Calkins writing rubrics  Literature Circles  Engage NY Standards-Based Literature Units  Engage NY Literacy Units</p> <p>Grades 7-8  Lucy Calkins Writing Rubrics  Critical Reading and Writing: Bobbi Mason  This I Believe-NPR  Story Corps-NPR  Assorted Novel Sets- Night by Elie Wiesel, Fast Food Nation by Eric Schlosser, Call of the Wild by Jack London, Macbeth, Hamlet, Romeo and Juliet- Shakespeare, The Crucible by Arthur Miller  NWEA Measures of Academic Progress (“MAP”)</p>		
<p><b>Mathematics</b></p>	<p>Kindergarten  Math manipulatives/ hands-on materials  Pearson Investigations 3- CCSS  Math Perspectives (Kathy Richardson)  Teaching Elementary &amp; Middle School Mathematics (Vande Walle)  Froebel Gifts &amp; Montessori Works (sensorial)  Children’s Mathematics- CGI  Math in Practice (Heinemann)  NWEA Measures of Academic Progress (“MAP”)  Kathy Richardson Math Resources  Jo Boaler Math Resources</p> <p>Grades 1-2  Math manipulatives/ hands-on materials  Pearson Investigations 3-CCSS  Math Perspectives (Kathy Richardson)  Interact Simulation: Kid Town  Teaching Elementary &amp; Middle School Mathematics (Van de Walle)  Children’s Mathematics- CGI  Math in Practice (Heinemann)  NWEA Measures of Academic Progress (“MAP”)</p>	<p>Yes</p>	<p>0</p>

	<p>Investigations Math Units  Kathy Richardson Math Resources  San Francisco Math Units  Reagan Tungstall Guided Math</p> <p>Grades 3-4  Math manipulatives/ hands-on materials  Pearson Investigations 3- CCSS  Children’s Mathematics- CGI  Extending Children’s Mathematics- CGI  Math in Practice (Heinemann)  NW EA Measures of Academic Progress (“MAP”)  San Francisco Math  Investigations Math Units</p> <p>Grades 5-6  Math manipulatives/ hands-on materials  Pearson Investigations 3- CCSS (Grade 5)  Illustrative Mathematics (Grade 6)  Math in Practice (Heinemann- Grade 5)  NWEA Measures of Academic Progress (“MAP”)  Investigations Math Units  San Francisco Math Units</p> <p>Grades 7-8  Algebra Lab Gear (Manipulatives for Algebra)  Transition to Algebra (Text)  Exeter Mathematics 1 (Text)  Challenge Math- Edward Zaccaro (Text)  Real World Algebra- Edward Zaccaro (Text)  Mathematics Assessment Project (Assessments)  NWEA Measures of Academic Progress (“MAP”)  Utah Middle School Math Project by the University of Utah  Bootstrap Algebra and Bootstrap Data Science</p>		
<b>Science</b>	<p>Kindergarten  AIMS Units  Hands-on materials and experiments  Websites  NGSS Standards-aligned, teacher created lessons</p> <p>Grades 1-2  EEI Science Units  Hands-on materials and experiments  Websites  NGSS Standards-aligned, teacher created lessons  Mystery Doug Science  Tara West Science Units  AIMS Units</p> <p>Grades 3-4  EEI Science Units  Audubon Website  National Geographic Website (and other web-based sources)  Hands-on materials  NGSS Standards-aligned, teacher created lessons  Mystery Doug Science  AIMS Units</p> <p>Grades 5-6</p>	Yes	0

