

Sycamore Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <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).

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Sycamore Elementary School
Street	340 N. Main Street
City, State, Zip	Orange, CA 92868
Phone Number	(714) 997-6277
Principal	Heather Bosworth
E-mail Address	hbosworth@orangeusd.org
Web Site	www.orangeusd.org/sycamore
CDS Code	30-66621-6029953

District Contact Information	
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Michael L. Christensen
E-mail Address	superintendent@orangeusd.k12.ca.us
Web Site	www.orangeusd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

Sycamore Elementary is a Title I school located in the city of Orange, California just east of the Santa Ana River. It is one of 40 schools in Orange Unified School District that serves over 29,000 students. Sycamore is an inclusive neighborhood school; all children are welcomed within the school's attendance boundaries regardless of status, ethnicity, or academic ability. It is home to approximately 425 students in Pre-Kindergarten through sixth grade. Students come from a variety of ethnic backgrounds and speak many different languages. The student population is comprised of 88% Hispanic students, 66% socioeconomically disadvantaged students, and 53% English learners. In addition, the school has two Special Day Classes where students come from both within and outside of the school boundaries and 3 Inclusive Learning classrooms. At Sycamore, our diverse population is embraced, different cultural backgrounds are appreciated, and character development is encouraged.

The Sycamore staff and families are committed to creating a community of learners prepared with the skills they need to be successful in the 21st Century. High quality classroom instruction, students who are engaged and motivated to learn, a warm and caring learning environment, and strong parent partnerships make Sycamore a wonderful place to learn and work. It is our goal that all students will leave Sycamore with the ability to communicate, collaborate, think critically, and use creativity to build knowledge and innovatively apply it to improve the world in which they live. To ensure this success, the Sycamore community is dedicated to providing a variety of opportunities for students to learn through the use of differentiated instruction that meets individual student learning needs. We have a beautiful newly modernized campus with technology in each classroom such as interactive SMARTBoards, projectors, desktop computers and wireless Internet access. In addition, we are in the process of increasing the number of iPads and Chromebooks accessible to students throughout the school, which will further enhance instruction. Teachers carefully design 21st Century standards-based lessons and units that are enhanced with technology, increasing student engagement and academic achievement by connecting students with information and resources far beyond the limits of the classroom walls.

Sycamore Elementary is a collaborative learning community where school staff continually reflecting on instructional practices to improve student achievement. The following beliefs drive the actions of Sycamore staff:

- We are committed to continuous improvement through a safe and supportive learning environment.
- We promote continuous achievement for all students through collaboration focused on academic standards and based on assessment measures.
- Students receive and use feedback to improve their learning.
- All stakeholders (staff, family and community) are an integral part of the vision and mission of Sycamore Elementary.

One of the most important components of an exceptional school like Sycamore is our partnership with parents and the community. Sycamore has a strong tradition of supportive, hard-working families and we believe that parents are valuable partners in their children's education. Our goal is to educate parents on important school topics such as curriculum, funding, data and assessment so that they are able to share in the leadership decisions impacting our instructional program. Throughout the year parents have the opportunity to develop this partnership in a wide variety of ways. Families can join the Parent Teacher Association (PTA), volunteer in classrooms, help in the office, serve on the School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings, and celebrate literacy at our monthly family literacy lunches.

In recent years, Sycamore Elementary hosted the Parent Institute for Quality Education, a nine week parenting class with topics such as the road to university, state standards, and how to effectively partner with the school. Approximately two hundred parents proudly graduated from the institute at a special ceremony. Many of these parents are now key members of the school's ELAC, SSC, and PTA. The school has also hosted a variety of other parent engagement opportunities such as Positiva Disciplina parenting classes, nutrition classes, Family Science Night, Family Game Night, School Safety, positive parenting course through the Orange County Child Abuse Prevention Parent to Parent program, and English college classes for parents on our campus. For the third year, we will again offer the "Strengthening Families" program in conjunction with the Phoenix House. This program addresses communication, relationships, bonding, and connection between parents and their children. In order to keep all families apprised of school happenings, the principal makes weekly phone calls, which coincide with a Wednesday folder being brought home. This folder typically includes a newsletter from the principal or PTA, flyers, permission slips, student work, etc. All written communication goes home in both English and Spanish. Sycamore employs a full time Community Liaison to interpret at parent meetings as necessary to ensure language is not a barrier to parent involvement.

