Simi Valley Unified School District

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Sycamore Elementary School
"A CSBA Honor Roll Recipient"

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School Accountability Report Card

2022-23 School Activity Published in January 2024

Principal's Message

Sycamore Elementary School is committed to educational excellence through a partnership of teachers, parents, and students in a motivating, positive, and supportive environment. Sycamore is known for our high student achievement and strong community atmosphere. All students receive the tools and support to succeed academically and socially. Students are engaged in a variety of rigorous learning activities, including project based learning, STEM, and the fine arts. Our active PTA organizes many events, assemblies, family nights, and field trips that contribute to our sense of community. At Sycamore we emphasize respect, responsibility, hard work, and kindness as the keys to success.

District & School Description

Simi Valley Unified School District

Simi Valley Unified School District offices are located in the northwest region of the city of Simi Valley. During the 2022-23 school year, the district's eighteen elementary schools, three middle schools, three comprehensive high schools, one continuation school, and one alternative/independent study school served a total of 15,899 students in grades TK-12. The district's student population is comprised of 11.9% identified as English learners, 13.2% receiving special education services, 0.4% foster youth, 1.5% homeless youth, and 43.3% enrolled in the Free & Reduced-Price Meal program.

Our Pledge

Their path.

Our pledge.

From here to anywhere.

More than a promise, it's a commitment.

To our town.

Our schools.

Our students.

Our community.

To empower ALL students to become the best potential versions of themselves.

Their path starts in Simi Valley Schools and our pledge starts now.

Contents

Sycamore Elementary School

During the 2022-23 school year, Sycamore Elementary School served 349 students in grades TK-6. Student enrollment included 23.2% receiving special education services, 16.3% qualifying for English learner support, 1.1% foster youth, and 46.7% enrolled in the Free & Reduced-Price Meal program.

Student Enrollment by Student Group and Grade Level 2022-23			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	43.3%	TK	22
Male	56.7%	Kindergarten	42
Non-Binary	0.0%	Grade 1	47
American Indian or Alaskan Native	0.0%	Grade 2	56
Asian	7.7%	Grade 3	47
Black or African American	2.0%	Grade 4	59
Filipino	2.6%	Grade 5	58
Hispanic or Latino	48.4%	Grade 6	18
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	2.0%		
White	37.2%		
English Learners	16.3%		
Foster Youth	1.1%		
Homeless	0.0%		
Migrant	0.0%		
Socioeconomically Disadvantaged	46.7%	Total Enrollment	349
Students with Disabilities	23.2%		

Local Control Accountability Plan (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

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

- Degree to which teachers are appropriated assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

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 alternative achievement standards, which are linked with the Common Core State Standards (CCSS); 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 sequences or programs of student.

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

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

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5)

- High school dropout rates; and
- High school graduation rates

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

Parent Involvement

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.

Opportunities to Volunteer
Chaperone Field Trips
Classroom Helpers
Library Helpers
PTA Events

Committees
English Learner Advisory Council
District English Learner Advisory Council
Parent Teacher Association
School Site Council

School Activities
Art Show
Awards Assemblies
Back to School Night
Bingo Night
Book Fairs
Family Nights
Harvest Festival
Movie Night
Multicultural Festival
Open House
Talent Show
Trunt or Treat

School News
Parents stay informed on upcoming events and school activities through the weekly Sunday newsletter The Smore, Facebook posting, email, flyers, the school marquee, the school website, the PTA newsletter, Aeries Portal, the PTA Facebook page, and Blackboard Connect (automated telephone message delivery system). Contact the PTA President at (805) 520-6745 for more information on how to become involved in your child's learning environment.

California Assessment of Student Performance and Progress Test Results in Science — All Students — Percentage of Students Meeting or Exceeding the State Standards						
	SES		SVUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
Science (Grades 5, 8, & 10)	33.33	36.59	32.03	31.54	29.47	30.29

Note: 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.

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

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 receive scores.