	<p>EEI Science Units National Geographic Website (and other web-based resources) Hands-on materials NGSS Standards-aligned, teacher created lessons Development &amp; Sexual Health: Planned Parenthood curriculum &amp; instructors AIMS Units</p> <p>Grades 7-8 Project based Inquiry Science from It's About Time Publishers, New York Education and the Environment Initiative (CA.gov) Units NGSS Standards-aligned, teacher created lessons Development &amp; Sexual Health: Planned Parenthood curriculum &amp; instructors OpenSciEd units</p>		
<b>History-Social Science</b>	<p>Kindergarten Daily patriotic songs, exercises Geography- continents and oceans American Symbols AIMS: Now &amp; Long Ago Rules/Procedures See and Step</p> <p>Grades 1-2 Expeditionary Learning Units Looping: Heroes/important figures, American symbols PBL Geography- countries, types of maps PBL Map/Geography – World Cultures PBL Farm to Table /Economics PBL Little Social Studies Thinkers</p> <p>Grades 3-4 Expeditionary Learning Units Looping: Visalia history, California history Local-Visalia History Harcourt School Publishers, Reflections: California: A Changing State PBL- Vota, Farmworkers, Visalia History/Constitution/Missions Game Board Teaching California History for PBL</p> <p>Grades 5-6 Expeditionary Learning Units Looping: American history, Ancient World history (grade 5) Social Studies Alive: America's Past (grade 6) History Alive: The Ancient World PBL- Year A: Revolutionary War Graphic Novels in Tri 1, and Immigration in Western Expansion in Tri 3 PBL-Year B: Building Ancient Civilizations in Tri 1, and Greek Tragedies in Tri 3</p> <p>Grades 7-8 Stanford Education Group: Reading Like a Historian, Beyond the Bubble, Civic Online Reasoning Howard Zinn Education Project A Young People's History of the United States-Howard Zinn A Different Mirror: A Young People's History of Multicultural America- Ronald Takaki</p>	Yes	0

	An Indigenous People's History of the United States- Roxanne Dunbar-Ortiz		
<b>Foreign Language</b>	<p>Spanish Kindergarten El Mundo de Pepita- Year 1 Spanish Curriculum Pack Habia Una Vez- Elementary Spanish Curriculum from the Storyteller's Corner Variety of Picture Books in Spanish</p> <p>Grades 1-2 El Mundo de Pepita- Year 1 Spanish Curriculum Pack Habia Una Vez- Elementary Spanish Curriculum from the Storyteller's Corner Variety of Picture Books in Spanish</p> <p>Grades 3-4 Habia Una Vez- Elementary Spanish Curriculum from the Storyteller's Corner Fluency Matters Novels and Picture Books in Spanish Real Spanish Right Away Curriculum</p> <p>Grades 5-6 SOMOS- Spanish 1 Curriculum from The Comprehensible Classroom</p> <p>Grades 7-8 SOMOS- Spanish 1 Curriculum from The Comprehensible Classroom</p>	Yes	0
<b>Health</b>	<p>K-8 Sparks PE units/Teacher created, standards aligned activities, PFT Prep</p>	Yes	0
<b>Visual and Performing Arts</b>	<p>Kinder Art Books (Raboff)-- for example, Camille &amp; the Sunflowers Art Supplies Ed Emberley At least one lesson in all six elements of art Patriotic Songs – CD. Orchestra Book &amp; CD / Rhythm Book</p> <p>Grades 1-2 A lesson is on each of the elements of art is taught using a variety of mediums. At least one art always compliments the current grade level PBL.</p> <p>Grades 3-4 Elements of art are incorporated into projects using a variety of mediums. One art lessons always compliments the current PBL. Music : 3rd – music theory/composers/singing; 4th - Ukuleles</p> <p>Grades 5-6 Elements of art are incorporated into projects using a variety of mediums. One art lessons always compliments the current PBL. Recently incorporated the use of Flipgrid as a means for students to record and share their artist statements. Students have option for musical theater elective</p> <p>Grades 1-6</p>		

	<p>Teacher pulls art images &amp; lesson plan ideas from a variety of sources including various art museums such as MOMA, Art of Ed, Incredible Art Department, Deep Space Sparkle and art conferences teachers have attended. Currently base lessons on National Art Standards, but will be using the new California Art Standards once they are adopted next year.</p> <p>Grades 7-8  Year A- Teacher opens with a unit on color theory. We use and work with complementary colors, writing about their meaning and use. We do some crayon art for practice and reinforce with paint mixing. We learn values and do a citrus wedge painting to practice. Felt sewing in the winter. In the late winter and spring, we do exploratory to expository work on understanding artworks in their context (artist bio, date time and place of creation, work of contemporaries, etc.). Picasso's Guernica is the anchor for this. That study turns into producing art work about their PBL topic for the end of year show .  Year B- work on shape and form with some paper cutting and layering projects early in the year.  Study of Henri Matisse and Henri Rousseau to contrast styles and introduce art talks and components of work.  We did a "mashup" piece, building on the ideas from earlier.  We do a tissue layering project to revisit value and introduce another medium. Embroidery in the winter which we connected to science with our microscope views.  We looked at artworks as a system of components, focusing on a local's work as the springboard for that. We did some graphic design study to support their PBL presentations and had our final show in class.  Students have options for musical theater elective.</p>		
<b>Science Laboratory Equipment</b> (grades 9-12)			

## School Facility Conditions and Planned Improvements

Sycamore Valley Academy's facilities are rated as "good" in its latest Facility Inspection Tool report. Cleanliness and safety are both rated as "good". Additionally, SVA facilities score higher than "reasonably equivalent" nearby comparison school sites as measured by the Facility Inspection Tool.

