

# Sycamore Canyon Elementary

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Sycamore Canyon Elementary
<b>Street</b>	10201 Settle Rd.
<b>City, State, Zip</b>	Santee, CA 92071-1099
<b>Phone Number</b>	619-956-5400
<b>Principal</b>	Jeri Billick
<b>E-mail Address</b>	jeri.billick@santeesd.net
<b>Web Site</b>	www.santeesd.net
<b>CDS Code</b>	37-68361-6068159

<b>District Contact Information</b>	
<b>District Name</b>	Santee School District
<b>Phone Number</b>	(619) 258-2300
<b>Superintendent</b>	Dr. Cathy Pierce
<b>E-mail Address</b>	kristin.baranski@santeesd.net
<b>Web Site</b>	www.santeesd.net

### **School Description and Mission Statement (School Year 2017-18)**

Sycamore Canyon School has an enrollment of 403 pre-kindergarten through sixth grade students- 62.69% White not of Hispanic decent, 3.98 Black not of Hispanic origin, 23.13% Hispanic, .75% Vietnamese, .50% Chinese, 1.0% Japanese, and 2.49% American Indian or Alaskan Native. Our students have a variety of life experiences. Some have recently arrived from out-of-state while others have never left their neighborhood. The faculty is composed of 15 general education teachers and four special day class teachers. The school has one principal, one language arts specialist, one resource teacher, one part-time speech & language specialist, and a part-time psychologist. The special day classes all have a credentialed teacher and instructional assistants. Additional staff includes one secretary, one records secretary (one hour), one health clerk (six hour), one media clerk (two hour) and a custodial staff of two.

Sycamore Canyon School is one of nine elementary schools in the Santee School District. The district is located in the eastern portion of San Diego County, approximately 20 miles inland. Sycamore Canyon School is located in the center of the city Subdivision, and is truly a neighborhood school, surrounded by single family dwellings, apartments, and condominiums. The majority of our parents, work in the San Diego area. Many are service or government employed. Economic indicators suggest that Sycamore Canyon is a typical middle class community. Approximately 25% of the students are in families receiving Aid to Families with Dependent Children that are eligible for free/reduced lunches.

A library/media center serves all of the students at Sycamore Canyon. A before and after day care program, Project S.A.F.E., is also housed in re-locatable buildings on the school campus. Two classrooms house YALE, Youngsters Actively Learning Every day, preschool offering both part-time and full-time enrichment programs. There are four playgrounds; one for kindergarten students, one for students in grades 1-3, one for preschool and the lower field is for students in grades 4-6. The intermediate play area is grass and asphalt and includes basketball and volleyball courts, baseball diamonds and a track on the lower field. Other ancillary structures include: office, cafeteria, restrooms and media center. A fence surrounds the perimeter of the school buildings, and the gates are locked at all times except for arrival and dismissal of students. Signs are posted at the front entrance to the building, asking visitors to check in at the office before going onto the campus. All visitors to the campus are given a visitor's badge to wear while they are on the school campus. Campus supervision is provided by administrators and staff members. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns. Staff members are encouraged to inquire when unfamiliar faces are seen on campus.

At Sycamore Canyon we believe that we are here to provide the best education our students could possibly receive, and that has not changed as we shift to 21st Century Learning. Our constant focus is on developing a community of creative thinkers who collaborate to innovate visionary ideas through project based learning. Projects that have real-world applications and generate students who have a connection to the global community. Students will be judged on the quality and character of their work. Students will have choice in the work products and strong basic skills that allow for application of knowledge to solve real-world problems.

Teachers and students will use technology as a tool to increase student learning. Through training, our staff will achieve a high level of comfort with the integration of technology into the curriculum. Our students will gain ownership of their learning and regain a love of learning.

Staff, students and parents will be involved in deep collaboration, which facilitates learning in a way that promotes a community focused environment. We don't settle for anything less than excellence in every aspect of our work. Together we will have the courage to adapt to new challenges and continue our journey as a strong community of dedicated learners.

### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	70
Grade 1	48
Grade 2	48
Grade 3	48
Grade 4	40
Grade 5	47
Grade 6	48
<b>Total Enrollment</b>	<b>349</b>

### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0
Asian	0.9
Filipino	0.9
Hispanic or Latino	23.8
Native Hawaiian or Pacific Islander	0
White	62.2
Two or More Races	9.2
Socioeconomically Disadvantaged	22.1
English Learners	4
Students with Disabilities	10
Foster Youth	0.6

## 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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	19	23		
Without Full Credential	1	1		
Teaching Outside Subject Area of Competence (with full credential)	1	0		

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	1	
Total Teacher Misassignments *	0	2	
Vacant Teacher Positions	0	1	

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

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which data were collected: 11/2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Reading Wonders (K-5) and Amplify Learning (grade 6) Both adopted 2017	Yes	0.0
Mathematics	Math Expressions adopted 2015 (K-5) CPM adopted 2013 (grade 6)	Yes	0.0
Science	Adopted 2008	Yes	0.0
History-Social Science	Adopted 2007	Yes	0.0
Health	Healthy Eating Made Easier (K-8) adopted 2017	Yes	0.0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Sycamore Canyon School's original facilities were built in 1961; ongoing maintenance and campus improvements ensure facilities remain up-to-date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. Sycamore Canyon's campus was modernized in 2009. Solar Ready replacement lunch court structures were installed in 2017.

