

Sycamore Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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).

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.

About This School

School Contact Information (School Year 2020-2021)

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

District Contact Information (School Year 2020-2021)

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 2020-2021)

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 400 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 85% 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 2019-2020)

Grade Level	Number of Students
Kindergarten	60
Grade 1	64
Grade 2	46
Grade 3	60
Grade 4	58
Grade 5	57
Grade 6	57
Total Enrollment	402

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.2
Asian	2.5
Filipino	2
Hispanic or Latino	85.3
White	5
Two or More Races	1
Socioeconomically Disadvantaged	78.6
English Learners	43.8
Students with Disabilities	10.7
Foster Youth	1.2
Homeless	3

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	21	20	19	1033
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	7

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

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. 9-20-21 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 10, 2020.

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 was adopted in 2019 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%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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%
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

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

School Facility Conditions and Planned Improvements

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

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 8/26/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	35: 4: Walls dirty under computer work stations 7: Data box cover loose, cable is bypassing cover. 36: 4: Walls dirty under computer work stations 39: 4: Walls dirty under computer work stations Administration: 4: Wall damage on east wall P-2: 4: Wall covering damaged at entry; phone jack hanging from wall by wiring P-4: 4: Ceiling tiles damaged Pre-School Portable: 4: Ceiling tiles stained in restroom; entry door paint needs paint
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	20: 5: Extensive clutter throughout classroom
Electrical: Electrical	Fair	24: 7: Extension cords "daisy chained" together 26: 7: Extension cord and surge suppressor "daisy chained" together 10: Plug-in air freshner 35: 4: Walls dirty under computer work stations 7: Data box cover loose, cable is bypassing cover. 38: 7: Extension cord and surge suppressor "daisy chained" together 10: Plug-in air freshner K1: 7: Extension cord and surge suppressor "daisy chained" together 10: Plug-in air freshner
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	28: 9: Fountain push-button needs securing

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	26: 7: Extension cord and surge suppressor "daisy chained" together 10: Plug-in air freshner 37: 10: Plug-in air freshner 38: 7: Extension cord and surge suppressor "daisy chained" together 10: Plug-in air freshner K1: 7: Extension cord and surge suppressor "daisy chained" together 10: Plug-in air freshner
Structural: Structural Damage, Roofs	Good	Kindergarten Playground: 12: Shed in playground area has extensive dry-rot 14: Surfacing is compacted with weeds growing P-5: 12: Ramp railing has chipped and flaking paint
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	33: 14: Sidewalk damaged outside of classroom Kindergarten Playground: 12: Shed in playground area has extensive dry-rot 14: Surfacing is compacted with weeds growing Primary Playground: 14: Surfacing is compacted and weeds growing
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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	41	N/A	57	N/A	50	N/A
Mathematics (grades 3-8 and 11)	29	N/A	44	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	14	N/A	32	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.7	1.3	2.8	2.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.47	0.003%	
Expulsions	0.0	2.027%	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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 March 2020.

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. Due to COVID-19 precautions, construction has completed in order to provide a single point of entry for all 1st-6th grade students. Additionally, there is a staff member at the gate each morning, welcoming students and providing a passive health screening of students as they enter. 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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	28		2		29		2		20	1	2	
1	29		2		26		2		30		2	
2	31		1		32		2		24		1	
3	31		2		31		2		45		1	1
4	33		1	1	29		2		29		2	
5	26	1		2	29		2		21	3	3	
6	24	1	1	1	25	1	1	1	27	1	3	1
Other**									26		1	

*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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5618.70	\$222.22	\$5396.48	\$66447.26
District	N/A	N/A	\$6616.90	\$86,774
Percent Difference - School Site and District	N/A	N/A	-20.3	-26.5
State	N/A	N/A	\$7,750	\$83,052
Percent Difference - School Site and State	N/A	N/A	-35.8	-22.2

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

Types of Services Funded (Fiscal Year 2019-2020)

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 online supplemental programs in reading and math support. During this time in which parents are choosing for their children to be learning at home via technology, these programs offer tremendous support for our students. Students are assessed and are provided lessons at their instructional level.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,446	\$50,029
Mid-Range Teacher Salary	\$83,885	\$77,680
Highest Teacher Salary	\$109,082	\$102,143
Average Principal Salary (Elementary)	\$129,252	\$128,526
Average Principal Salary (Middle)	\$131,552	\$133,574
Average Principal Salary (High)	\$153,039	\$147,006
Superintendent Salary	\$256,476	\$284,736
Percent of Budget for Teacher Salaries	35.0	33.0
Percent of Budget for Administrative Salaries	5.0	5.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	16	17	11

This year, due to the changing format of education to a more digital platform, much of the professional development opportunities have focused around effective online instruction and student engagement while online. 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 5 times per year for 90 minutes, with an additional district Professional development session for another 90 minutes, 4 times per year, 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 10 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 virtual 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.