Completed facility improvement:

During 19/20 school year and the summer following, using Prop 51 monies, and in coordination with VUSD school district, Sycamore Valley Academy will undergo a facility modernization project. Improvements will be done to the oldest building on campus to bring it up to compliance with all ADA and other applicable laws and regulations. This will include updates to the nurse station and office spaces, the addition of bathrooms in the kinder rooms, the nurse station and one external. This improvement also includes removal of the current stage from the cafeteria to meet ADA compliance.

**Year and month of the most recent FIT report**

1/20/2021

System Inspected	Rate	Rate	Rate	Repair Needed and Action Taken or Planned
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## School Facility Conditions and Planned Improvements

	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			2. VENT COVER IS LOOSE- (Girl's restroom, lower grades) 2. HVAC MAKES A RATTLING NOISE-rm 15 4. CEILING TILES ARE TORN. CEILING TILE HAS A HOLE. 2. EXHAUST FAN IS NOT WORKING- Unisex staff restroom near middle school 2. EXHAUST FAN IS NOT WORKING--Girl's Restroom, Middle School  Plans for repair made with VUSD maintenance dept.
<b>Interior:</b> Interior Surfaces			X	4. CARPET IS TORN. 15. DOOR HANDLE IS LOOSE- Rm 6 4. CEILING TILES ARE MISSING. CEILING TILE IS TORN. -(Girls Restroom, lower grades) 4. CEILING TILE IS TORN. -(Boy's restroom, lower grades) 4. CARPET IS TORN. RUBBER MOLDING IS LOOSE.- rm 7 7. MULTIPLE LIGHT PANELS ARE BAD (PINK BULBS). 4. CARPET IS TORN.-rm 9 4. CEILING TILES ARE TORN. WEAK SPOT IN FLOOR (CORNER NEAR ENTRY). rm 10 4. CARPET IS TORN.-rm 11 4. CARPET IS TORN (TAPED). -rm 12 4. CARPET IS TORN.-rm13 4. CEILING TILES ARE TORN-rm 14 4. CEILING TILES ARE TORN. CEILING TILE HAS A HOLE- rm 15 4. CEILING TILES ARE TORN. RUBBER MOLDING IS LOOSE- rm 16. 4. RUBBER MOLDING IS MISSING. CEILING TILE IS TORN- rm 17 4. RUBBER MOLDING IS LOOSE- rm 18  Plans for repair made with VUSD maintenance dept.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			5. DEAD BUGS IN LIGHT DIFFUSER-rm 10 5. DEAD BUGS IN LIGHT DIFFUSER-rm 13 5. DEAD BUGS IN LIGHT DIFFUSER- rm 16 5. DEAD BUGS IN LIGHT DIFFUSER- rm 19  Plans for repair scheduled with site custodian

## School Facility Conditions and Planned Improvements

<p><b>Electrical</b></p>			X	<p>7. ELECTRICAL COVER IS BROKEN.- Office            7. ELECTRICAL COVER (POSSIBLE MOTION DETECTOR) IS MISSING IN CEILING-rm 3            7. OUTLET COVER IS MISSING IN CEILING- rm 2            7. ONE OF TWO LIGHT BULBS IS OUT (unisex bathroom in staff room)            7. MULTIPLE LIGHT PANELS ARE BAD (PINK BULBS)-rm 7            7. MULTIPLE LIGHT BULBS ARE OUT. -rm 8            7. ONE LIGHT DIFFUSER IS MISSING - rm 10            7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT.- rm 22            7. MULTIPLE LIGHT BULBS ARE OUT-rm 18            7. OUTLET COVER IS MISSING- Girl's Restroom, Middle School            7. OUTLET COVER IS MISSING- Library (Portable 41)</p> <p>Plans for repair made with VUSD maintenance dept.</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	X			<p>9. FAUCET LEAKS AT FITTING- Kitchen            9. DRINKING FOUNTAIN HANDLE IS BROKEN- rm 12            9. DRINKING FOUNTAIN HANDLE IS BROKEN.-rm 13            4. SOAP DISPENSER IS NOT FUNCTIONING PROPERLY- Unisex Bathroom, Middle School            9. SINK IS LOOSE FROM WALL. Boy's Restroom, Middle School</p> <p>Plans for repair made with VUSD maintenance dept.</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	X			<p>10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY-Kitchen</p> <p>Plans for repair made with VUSD maintenance dept.</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	X			<p>12. DRY ROT ON WINDOW FRAME- Girl's restroom, lower grades            12. DRY ROT ON WINDOW FRAME.- Boy's restroom, lower grades</p>