**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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 06/30/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 06/30/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 06/30/17				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	63	61	58	54	48	48
<b>Mathematics (grades 3-8 and 11)</b>	48	46	50	47	36	37

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

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	187	182	97.33	60.99
Male	106	102	96.23	55.88
Female	81	80	98.77	67.5
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	42	41	97.62	51.22
White	120	116	96.67	67.24
Two or More Races	16	16	100	43.75
Socioeconomically Disadvantaged	46	44	95.65	52.27
English Learners	--	--	--	--
Students with Disabilities	26	23	88.46	21.74
Foster Youth	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	187	182	97.33	46.15
Male	106	102	96.23	47.06
Female	81	80	98.77	45
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	42	41	97.62	39.02
White	120	116	96.67	51.72
Two or More Races	16	16	100	25
Socioeconomically Disadvantaged	46	44	95.65	40.91
English Learners	--	--	--	--
Students with Disabilities	26	23	88.46	8.7
Foster Youth	--	--	--	--

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	58	62	63	64	60	56

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

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

### 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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.6	27.7	42.6

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2017-18)

Parents are encouraged to get involved in their child’s learning environment either by volunteering in the classroom, participating in a decision making group, or simply attending school events. Parents stay informed on upcoming events and school activities through flyers, the school website, the school marquee, e-mails, Facebook, PTA Cougar Chat newsletters, and school messenger. Contact the main office for more information on how to become involved in your child’s learning environment.

Opportunities to volunteer: Classroom helper, Library assistant, chaperone, Arts Attack docent Committees: School Site Council, Parent-Teacher Association, District English Learner Committee, District Strategic Planning Committees.

## 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	2.88	3.7	5.9	5.34	5.75	5.06	3.79	3.65	3.65
<b>Expulsions</b>	0	0	0	0	0	0	0.09	0.09	0.09

### School Safety Plan (School Year 2017-18)

The Comprehensive School Site Safety Plan was developed for Sycamore Canyon School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed and updated by school staff in November, 2017. Staff responsibilities and safety plan updates were discussed with staff in November, 2017.

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2013-2014
<b>Year in Program Improvement*</b>		Year 1
<b>Number of Schools Currently in Program Improvement</b>	N/A	3
<b>Percent of Schools Currently in Program Improvement</b>	N/A	75

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	21	1	2		24		2		23		3	
<b>1</b>	24		1		25		2		24		2	
<b>2</b>	22	1	1		24		2		24		2	
<b>3</b>	23		3		24		2		24		2	
<b>4</b>	31		1		27		2		34			1
<b>5</b>	30		1		28		1		34			1
<b>6</b>	34			2	21	1	1	1	23	1		2

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



**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.25	N/A
Psychologist	0.8	N/A
Social Worker	0.1	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	0.0	N/A
Other	2.0	N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	10223.73	2613.26	7610.47	73684.28
District	N/A	N/A	7092.32	\$77,252
Percent Difference: School Site and District	N/A	N/A	7.3	-4.6
State	N/A	N/A	\$6,574	\$78,363
Percent Difference: School Site and State	N/A	N/A	15.8	-6.0

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

**Types of Services Funded (Fiscal Year 2016-17)**

Santee School District receives State and Federal funding. State funding, through the Local Control Funding Formula (LCFF), is allocated to a variety of funding sources based on the eight State priorities, District priorities, and annual stakeholder feedback. The eight State priorities are:

1. Basic Services
2. Implementation of Common Core Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Student Outcomes

Federal funding, Title I, Title II, and Title III, provides additional funding for intensive interventions, increased parental involvement, quality professional development for teachers and principals, and increased instructional support for English Learner students.

All funding sources are monitored and maintained through each school site's Single Plan for Student Achievement and the District Local Control Accountability Plan.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,848	\$48,678
Mid-Range Teacher Salary	\$70,909	\$78,254
Highest Teacher Salary	\$98,585	\$96,372
Average Principal Salary (Elementary)	\$127,077	\$122,364
Average Principal Salary (Middle)		\$125,958
Average Principal Salary (High)		\$126,758
Superintendent Salary	\$227,096	\$212,818
Percent of Budget for Teacher Salaries	42%	38%
Percent of Budget for Administrative Salaries	7%	5%

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

**Professional Development (Most Recent Three Years)**

All training and curriculum development activities at Sycamore Canyon School support the implementation of Common Core Content Standards and State curricular frameworks. Teachers annually receive between 3 - 5 days of professional development at the site and/or district level. Decisions concerning selection of staff development activities are performed by the principal, district administrators, and grade level representatives using tools such as teacher input, district benchmark results, data analysis, and focus groups to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Sycamore Canyon School offers support to new and veteran teachers through peer coaching and mentoring. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job related training from department supervisors and district representatives.