As a result of the school's mission, vision, school plan, and united efforts, Sycamore's API has increased 119 points over the past few years reaching 820 in 2013. The school exited from Program Improvement in 2012, received the Title 1 Academic Achievement Award in 2014 and was a Blue Ribbon Award Nominee in 2014. In 2016, Sycamore was awarded the California Gold Ribbon award as well as another Title 1 Academic Achievement award. At Sycamore Elementary, we are committed to continued student success and enthusiastic about inspiring excellence within each of our scholars.

Mission:

A Community of Learners Committed to 21st Century Excellence

Sycamore Elementary is a Professional Learning Community committed to improving student achievement through examination and analysis of student data in a collaborative environment for the purpose of reflecting on and refining 21st Century instructional practices that will lead to continual increased pupil achievement.

Vision:

Sycamore Elementary, in partnership with parents, families, community members, local businesses, and colleges, will prepare scholars for the 21st Century by cognitively and affectively engaging students in communication, collaboration, critical thinking, and creativity to build relevant learning experiences where understanding reaches a level of depth that enables meaningful application and innovation.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	53
Grade 1	61
Grade 2	55
Grade 3	72
Grade 4	68
Grade 5	51
Grade 6	56
Total Enrollment	416

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.2
Asian	2.4
Filipino	1.4
Hispanic or Latino	88.9
Native Hawaiian or Pacific Islander	0.5
White	3.8
Two or More Races	0.5
Socioeconomically Disadvantaged	80.3
English Learners	58.2
Students with Disabilities	17.3
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	20	23	20	1279
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	1

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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 13, 2016

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 13-16-17 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on October 13, 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin R/LA Program adopted in 2009 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Prentice Hall, Timeless Voices, Timeless Themes Adopted in 2003 (Grade 6) selected from the list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Mathematics	Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Science	Pearson/Scott Foresman Science Program adopted in 2008 Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Harcourt Social Studies Program adopted in 2006 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Glencoe Discovering Our Past Social Studies Program adopted in 2006, Grade 6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Foreign Language	N/A	Yes	N/A
Health	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. It was selected from the most recent list of standards based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available to all students.	Yes	N/A
Visual and Performing Arts	N/A	Yes	N/A
Science Laboratory Equipment (grades 9-12)	N/A	Yes	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Sycamore was modernized during the 2008 - 2009 school year. The new rooms currently have new air conditioning and heating, LCD projectors mounted in the ceiling, Teaching Walls with storage, water fountains and sinks and the school purchased SMARTBoards for each classroom. The school still houses five portables which are used for various purposes; such as classrooms, Parent Involvement Room, and the After School program. There is a lunch area in the playground area covered by a shelter in which students eat breakfast and lunch. Sycamore Elementary is maintained by one full time custodians and one half-time custodian. Each quarter a site inspection report of the school grounds including restroom facilities is completed followed by work orders if needed. Inspection reports are kept on file, in order to check on completion and progress of projects. District maintenance crews maintain the gardening of Sycamore on a weekly basis.

There is one gate on Sycamore, one gate on Palm in the kindergarten playground, and one gate in the parking lot off of Palm (the drive-through lane.) The gates on Palm are mostly for students entering and exiting the school site by foot and the gate in the parking lot is for students who arrive by car. The Sycamore gate is used only for students who arrive on the bus. All gates open at 7:50am.

The field in the back of the school is used for disaster drills. Students line up in the field area with their teacher during a disaster drill and are accounted for once they are outside. During the event of a disaster, the Palm gate will be used as the entrance gate for student pick up.

The information in the following table is taken from the July 27, 2016 school site inspection.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 7/27/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		K1/K2 Workroom: 4: drywall patch hole east wall. P1: 4: Carpet rippled and needs replacement 7: duplex cover needed on west wall. P2: 4: Carpet stained & torn- needs replacement Rm 35: 4: Paint touch up needed by teacher's desk & entry wall Rm 36: 4:
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			P1: 4: Carpet rippled and needs replacement 7: duplex cover needed on west wall. P-3: 7: missing duplex cover west wall. SAC Portable: 7: Missing duplex cover in office
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			K1: 8: Exhaust grill needs cleaning.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Kitchen: 12: Stucco needs to be patched on exterior wall by entry door Rm 23: 12: paint peeling on trim of overhang outside of room
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7/27/2016				
Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	32	33	50	53	44	48
Mathematics	26	23	38	40	34	36