## School Facility Conditions and Planned Improvements

			Plans for repair made with VUSD Maintenance dept.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Plans for repair made with VUSD Maintenance dept.  15. DOOR CLOSER COVER IS MISSING-Admin area 15. DOOR CLOSER COVER IS MISSING-Cafeteria 11. PAINT IS PEELING ON THE EAVES. 12. METAL SIDING IS RUSTED/DETERIORATING- rm 9 11. PAINT IS PEELING ON THE EAVES (RUSTED).- rm 11 14. EXTERIOR BACK PACK HOOK IS BROKEN. Rm 15 15. WINDOW SCREEN IS MISSING- rm 16 14. THREE EXTERIOR BACK PACK HOOKS ARE BROKEN- rm 17 15. DOOR SWEEP IS BROKEN- rm 18 15. DOOR HANDLE IS LOOSE- rm 19  Plans for repair made with VUSD maintenance dept.

## 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).

#### 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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	247	NT	NT	NT	NT
Female	122	NT	NT	NT	NT
Male	125	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	119	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	23	NT	NT	NT	NT
White	100	NT	NT	NT	NT
English Learners	17	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	67	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	247	NT	NT	NT	NT
Female	122	NT	NT	NT	NT
Male	125	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	119	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	23	NT	NT	NT	NT
White	100	NT	NT	NT	NT
English Learners	17	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	67	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Grades 3-8 Student Groups	Grades 3-8 Total Enrollment	Grades 3-8 Number Tested	Grades 3-8 Percent Tested	Grades 3-8 Percent Not Tested	Grades 3-8 Percent At or Above Grade Level
All Students	247	247	100	0%	40.5
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/a
Military	N/A	N/a	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
<b>N/A Student Groups</b>	<b>N/A Total Enrollment</b>	<b>N/A Number Tested</b>	<b>N/A Percent Tested</b>	<b>N/A Percent Not Tested</b>	<b>N/A Percent At or Above Grade Level</b>
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A

Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N?A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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

<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>Grades 3-8 Student Groups</b>	<b>Grades 3-8 Total Enrollment</b>	<b>Grades 3-8 Number Tested</b>	<b>Grades 3-8 Percent Tested</b>	<b>Grades 3-8 Percent Not Tested</b>	<b>Grades 3-8 Percent At or Above Grade Level</b>
<b>All Students</b>	247	247	100	0	23.1
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A

Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	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
Two or More Races	N/A	N/A	N/A	N/a	N/A
White	N/a	N/A	n/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	1				
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	75	NT	NT	NT	NT
<b>Female</b>	35	NT	NT		
<b>Male</b>	40	NT	NT		
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	33	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	33	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	24	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 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 night at the roller rink, field trips for every class, campus beautification day, and sports events. (Several of these have been affected by COVID over the past two years, but have begun to return over the last couple months)
2. Parent Communication App: Sycamore Valley Academy utilizes the Bloomz communication app to get up to the minute information to families, to share upcoming events and links, and to build culture and community.
3. Monthly Parent Forums: One evening and one morning per month, the superintendent and site administration hold open parent forums where information is shared and parents have the opportunity to voice concerns, or contribute ideas and thoughts on school-related topics.
4. 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. This group meets monthly and the PTO board and subcommittees meet more frequently when working on specific projects.
5. Room Parents: Each classroom has two room parents who organize classroom parties and teacher appreciation activities.
6. 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. (On campus volunteering has been limited due to COVID restrictions)
7. Parent Representative on the SVA Board of Directors: The governing board of our school always contains between 1-4 parents of current SVA students.
8. Parent Representatives serving on our organization's committees, collaborating with staff on items such as strategic planning, outreach for diversity, and policy.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	414	402	23	5.7
Female	208	203	10	4.9
Male	206	199	13	6.5
American Indian or Alaska Native	3	3	0	0.0
Asian	2	2	0	0.0
Black or African American	2	2	1	50.0
Filipino	1	1	0	0.0
Hispanic or Latino	203	197	17	8.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	34	30	1	3.3
White	164	162	4	2.5
English Learners	25	25	2	8.0
Foster Youth	2	2	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	131	123	14	11.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	35	34	7	20.6

