

Sycamore Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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

School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|-----------------------------------|--|
| School Name | Sycamore Elementary School |
| Street | 340 N. Main Street |
| City, State, Zip | Orange, CA 92868 |
| Phone Number | (714) 997-6277 |
| Principal | Renee Ybarra |
| Email Address | renee.ybarra@orangeusd.org |
| Website | www.orangeusd.org/sycamore |
| County-District-School (CDS) Code | 30-66621-6029953 |

| Entity | Contact Information |
|-----------------------|--------------------------------|
| District Name | Orange Unified School District |
| Phone Number | (714) 628-4000 |
| Superintendent | Gunn Marie Hansen, Ph.D. |
| Email Address | ghansen@orangeusd.org |
| Website | www.orangeusd.org |

School Description and Mission Statement (School Year 2019-20)

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 450 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 86% Hispanic students, 79.7% socioeconomically disadvantaged students, and 48.7% English learners. In addition, we have a variety of students with disabilities, including a Special Day Class where students come from both within and outside of the school boundaries and Inclusive Learning classrooms in grades K-5. 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 modernized campus with technology in each classroom such as interactive SMARTBoards, large monitor displays, projectors, desktop computers and wireless Internet access. In addition, the number of iPads and Chromebooks accessible to students throughout the school is at a 1:1 ratio, 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), and celebrate community at our monthly family 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 Strengthening Families parenting classes, nutrition classes, Family Science Night, Family Math Night, Family Reading Night, School Safety, and English college classes for parents on our campus. For the fifth 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 monthly newsletter from the principal or PTA, flyers, permission slips, student work, etc. All written communication goes home in both English and Spanish. Additionally, the principal posts all school announcements on the Class Dojo app, which has over 500 Sycamore parent users. 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 students have continued to grow in academic achievement. 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:

Sycamore Elementary is committed to supporting our students by providing a foundation of Emotional well-being, Academic excellence, and Leadership opportunities. Learning through STREAM integration, AVID instruction, Visual/Performing Arts and Community experiences to develop effective communication and life skills.

Vision:

Inspiring our learners today to be purposeful leaders of tomorrow.

Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 58 |
| Grade 1 | 52 |
| Grade 2 | 63 |
| Grade 3 | 61 |
| Grade 4 | 57 |
| Grade 5 | 60 |
| Grade 6 | 72 |
| Total Enrollment | 423 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 1.7 |
| American Indian or Alaska Native | 0.5 |
| Asian | 2.4 |
| Filipino | 2.6 |
| Hispanic or Latino | 85.6 |
| White | 5.2 |
| Two or More Races | 0.2 |
| Socioeconomically Disadvantaged | 79.7 |
| English Learners | 48.7 |
| Students with Disabilities | 14.9 |
| Foster Youth | 0.9 |
| Homeless | 2.6 |

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

Teacher Credentials

| Teachers | School 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|-------------------|-------------------|-------------------|---------------------|
| With Full Credential | 20 | 21 | 20 | 1122 |
| Without Full Credential | 1 | 0 | 0 | 5 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 26, 2019

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. 13-19-20 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 September 26, 2019.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|----------------------------|--|
| Reading/Language Arts | McGraw-Hill Reading Wonders ELA/ELD Program adopted in 2017 for 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% |
| 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 | Amplify Science Program adopted in 2019 for Grades K-6. 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 for all students. | Yes | 0% |
| 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% |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------|---|----------------------------|--|
| 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 |

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 SMART Boards for each classroom. As some of this technology is becoming outdated, the school is in process of replacing SMART boards and projectors with 65 inch HD monitors. Currently, 4 have been installed, with 4 more planned for this year. The school still houses five portables which are used for various purposes; such as Visual and Performing Arts classrooms and the After School program classrooms. 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 custodian 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.

The campus is kept in good repair with work orders made and completed in a timely manner as concerns arise during inspections. Our most recent Facilities Inspection (FIT) report rated our campus in "Good" condition. Work orders for all concerns noted on the report have been submitted and/or completed.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: August 21, 2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | 31: 4: Wall damage at entry 9: Fountain needs adjustment |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|--|
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | 21: 9: Fountain inoperable 31: 4: Wall damage at entry 9: Fountain needs adjustment |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | K2: 12: Shed in playground area has extensive dry-rot Lunch Shelter: 12: Fascia has dry-rot on southwest corner Pre-School Portable: |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | 30 A Psych: 15: Window frame in door rusting 35: 15: Window frame in door rusting P-3: 15: Window screens damaged and torn |
| Overall Rating | Good | |

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. 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); 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 38 | 41 | 57 | 57 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 28 | 29 | 43 | 44 | 38 | 39 |

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.

