

Sycamore Valley Academy

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Sycamore Valley Academy
Street	6832 Avenue 280
City, State, Zip	Visalia, CA 93277
Phone Number	559.622.3236
Principal	Corey Morse
Email Address	cmorse@sycamorevalleyacademy.org
School Website	sycamorevalleyacademy.org
Grade Span	K-8
County-District-School (CDS) Code	54722560125542

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Sycamore Valley Academy (SVA) is a tuition-free, TK-8 Visalia charter school that opened in August 2012.

The MISSION of our school is to provide a rich, meaningful education in a nurturing environment, where students are continually challenged and their natural curiosity, creativity, and talents can thrive. We are a collaborative community of educators and families working together to help our students grow into virtuous, courageous, and intelligent citizens, equipped with a love of learning and a love of life, and eager to contribute to a better world.

2024-25 School Description and Mission Statement

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

LEARNING OUTCOMES:

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

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

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

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

About Our School

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

First, we believe children find the greatest benefit in their formal education when they are empowered, active participants--students in an environment that responds to their interests, their questions, and their desire to define the world around them. We provide an enriching learning environment (a school with academic breadth, constructivist--hands-on, collaborative--teaching methods, and a whole-child approach). Because of this, Sycamore Valley Academy's motto is, "Accelerating Academics in an Enriching Environment." Here, students grow at their natural pace and their talents and creativity thrive because our school provides an environment conducive to learning. Since children acquire knowledge and master concepts at varying rates, we work to adjust instructional pacing to keep our students motivated, challenged, and always interested. Students here receive differentiated instruction (are kept challenged). In addition, we know that students are able to show their learning in myriad ways. Our school believes in "authentic assessment," which means learning is assessed in multiple ways (from quizzes and tests to performances, projects, and portfolios), giving students varying ways to demonstrate and apply their learning.

We believe that how we teach is just as important as what we teach. Our school understands that as the body of information grows at an exponential rate, our highest purpose in education is to develop habits of mind that enable students to become independent learners: to learn how to learn. This means we employ a variety of lesson types, from traditional direct instruction to inquiry-based lessons where students are guided to discover the concept/idea themselves.

Our school not only facilitates the child's mastery of the essential disciplines, but also provides students with the chance to pursue their particular passions through in-depth studies, projects, and collaboration. Sycamore Valley Academy broadens the school experience to include an enriched curriculum that engages, spurs deeper connection-making, and creates greater opportunities for acceleration. Our students nurture a range of higher-level thinking skills while building meaningful relationships with each other and our caring, passionate staff. Our enriched curriculum includes the Spanish language (with a Spanish specialist), hands-on Science learning (with a Science specialist), art (with an art specialist), music, social-emotional learning, project-based learning, thematic learning, Physical Education (with a PE specialist), and history/social studies. In addition to these, older students in grades 6-8 have the option to select an additional elective course.

Sycamore Valley Academy believes students should be educated in matters of the heart as well as the mind. In addition to our rigorous academic program, a Sycamore Valley Academy education reaches beyond the walls of the classroom through community service. We teach our students to recognize their needs and to mobilize their resources of intellect, compassion, and altruistic action to better the world they live in. Through their learning at Sycamore Valley Academy, our students are

2024-25 School Description and Mission Statement

equipped to reach their fullest potential, amplify their talents, and improve their world. Visit our school website to learn more!
www.sycamorevalleyacademy.org

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	63
Grade 1	44
Grade 2	44
Grade 3	43
Grade 4	46
Grade 5	43
Grade 6	43
Grade 7	45
Grade 8	38
Total Enrollment	409

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.7
Male	47.3
American Indian or Alaska Native	0.2
Asian	1.2
Black or African American	0.5
Filipino	0.7
Hispanic or Latino	52.7
Two or More Races	4.6
White	36.6
English Learners	5.1
Homeless	0.5
Socioeconomically Disadvantaged	36.3
Students with Disabilities	14.6

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.