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	76	73	96.0	33.3
	4	67	65	97.0	40.0
	5	50	49	98.0	30.6
	6	58	57	98.3	28.1
Male	3	44	44	100.0	30.2
	4	32	32	100.0	31.3
	5	22	21	95.5	19.1
	6	26	25	96.2	20.0
Female	3	32	29	90.6	37.9
	4	35	33	94.3	48.5
	5	28	28	100.0	39.3
	6	32	32	100.0	34.4
Black or African American	3	--	--	--	--
	6	--	--	--	--
American Indian or Alaska Native	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
Hispanic or Latino	3	67	66	98.5	33.9
	4	58	56	96.5	37.5
	5	46	45	97.8	33.3
	6	52	51	98.1	23.5
Native Hawaiian or Pacific Islander	4	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Two or More Races	3	--	--	--	--
Socioeconomically Disadvantaged	3	63	62	98.4	29.5
	4	55	54	98.2	38.9
	5	41	40	97.6	35.0
	6	43	42	97.7	28.6
English Learners	3	43	41	95.3	15.0
	4	29	28	96.5	10.7
	5	17	17	100.0	11.8
	6	19	18	94.7	5.6
Students with Disabilities	3	17	17	100.0	6.3
	4	12	12	100.0	8.3
	5	13	12	92.3	8.3
	6	11	11	100.0	
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	76	72	94.7	33.3
	4	67	65	97.0	24.6
	5	50	49	98.0	12.2
	6	58	57	98.3	17.5
Male	3	44	43	97.7	25.6
	4	32	32	100.0	21.9
	5	22	21	95.5	14.3
	6	26	25	96.2	12.0
Female	3	32	29	90.6	44.8
	4	35	33	94.3	27.3
	5	28	28	100.0	10.7
	6	32	32	100.0	21.9
Black or African American	3	--	--	--	--
	6	--	--	--	--
American Indian or Alaska Native	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
Hispanic or Latino	3	67	65	97.0	33.9
	4	58	56	96.5	23.2
	5	46	45	97.8	13.3
	6	52	51	98.1	13.7
Native Hawaiian or Pacific Islander	4	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Two or More Races	3	--	--	--	--
Socioeconomically Disadvantaged	3	63	61	96.8	32.8
	4	55	54	98.2	25.9
	5	41	40	97.6	12.5
	6	43	42	97.7	16.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	3	43	40	93.0	20.0
	4	29	28	96.5	14.3
	5	17	17	100.0	5.9
	6	19	18	94.7	5.6
Students with Disabilities	3	17	16	94.1	
	4	12	12	100.0	
	5	13	12	92.3	8.3
	6	11	11	100.0	
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	53	41	35	73	68	64	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	50	49	98.0	34.7
Male	22	21	95.5	38.1
Female	28	28	100.0	32.1
Hispanic or Latino	46	45	97.8	37.8
Socioeconomically Disadvantaged	41	40	97.6	37.5
English Learners	17	17	100.0	11.8
Students with Disabilities	13	12	92.3	16.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	28	12	8

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

One of the most important components of Sycamore Elementary is our partnership with parents and the community. Sycamore has a strong tradition of supportive, hard-working families and we believe that parents are valuable partners in their children’s education. Our goal is to educate parents on important school topics such as curriculum, funding, data and assessment so that they are able to share in the leadership decisions impacting the instructional program. Throughout the year parents have the opportunity to develop this partnership in a wide variety of ways. Families can join the PTA, volunteer in classrooms, help in the office, attend School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings, learn at our various parent trainings, check out books at our family Love to Read Lunches, or participate in one of the many other family events.

At Sycamore these three major parent/community involvement groups bring parents, staff, teachers, and community members together to plan and monitor school programs. The English Language Advisory Committee (ELAC) is a representation of the staff and parents of English learners at Sycamore. The work done by this committee is focused on monitoring and reflecting on school programs (academic, social emotional) for EL students. Through participation on this committee parents are able to educate themselves about instruction and services offered to their English learning students. They provide input regarding the implementation of instructional programs. The School Site Council (SSC) brings together teachers, staff, parents and interested community members to advise, plan, and approve the school plan and budget expenditures. This council works together using various forms of data to monitor progress in meeting grade level outcomes and proficiency targets. The Parent Teacher Association (PTA) also plays an important role in supporting the academic and social emotional goals of Sycamore. They provide input regarding the school plan and help support the academic instructional program.

Parents, School staff, and community members are provided multiple opportunities through these committee opportunities to provide feedback about the 8 state priorities and how to implement them at Sycamore Elementary School. They are provided with an LCFF Survey and this feedback is used to evaluate the needs of our school. The School Site Council then uses this information to ensure that these priorities are included in our school plan. A school climate survey is also provided to parents and students. This information is used to determine ways to improve our school climate to create a learning environment that is safe and nurturing.

In an effort to support parent engagement at Sycamore, school to home communications are in English and Spanish. A school community liaison regularly make phone calls to parents and acts as a bridge between school and home.