STUDENT ACHIEVEMENT

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)
2022-23

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	62	62	100	0	32.26
Female	28	28	100	0	32.14
Male	34	34	100	0	32.35
American Indian or Alaskan Native					
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	31	31	100	0	16.13
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	20	20	100	0	60
English Learners	15	15	100	0	6.67
Foster Youth					
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	29	29	100	0	20.69
Students Receiving Migrant Education Services					
Students with Disabilities	13	13	100	0	15.38

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.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grades Three Through Eight and High School
Percentage of Students Meeting or Exceeding the State Standards

	SES		SVUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
English-Language Arts/Literacy	43	42	50	49	47	46
Mathematics	31	33	35	36	33	34

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School)
2022-23

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	185	180	97.3	2.7	42.22	185	182	98.38	1.62	32.97
Female	82	81	98.78	1.22	40.74	82	81	98.78	1.22	24.69
Male	103	99	96.12	3.88	43.43	103	101	98.06	1.94	39.6
American Indian or Alaskan Native										
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	97	95	97.94	2.06	32.63	97	97	100	0	23.71
Native Hawaiian or Pacific Islander										
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	63	60	95.24	4.76	56.67	63	60	95.24	4.76	45
English Learners	31	29	93.55	6.45	20.69	31	31	100	0	22.58
Foster Youth										
Homeless										
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	91	87	95.6	4.4	36.78	91	89	97.8	2.2	25.84
Students Receiving Migrant Education Services										
Students with Disabilities	47	45	95.74	4.26	22.22	47	45	95.74	4.26	13.33

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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.

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

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.

California Physical Fitness Test Results				
2022-23				
% of Students Tested				
	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Aerobic Capacity				
Grade Level				
Fifth 98.4%	98.4%	98.4%	98.4%	98.4%

Note: The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

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

PHYSICAL FITNESS

In the spring of each year, Sycamore Elementary is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

SCHOOL FACILITIES & SAFETY

FACILITIES PROFILE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Sycamore Elementary's original facilities were built in 1966; 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. The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office, at the District Office, or on the Internet at www.simivalleyusd.org.

A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

2022-23 Campus Improvements:
• Creation of a new stage
• Installation of new fencing
• Playground improvements
• Repaint exterior of campus (2023-24)
• Interior painting of some classrooms (2023-24)
• MPR & Other Area Murals (2023-24)

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two part-time evening custodians are assigned to Sycamore Elementary. The day custodian is responsible for:

• Classroom cleaning
• Cafeteria setup/cleanup
• General grounds maintenance
• Lunch area setup/cleanup
• Restroom cleaning

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

• Classroom cleaning
• Office area cleaning
• Restroom cleaning

The principal and the school office manager communicate with custodial staff daily concerning maintenance and school safety issues.

SUPERVISION & SAFETY

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, campus supervisors are strategically assigned to designated entrance areas and the playground. During recess and lunch, campus supervisors monitor playground activity. At the end of the day when students are dismissed, campus supervisors monitor student behavior to ensure a safe and orderly departure.

Sycamore Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office with a valid state issued identification to be scanned through the visitor management system and wear an identification sticker while on school grounds. They must then check out at the school office upon exit from the school site.

Campus Description	
Year Built	1966
	Quantity
# of Permanent Classrooms	19
# of Portable Classrooms	2
# of Restrooms (student use)	3
Library	1
Multipurpose Room/Cafeteria	1
Occupational Therapy Room	1
Outdoor Covered Patio	1
Resource Room	1
Staff Lounge/Teacher Work Room	1
Music Room	1
STEM Labs	1
Speech Room	1

School Facility Good Repair Status				
Item Inspected				**Repair Status**
Inspection Date: September 19, 2023	Good	Fair	Poor	**Repair Needed and Action Taken or Planned**
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Summary	✓			

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Chronic Absenteeism by Student Group (2022-23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	383	380	98	25.8
Female	168	166	39	23.5
Male	215	214	59	27.6
Non-Binary				
American Indian or Alaska Native				
Asian	28	28	8	28.6
Black or African American	10	10	2	20
Filipino	10	10	3	30
Hispanic or Latino	191	189	51	27
Native Hawaiian or Pacific Islander				
Two or More Races	8	8	1	12.5
White	136	135	33	24.4
English Learners	69	68	4	20.6
Foster Youth	6	6	1	16.7
Homeless	1	1	0	0
Socioeconomically Disadvantaged	189	187	57	30.5
Students Receiving Migrant Education Services				
Students with Disabilities	89	89	26	29.2

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

Suspensions and Expulsions

	SES			SVUSD			CA		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspensions	0.59%	0.57%	0.00%	0.13%	3.60%	3.65%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.01%	0.09%	0.11%	0.00%	0.07%	0.08%

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

Suspensions & Expulsions by Student Group (2022-23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	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	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

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

SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Sycamore Elementary 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, updated, and discussed with school staff in October 2023.