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.00	71.52	173.80	67.18	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	9.48	17.10	6.64	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	9.48	16.00	6.20	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.40	2.89	11953.10	4.28
Unknown/Incomplete/NA	2.00	9.48	44.10	17.08	15831.90	5.67
Total Teaching Positions	21.10	100.00	258.70	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.60	64.22	169.90	65.02	231142.40	100.00
Intern Credential Holders Properly Assigned	5.00	23.54	23.70	9.09	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.60	12.24	17.00	6.53	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.40	1.69	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	46.10	17.67	14303.80	5.15
Total Teaching Positions	21.20	100.00	261.30	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	1.00	0
Misassignments	0.50	1.00	2.6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.50	2.00	2.6

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	1.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	12.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.40	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: November 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Kindergarten Tara West Science of Reading Guided Phonics Booksource and Rigby Leveled Readers Tara West KinderLiteracy Expeditionary Learning Reading Modules Teacher Read Aloud iReady MyPath Personalized Learning Tara West Kinder Writing Writing journals Phonemic Awareness by Michael Heggerty Secret Stories Tara West Guided Phonics Assessments i-Ready Diagnostic Assessment 1:1 Teacher Assessments Tulare County Office of Education Writing Rubrics Grade 1 Tara West Science of Reading Guided Phonics Leveled Readers/Lit Circle Book Sets Tara West Firstie Literature Modules Secret Stories Word Sorts Teacher Read Aloud iReady MyPath Personalized Learning EPIC (literacy app/website) Poetry PBL Resources Tara West Firstie Writing Units Phonemic Awareness by Michael Heggerty Secret Stories Tara West Guided Phonics Assessments	Yes	0.00 %

	<p>i-Ready Diagnostic Assessment Scholastic 3 Minute Assessments Tulare County Office of Education Writing Rubrics</p> <p>Grades 2-3 Tara West Science of Reading Guided Phonics iReady MyPath Personalized Learning iReady Reading Resources for Small Groups Teacher Read Aloud Whole Class Novels Words Their Way Word Sorts Mentor Sentences Not So Wimpy Teacher Writing Units People Who Make a Difference (integrated into PBL Units) Phonemic Awareness by Michael Heggerty Secret Stories</p> <p>Tara West Guided Phonics Assessments i-Ready diagnostic assessment Scholastic 3 Minute Assessment Tulare County Office of Education Writing Rubrics</p> <p>Grades 4-5 Teacher Read Aloud- Bud Not Buddy, Sign of the Beaver, King George What Was His Problem, and Esperanza Rising. Expeditionary Learning Reading Modules iReady MyPath Personalized Learning iReady Reading Resources for Small Groups Writing: Lucy Calkins Units of Study/Teacher Created Units Secret Stories</p> <p>i-Ready Diagnostic Assessment Scholastic 3 Minute Reading Assessments Tulare County Office of Education Writing Rubrics</p> <p>Grades 6-7-8 Novel Studies with Teacher Created Curriculum Lucy Calkins Units of Study in Writing iReady MyPath Personalized Learning</p> <p>i-Ready Diagnostic Assessment Scholastic 3 Minute Assessment Tulare County Office of Education Writing Rubrics</p>		
<p>Mathematics</p>	<p>Kindergarten- Grade 5 i-Ready Core Math Bridges Number Corner Math manipulatives/ hands-on materials Children’s Mathematics- CGI i-Ready My Path Personalized Learning platform</p> <p>i-Ready Diagnostic Assessment I-Ready Unit Assessments 1:1 Teacher Assessments (Kindergarten)</p> <p>Grades 6-8 i-Ready Core Math i-Ready MyPath personalized learning platform Bootstrap Algebra Computer Science and Math curriculum</p>	<p>Yes</p>	<p>0.00 %</p>