Recently, our office staff participated in Customer Service Training and are focusing on implementing strategies to welcome parents (smile, eye contact, address the concern being sensitive and fair). The principal works with teachers to identify students in classrooms each month who are showing great progress or putting forth exceptional effort. The principal sends regular "Good News Messages" home to share information with these parents about the specific areas of success their child is achieving.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.9	0.7	0.9	3.6	2.8	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Each of the district’s schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, updated their Safe School Plan. Each school forwards its Safe School Plan to the district through the office of Child Welfare and Attendance. The office of Child Welfare and Attendance provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

Fire drills are conducted monthly, and earthquake and lock down drills are conducted quarterly. Procedures and expectations are discussed with the staff and student population. School emergency supplies have been inventoried, are updated annually, and this supply list is made available for all staff members. Each staff member is provided with information each year which includes information on the rainy day weather schedule, procedures for fire drills, procedure for lock downs and the comprehensive school safety plan. The comprehensive school safety plan includes general information on earthquake procedures, specific responsibilities and members of each school safety team, the contents of the disaster preparedness backpacks, and copies of the student accountability report, and injury report. School safety teams include: the command center, search and rescue team, site security team, first aid team, supervision and assembly team, and student release team. At the beginning of each school year, all staff members meet to discuss the responsibilities of the team. This meeting occurred on August 23, 2016. At meetings throughout the year, teams reenact the procedures in the event of a real disaster. At the beginning of the school year, students are trained from doing a simple duck and cover to reenacting a disaster simulation in which teacher teams act out their responsibilities while students wait for direction or release. Teachers have taken an active part in planning and coordinating disaster procedures. Each year, a team of volunteer teachers review the disaster plan, plan informational meetings, and assist all staff members with reenactments. Our most recent Safety Leadership Team meeting was held in March 2016.

This year, we continued to implement the parking lot safety contract to address the safety needs of children arriving and leaving our school. Staff representatives met and discussed procedures needed to ensure the safest possible process for children arriving and leaving campus. The principal contacted the local police and gathered their input and insight as well. From these meetings and discussions a Parking Lot Safety Contract was developed and distributed to all parents.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	73.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23	1	2		23	1	2		23	1	2	
1	28		2		30		1		30		1	
2	28		2		32		3		32		3	
3	28	1		2	27	1	2		27	1	2	
4	33			1	32		1		32		1	
5	34		1	1	32		1	1	32		1	1
6	28	1		1	24	1	2		24	1	2	

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.4	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.8	N/A
Social Worker	0	N/A
Nurse	.6	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	1	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	4408.31	510.32	3897.99	46103.27
District	N/A	N/A	\$3,840	\$78,819
Percent Difference: School Site and District	N/A	N/A	2.4	-40.2
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-26.5	-39.6

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

Types of Services Funded (Fiscal Year 2015-16)

Through categorical funding, Sycamore has been able to add a Reading Resource Teacher. The Reading Resource Teacher supports students who are performing below grade level by providing an additional support time which is aligned to the learning level of the students. The Reading Resource Teacher also organizes SBAC testing, organizes the California English Language Development Test, assists teachers with interpreting CELDT data, assists teachers with organizing ELD groups, and assists teachers with implementing Avenues, the ELD curriculum. The Reading Resource teacher also collects data on all Avenues tests and meets with grade level teams to analyze data for reflection on ELD strategies and student interventions.

Categorical funding also allows Sycamore Elementary to provide a Community Liaison for the parent community. Our Community Liaison provides community resources to our parent community, interprets for parent conferences, and actively seeks out members for the English Language Advisory Council.

Categorical funding also provides funding for tutoring outside of the school day. With assessment analysis, students are placed in tutoring programs in order to support these students in achieving grade level standards.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,270	\$45,092
Mid-Range Teacher Salary	\$74,538	\$71,627
Highest Teacher Salary	\$100,322	\$93,288
Average Principal Salary (Elementary)	\$122,017	\$115,631
Average Principal Salary (Middle)	\$123,406	\$120,915
Average Principal Salary (High)	\$143,744	\$132,029
Superintendent Salary	\$240,000	\$249,537
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

The Sycamore Elementary School Site Council updates the school improvement plan annually, establishing goals for professional development and curriculum improvement that support school, district, and state goals. The School Site Council also collaborates on the use of school site funds to support curriculum and staff development activities related to our school plan.