SCHOOL INSPECTIONS

On an annual basis, schools are required by the state to perform a comprehensive inspection and report those findings to the school community. The most recent inspection for Sycamore Elementary School took place on September 19, 2023. The School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During fiscal year 2023-24, all restrooms were fully functional and available for student use at the time of the inspection.

CLASSROOM ENVIRONMENT

DISCIPLINE & CLIMATE FOR LEARNING

Sycamore Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

The Simi Valley Unified School District maintains a firm policy prohibiting all forms of bullying. Everyone is to be treated with respect and dignity. Bullying by anyone, including students, teachers, administrators, or other adults will not be tolerated by any circumstances. Administrators will respond to all reports of alleged bullying in a timely manner.

CHRONIC ABSENTEEISM

The chart in this report identifies the chronic absenteeism rates by student group for Sycamore Elementary School for the 2022-23 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

CLASS SIZE DISTRIBUTION

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution

Grade Level	Average Class Size	Number of Classes* 1-20	21-32	33+
2020-21				
K	9.0	7		
1	10.0	3		
2	14.0	3		
3	11.0	4		
4	12.0	3		
5	15.0	3		
Other**	12.0	4		
2021-22				
K	21.0	2	1	
1	23.0		2	
2				
3	14.0	1	1	
4	34.0			1
5				
Other**	20.0	5	3	
2022-23				
K	24.0		2	
1	21.0		1	
2	24.0		2	
3	21.0		2	
4	26.0		2	
5	35.0			1
Other**	17.0	5	2	

*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.

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All training and curriculum development activities at Sycamore Elementary revolve around the California State Standards. During the 2022-23 school year, Sycamore Elementary held site-based staff development devoted to:

- Aeries Training
- Assessment (Data Analysis)
- California State Standards
- Classroom DoJo
- English Learner Strategies
- Growth Mindset
- Kelso's Choice Training
- Mandated Reporter Training
- Mathematical Practices
- Notice & Note
- Number Talks
- Professional Learning Communities (PLCs)
- Science Training
- Social Emotional Learning
- STAR Training
- Writing Training
- Zones of Regulation

During the 2021-22, 2022-23, and 2023-24 school years, Sycamore Elementary School's teachers attended the following events hosted by the Simi Valley Unified School District:

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement	
2021-22	3 days
▪ RTI/Literacy Coach Training ▪ Social Emotional Learning (Panorama Ed) Training ▪ Sonday Training (Reading Intervention) ▪ Renaissance/STAR Training ▪ Unversal Design for Learning	
2022-23	3 days
▪Professional Learning Communities ▪Response to Intervention ▪Science of Reading ▪Math Instruction ▪Multi-Tiered Systems of Support	
2023-24	3 days
▪ Positive Behavior Support ▪ Instructional Practices ▪ Professional Learning Community	

Textbooks

Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2017	Yes	Houghton Mifflin Harcourt: *Journeys*	0%
2008	Yes	Santillana: *Santillana Intensive English*	0%
2017	Yes	Houghton Mifflin Harcourt: *Collections*	0%
Math			
2015	Yes	McGraw-Hill: *My Math*	0%
Science			
2022	Yes	Twig Education: *Twig Science*	0%
Social Science			
	Yes	*California Studies Weekly*	0%

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Sycamore Elementary supports ongoing professional growth throughout the year during Professional Learning Communities (PLCs) time. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

Sycamore Elementary offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Simi Valley Unified School District are being aligned to the California State Standards. Instructional materials for core content areas are approved by the district's Board of Education. The district follows the State Board of Education's adoption cycle for core content materials and for textbook adoptions in foreign language, visual and performing arts, and health.