	<p>Acellus Math Edgenuity Math</p> <p>i-Ready diagnostic assessment i-Ready Unit Assessments</p>		
Science	<p>Kindergarten- Grade 1 Mystery Science Hands-on materials and experiments Websites NGSS Standards-aligned, teacher-created lessons</p> <p>Grades 2-5 Mystery Science National Geographic website (and other web-based sources) Hands-on materials NGSS Standards-aligned, teacher-created lessons</p> <p>Grades 6-8 Project-based Inquiry Science from It's About Time Publishers, New York NGSS Standards-aligned, teacher-created lessons Development & Sexual Health: Planned Parenthood curriculum & instructors</p>	Yes	0.00 %
History-Social Science	<p>Kindergarten Patriotic Songs American Symbols Rules/Procedures Community Helpers/Jobs People Do Holidays and Heroes PBL: Why Trees Are Important to our Community and How Can We Convince Others to Enjoy and Appreciate Trees</p> <p>Grade 1 Little Social Studies Thinkers</p> <p>Grades 2-3 People Who Make a Difference- Family History, Heroes, Economics (2nd grade) Local History (3rd Grade), Visalia, Native Americans, Tulare County</p> <p>Grades 4-5 Looping: California History, American History Grade 4: California: A Changing State Grade 5: Social Studies Alive: America's Past</p> <p>Grades 6-8 TCI History Alive Curriculum 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	0.00 %

	Various Museum Resources		
Foreign Language	Spanish Grades K-8 Variety of Picture Books and literature in Spanish Rockalingua Sonrisas 1 & 2 Duolingo	Yes	0.00 %
Health	1-8 Sparks PE units/Teacher created, standards-aligned activities, PFT Prep	Yes	0.00 %
Visual and Performing Arts	Art: Deep Space Sparkle Curricular supplies for band, choir, and classroom music 1. Instruments Recorders Ukuleles Acoustic guitars Percussive instruments: Hand drums Hand percussion Electronic instruments: Samplers Field recording microphones 2. Educational Tools and Materials Chromebooks Music books Music learning card games (for classroom stations) 3. Engagement Resources Boomwhackers Jump bands Drumsticks Colorful scarves	Yes	0.00 %

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

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report

January 2024

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	40	42	29	31	46	47
Mathematics (grades 3-8 and 11)	28	32	18	20	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	258	249	96.51	3.49	41.77
Female	130	125	96.15	3.85	45.60
Male	128	124	96.88	3.12	37.90
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	134	129	96.27	3.73	37.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	20	95.24	4.76	35.00
White	97	94	96.91	3.09	47.87
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	98	92	93.88	6.12	30.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	48	92.31	7.69	2.08

2023-24 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	258	252	97.67	2.33	32.14
Female	130	127	97.69	2.31	34.65
Male	128	125	97.66	2.34	29.60
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	134	130	97.01	2.99	30.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	21	20	95.24	4.76	20.00
White	97	96	98.97	1.03	36.46
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	98	93	94.90	5.10	17.20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	50	96.15	3.85	0.00

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	39.19	35.80	4.55	0.00	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	81	81	100.00	0.00	35.80
Female	36	36	100.00	0.00	44.44
Male	45	45	100.00	0.00	28.89
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	38	38	100.00	0.00	31.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	34	34	100.00	0.00	44.12
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	31	100.00	0.00	22.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	0.00