Sycamore Elementary is fully staffed with highly qualified teachers. All teachers have completed the training on the district adopted ELA programs, Houghton Mifflin Medallion (K-5) and Prentice Hall (grade 6), and district adopted writing program Write From the Beginning and Beyond. Additionally, all classroom teachers have received training on the Envision Math Program and have received follow up training to meet the state adopted standards. The Resource Teacher and RSP Teacher have received training on our state adopted intervention program, READ 180, to support students in grades 4-6. Teachers in Kindergarten-2nd grade have received training on the iRead intervention program for student in K-2nd grades.

The principal continuously participates in professional development learning opportunities. The Principal is currently participating in training on the state adopted standards and 21st Century best practices such as the 4Cs, Response Frames, Communication Objectives, Close Reading, Understanding By Design, Shifts in the Application of Learning, Performance Based Assessment, Mathematical Practices, enVision Mathematics, DIBELS Vport, iREAD, EADMS Data Management System, SMI, and Write From the Beginning and Beyond through the district Educational Services' Professional Development Programs. Principal also meets on a regular basis with a Principals' PLC team to reflect on overall impact on student achievement and modify/plan next steps. Principal will continue to attend additional professional development as it pertains to implementation of 21st Century Teaching and Learning, Technology, ELD, and Shifts in the Application of Learning for the 21st Century.

All classroom teachers will continue to receive professional development in alignment with our school's Theory of Action and Focus Area. This includes training on creating units of study with Understanding by Design, close reading, purposeful grouping, thinking maps, response frames, selecting complex nonfiction text, reading intervention, student engagement, mathematical practices, and integrating technology in a meaningful way. Student achievement data will continue to drive our professional development to ensure that we are implementing instructional strategies that enhance student learning and increase instructional rigor and critical thinking in our students. Our Instructional Specialist, Resource Teacher, and Instructional Leadership Team will continue to provide our staff with focused professional development. Reflection, in alignment with the Collaborative Cycle of Effective Instruction, will be a driving principle in our school wide culture of learning. Teachers will analyze data and set goals, develop expertise, align curriculum, design instruction, implement and reflect on lessons.

In alignment with chapter 11 of the ELA/ELD Framework, teachers come together to build knowledge of effective 21st Century pedagogy and explore implementation of Write From the Beginning and Beyond through our multi-site Professional Learning Communities. Through this process teachers are able to engage in reflective, collaborative discussion of their impact on student learn.

Teachers will participate in Professional Learning Communities 5 times per year for the purpose of increasing student achievement. In PLCs, teachers spend a significant amount of time analyzing data and looking at student work samples to engage in reflective conversations about their overall impact on student learning. During PLC time, teachers keep minutes of the data analyzed, actions discussed, and future steps. Teachers ensure ample time is spent reflecting on the academic progress of significant subgroups including English Learners, Students from Low-Income Households, Foster Youth, Reclassified English Learners, and other At-Risk Students. The purpose of focusing on these subgroups is to ensure these students are provided full access to the curriculum to positively impact their overall academic achievement and social-emotional development.

At Sycamore we have a full-time instructional specialist, one reading resource teacher, and an instructional leadership team to offer assistance to teachers on a daily basis. The primary responsibilities of the Instructional Specialist include: demonstrate effective 21st Century instructional strategies, support teachers in using data to identify small groups of students with common areas of need, identify appropriate interventions that address the specific skill needs, model effective interventions for teachers to use with struggling students, co-teach and plan 21st Century lessons that include strategies such as close reading, assessment and analysis of student performance data, provide staff development for teachers, provide parent workshops on elements of 21st Century curriculum, instruction, and assessment, and support teachers in designing 21st Century skills based instructional units. The primary role of the Resource Teacher is to provide student support and intervention in the areas of ELA and ELD. The Resource Teacher provides teachers with additional strategies to support struggling students through supplemental lessons, GLAD strategies, and Thinking Maps.

Sycamore Elementary staff members have worked hard in recent years to develop expertise in numerous researched based instructional strategies and as a school has fully committed to implementing these strategies to improve student achievement. These strategies include: using Thinking Maps with Path to Proficiency, using response frames to scaffold student language and academic vocabulary use, communication objectives to help build language proficiency with our large EL population, GLAD strategies to promote English language acquisition and development, purposeful groupings to meet the diverse needs of students, close reading of complex nonfiction text to prepare students for college and career success, higher level question skills (Depth of Knowledge), text dependent questions, and citing evidence to support a claim, opinion, or idea. Additionally, teachers and students have begun focusing on the 8 Mathematical Practices to help students engage in effective "Habits of the Mind" leading to students developing a strong conceptual understanding of mathematics at a level that allows them to transfer and apply knowledge in new, innovative ways.