### 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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	3.08	0.00	5.50	0.20	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.03	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	2.48	2.60	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>		

## 2021-22 School Safety Plan

Sycamore Valley Academy has a fully compliant School Safety Plan. The plan will be approved by the board January 20, 2022. Staff receives full training annually prior to the start of the new school year. Monthly, at staff development sessions, our Vice Principal reviews basic procedures for more common incidents (fire drill, earthquake, lock down) with our teaching and administrative staff. Our School Safety Plan consists of responses to lock down, campus disorder, firearm/shooting, hostage/barricaded subject, threatening intruder, shelter in place, drop/cover/hold, earthquake, aircraft accident, fire/explosion, flood and bomb threat. We run monthly fire drills and have earthquake/drop, cover, hold and lockdown drills three times per year in accordance with state law . Our plan includes multiple campus maps detailing safe escape routes, emergency shut-off locations, two emergency command center locations and setups and general campus classroom and facility locations. We include a visual representation of our Incident Command Structure, with staff roles indicated, a listing of all emergency response teams and a buddy teacher list for emergency situations. There is also a student release plan, complete with the necessary release forms and information. Further, the SVA Safety Plan includes an assessment of strategies currently in place, and concerns regarding physical safety of students, school climate, youth development, compliance with laws, and community partnering.

### D. Other SARC Information

### 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.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	1	1	
1				
2	28		3	
3				
4	28		3	
5				
6	27		3	

## 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		

## 2020-21 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	

## 2020-21 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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	9,882	1,005	8,878	84,632
District	N/A	N/A	8,878	
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State			\$8,444	
Percent Difference - School Site and State	N/A	N/A	5.0	

## 2020-21 Types of Services Funded

Sycamore Valley Academy offers ELA, Mathematics, History, Art, Music, Spanish, Project-based learning, Social-emotional learning, Theatre, Journalism, service-learning, Science, and PE courses to our students. We also have clubs and teams (both academic, like Reading Revolution and Spelling Bee, and athletic, like basketball and track) that compete at county and league competitions. Our disciplinary system is based on Restorative Justice principles and is called our "social contract". The social contract includes the use of mediation and counseling for disciplinary infractions. The focus is on helping students repair what was broken through their misbehavior--whether physical property, the functioning of a classroom, or relationships with peers or staff. This approach takes significant staff time to facilitate, but sends the right message to students and is worth the investment of time in the yield it produces with preventing suspensions and building strong, trusting relationships among students, parents, and staff.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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

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

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

# Sycamore Valley Academy

## 2020-21 Local Accountability Report Card (LARC) Addendum

# Local Accountability Report Card (LARC) Addendum

## 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

<b>District Name</b>	Sycamore Valley Academy
<b>Phone Number</b>	15596223236
<b>Superintendent</b>	Donya Ball
<b>Email Address</b>	<a href="mailto:dball@theacademiescharters.org">dball@theacademiescharters.org</a>
<b>District Website Address</b>	<a href="http://theacademiescharters.org">theacademiescharters.org</a>

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	488	385	78.89	21.11	5.19
<b>Female</b>	157	126	80.25	19.75	6.35
<b>Male</b>	331	259	78.25	21.75	4.63
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	390	313	80.26	19.74	4.15
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	74	53	71.62	28.38	9.43
<b>English Learners</b>	31	21	67.74	32.26	4.76
<b>Foster Youth</b>	12	11	91.67	8.33	0.00
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	373	314	84.18	15.82	4.14
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	467	371	79.44	20.56	5.12

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	488	384	78.69	21.31	5.21
Female	157	126	80.25	19.75	4.76
Male	331	258	77.95	22.05	5.43
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	390	312	80.00	20.00	5.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	74	53	71.62		7.55
English Learners	31	21	67.74	32.26	0.00
Foster Youth	12	11	91.67	8.33	0.00
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	373	314	84.18	15.82	6.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	467	370	79.23	20.77	5.41

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