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| All Students | 253 | 250 | 98.81 | 1.19 | 40.80 |
| Male | 150 | 149 | 99.33 | 0.67 | 38.93 |
| Female | 103 | 101 | 98.06 | 1.94 | 43.56 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 222 | 219 | 98.65 | 1.35 | 38.36 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 11 | 11 | 100.00 | 0.00 | 54.55 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | | | | | |
| Socioeconomically Disadvantaged | 194 | 191 | 98.45 | 1.55 | 39.27 |
| English Learners | 172 | 169 | 98.26 | 1.74 | 35.50 |
| Students with Disabilities | 55 | 55 | 100.00 | 0.00 | 12.73 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 253 | 251 | 99.21 | 0.79 | 29.48 |
| Male | 150 | 150 | 100.00 | 0.00 | 30.00 |
| Female | 103 | 101 | 98.06 | 1.94 | 28.71 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 222 | 220 | 99.10 | 0.90 | 28.18 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 11 | 11 | 100.00 | 0.00 | 36.36 |
| Two or More Races | | | | | |
| Socioeconomically Disadvantaged | 194 | 192 | 98.97 | 1.03 | 27.08 |
| English Learners | 172 | 170 | 98.84 | 1.16 | 24.71 |
| Students with Disabilities | 55 | 55 | 100.00 | 0.00 | 10.91 |
| Students Receiving Migrant Education Services | | | | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

| 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 |
|-------------|--|--|---|
| 5 | 14.1 | 23.4 | 15.6 |

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

At Sycamore there are three major parent/community involvement groups that 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 our state and district 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 makes phone calls to parents and acts as a bridge between school and home.

State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|--------------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 0.9 | 1.7 | 1.3 | 3.0 | 2.8 | 2.6 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

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. 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. 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 October 2019.

We have implemented increased parking lot support to address the safety needs of children arriving and leaving our school. The principal collaborated with staff and parents to create a flow map of the parking lot procedures, which was sent home in the first day packet. Additionally, there is a Campus Supervisor at drop off every morning, stopping cars and crossing students safely onto campus from the parking lot. Additionally, we have parent volunteers, trained by the GRIP program, who act as greeters each morning, providing an extra level of safety, along with a welcoming environment. The principal has communicated frequently with families the importance of safety in our parking lot. We also incorporated new boundaries and entrance procedures for our kindergarten students, which allowed for greater safety and security for all students.

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.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|-------------|-------------------------------------|---|--|--|-------------------------------------|---|--|--|-------------------------------------|---|--|--|
| K | 30 | | 2 | | 28 | | 2 | | 29 | | 2 | |
| 1 | 27 | | 1 | | 29 | | 2 | | 26 | | 2 | |
| 2 | 29 | | 3 | | 31 | | 1 | | 32 | | 2 | |
| 3 | 27 | | 2 | | 31 | | 2 | | 31 | | 2 | |
| 4 | 24 | 1 | 2 | | 33 | | 1 | 1 | 29 | | 2 | |
| 5 | 34 | | | 1 | 26 | 1 | | 2 | 29 | | 2 | |
| 6 | 27 | 1 | | 2 | 24 | 1 | 1 | 1 | 25 | 1 | 1 | 1 |
| Other** | | | | | | | | | | | | |

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | .0 |

*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.

Student Support Services Staff (School Year 2018-19)

| Title | Number of FTE* Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | 1.6 |

*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 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$5544.47 | \$293.91 | \$5250.56 | \$61491.87 |
| District | N/A | N/A | \$6616.90 | \$83,902.00 |
| Percent Difference - School Site and District | N/A | N/A | -23.0 | -30.8 |
| State | N/A | N/A | \$7,506.64 | \$82,403.00 |
| Percent Difference - School Site and State | N/A | N/A | -35.4 | -29.1 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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 English Language Proficiency for California Test, assists teachers with interpreting ELPAC data, assists teachers with organizing ELD groups, and assists teachers with implementing the ELD curriculum. The Reading Resource teacher also collects data on all ELD students 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 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$45,901 | \$48,612 |
| Mid-Range Teacher Salary | \$79,070 | \$74,676 |
| Highest Teacher Salary | \$106,421 | \$99,791 |
| Average Principal Salary (Elementary) | \$129,252 | \$125,830 |
| Average Principal Salary (Middle) | \$131,552 | \$131,167 |
| Average Principal Salary (High) | \$153,039 | \$144,822 |
| Superintendent Salary | \$256,476 | \$275,796 |
| Percent of Budget for Teacher Salaries | 35% | 34% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

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

Professional Development (Most Recent Three Years)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 14 | 16 | 17 |

All classroom teachers will continue to receive professional development in alignment with our school's Problem of Practice, which has included a focus on Math since 2017. Additionally, professional development has been focused in reading, specifically the new reading curriculum that was adopted in 2017. 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. Site Professional Development occurs approximately once per month for 90 minutes, with an additional district Professional development session for another 90 minutes per month, approximately. 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.

Teachers will participate in Professional Development on 19 different dates throughout the school year in the form of Site PD, District PD, and PD follow-up meetings in which teachers reflect on implementation of previous PD and share ideas for further implementation. Additionally, teachers have been offered further professional development opportunities in the area of AVID instruction, and attendance at conferences in the areas of math, reading, and social-emotional health.

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 lessons. 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.