On September 12, 2023, the Simi Valley Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 21-23/24 which certifies as required by Education Code §60119 that (1) sufficient textbooks and instructional materials have been provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and context of the curriculum frameworks in the following subjects: history/social science, mathematics, reading/language arts, and science, (2) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, (3) laboratory equipment was available for science laboratory classes offered in grades 9-12, inclusive. In addition, each student enrolled in a performing arts class was provided sufficient textbooks or instructional materials to use in class or to take home.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0	0
Misassignments	2	2
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	2	2

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0	1
Local Assignment Options	0	0
Total Out-of-Field Teachers	0	1

Class Assignments / Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.2	7.1
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	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

School Year 2020-21						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14	82.35	602.4	85.13	228366	83.12
Intern Credential Holders Properly Assigned	0	0	1.4	0.2	4205.9	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	11.76	22.7	3.21	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	49.8	7.04	12115.8	4.41
Unknown	1	5.88	31.2	4.42	18854.3	6.86
Total Teaching Positions	17	100	707.7	100	274759	100

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.1	70.89	624.2	86.24	234405	84
Intern Credential Holders Properly Assigned	0	0	2.6	0.36	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	11.67	20.3	2.81	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	5.83	51.2	7.08	11953.1	4.28
Unknown	2	11.67	25.4	3.51	15831.9	5.67
Total Teaching Positions	17.1	100	723.8	100	279045	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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

PROFESSIONAL STAFF

COUNSELORS & SUPPORT PERSONNEL

Sycamore Elementary provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Sycamore Elementary's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors and Other Support Staff 2022-23	No. of Staff	FTE*
Academic Counselor	0	0.0
Library Clerk	1	0.3
Nurse	As Needed	
Psychologist	1	0.4
Speech Therapist	3	1.5
Resource Officer	As Needed	
Adaptive PE Specialist	1	0.2
Counselor	1	0.4
Occupational Therapist	2	0.5
Program Specialist	As needed	
Intensive Behavioral Interventionist	As needed	

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

TEACHER PREPARATION AND CREDENTIALS

The charts in this report identify the number of teachers at Sycamore Elementary School, Simi Valley Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Sycamore Elementary School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

DISTRICT EXPENDITURES

SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

EXPENDITURES PER STUDENT

For the 2021-22 school year, Simi Valley Unified School District spent an average of $14,329 to educate each student (Current Expense of Education per ADA, based on 2021-22 audited financial statements and calculated in accordance with Ed Code 41372). The table below 1) compares the school's per pupil expenditures from unrestricted (basic) sources with other schools in the District and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the District and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2021-22		
	SVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	49,279	55,550
Mid-Range Teacher Salary	77,569	84,645
Highest Teacher Salary	100,229	111,284
Average Principal Salaries:		
Elementary School	128,403	139,860
Middle School	135,933	146,440
High School	147,622	158,447
Superintendent Salary	271,118	278,268
Percentage of Budget For:		
Teacher Salaries	31.54	32.21
Administrative Salaries	4.31	4.89

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

Expenditures Per Pupil and School Site Teachers Salaries 2020-21					
	Dollars Spent Per Student				
Expenditures Per Pupil	SES	SVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	9,210	N/A	N/A	N/A	N/A
Restricted (Supplemental)	3,244	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,966	6,172	96.7%	0	#DIV/0!
Average Teacher Salary	78,212	83,344	N/A	0	N/A

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

In addition to general fund state funding, Simi Valley Unified School District receives state and federal categorical funding for special programs. For the 2021-22 school year, the District received federal, state, and local aid for the following categorical, special education, and support programs:

- A-G Completion Grant
- After School Education & Safety (ASES)
- Career Technical Education Incentive Grant Program
- Child Nutrition
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Education Protection Account
- Educator Effectiveness
- Expanded Learning Opportunities Program
- Governor's CTE Initiative: California Partnership Academies

- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV
- Tobacco-Use Prevention Education

www.simivalleyusd.org
www.facebook.com/SimiValleySchools
Twitter: @SimiValleyUSD

SARC DATA

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 Sycamore Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school 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) 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

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.

DISCLOSURE

The statistical information disclosed in this report is obtained from the California Department of Education and the Simi Valley Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections and the school facilities sections were acquired in October 2023.