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 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, musical performances (primary grade performances are 1 time per trimester) and middle school choir and band are 2 times per year, a Fall Carnival, parent's night out, field trips for every class, campus beautification days, and sports events.
2. Parent Teacher Organization (SVA PTO): The enthusiastic parents and guardians of Sycamore Valley Academy students have formed a PTO to promote the school's mission and support the staff of this school. The SVA PTO organizes and runs a Fall Carnival, a Jog-a-thon, and a Spring fundraiser event. This group meets monthly and the PTO board and subcommittees meet more frequently when working on specific projects.
4. Room Parents: Each classroom has a minimum of 1 room parent who organizes classroom parties and teacher appreciation activities.
5. Volunteering: Parents, guardians, and grandparents are invited to set up a regular time to volunteer in our classrooms or to chaperone on field trips. Parents help our staff by providing students with more attention and supervision during recess/ lunch, and more support during instructional time.
6. Parent Representative on the SVA Board of Directors: The governing board of our school always contains between 1-4 parents of current SVA students.
7. Parent Representatives serving on our organization's committees, collaborating with staff on items such as strategic planning, outreach for diversity, and policy updating.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	422	420	72	17.1
Female	222	221	44	19.9
Male	200	199	28	14.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	226	224	48	21.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	20	20	0	0.0
White	151	151	22	14.6
English Learners	23	23	5	21.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	165	163	43	26.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	80	79	9	11.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
3.31	4.83	3.55	3.39	3.25	2.79	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.55	0.00
Female	0.90	0.00
Male	6.50	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.54	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.64	0.00
English Learners	4.35	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.42	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.50	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Sycamore Valley Academy has a fully compliant School Safety Plan. The plan was last reviewed and updated in September 2024. Staff receives full training annually regarding safety practices as well as active shooter training by local law enforcement. Our School Safety Plan consists of responses to lockdown, campus disorder, firearm/shooting, hostage/barricaded subject,

2024-25 School Safety Plan

threatening intruder, shelter in place, drop/cover/hold, earthquake, aircraft accident, fire/explosion, flood, and bomb threat. We run monthly fire drills and have earthquake/drop, cover, hold, and lockdown drills three times per year in accordance with state law. Our plan includes multiple campus maps detailing safe escape routes, emergency shut-off locations, two emergency command center locations, and setups, and general campus classroom and facility locations. We include a visual representation of our Incident Command Structure, with staff roles, indicated, a listing of all emergency response teams, and a buddy teacher list for emergency situations. There is also a student release plan, complete with the necessary release forms and information.

Further, the SVA Safety Plan includes an assessment of strategies currently in place, and concerns regarding the physical safety of students, school climate, youth development, compliance with laws, and community parenting.

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	3		
1	22		2	
2	15	3		
3	15	3		
4	15	3		
5	14	3		
6	44			1

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	22		2	
2	15		3	
3	14		3	
4	15		3	
5	15		3	
6	23		2	
Other	28		4	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	.5
Nurse	.25
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11629	\$2369	9260	81942
District	N/A	N/A	9260	
Percent Difference - School Site and District	N/A	N/A	0.0	
State	N/A	N/A	\$10,771	
Percent Difference - School Site and State	N/A	N/A	-15.1	

Fiscal Year 2023-24 Types of Services Funded

Sycamore Valley Academy offers ELA, Mathematics, History, Art, Music, Instrumental Music, Spanish, Project-based learning, Social-emotional learning, service-learning, Science, and PE courses to our students. We also have clubs and teams (both academic, like Reading Revolution and Spelling Bee, and athletics such as flag football, boys and girls basketball, boys and girls soccer, boys and girls track, and baseball) that compete at county and league competitions.

Our disciplinary system is based on Restorative Justice principles and is called our "social contract". The social contract includes the use of mediation and counseling for disciplinary infractions. The focus is on helping students repair what was broken through their misbehavior--whether physical property, the functioning of a classroom, or relationships with peers or staff. This approach takes significant staff time to facilitate, but sends the right message to students and is worth the investment of time in the yield it produces by reducing suspensions and building strong, trusting relationships among students, parents, and staff.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	63722	39789
Mid-Range Teacher Salary	74078	87825
Highest Teacher Salary	99172	135860
Average Principal Salary (Elementary)	120000	
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary	171000	
Percent of Budget for Teacher Salaries	40	
Percent of Budget for Administrative Salaries	5	

Professional Development

Professional development centered around project based learning and reading skills.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5