

SIMI VALLEY UNIFIED SCHOOL DISTRICT

101 W. Cochran Street • Simi Valley, CA 93063 • (805) 306-4500 • www.simivalleyusd.org



SYCAMORE ELEMENTARY SCHOOL "A CSBA HONOR ROLL RECIPIENT"

2100 Ravenna Street, Simi Valley, CA 93065 (805) 520-6745

Laura Miner, Principal

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SCHOOL ACCOUNTABILITY REPORT CARD

2024-25 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2026

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. All staff have developed Positive Behavioral Interventions and Supports (PBIS) strategies for classroom management.

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 2024-25 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 15,444 students in grades TK-12. The district's student population is comprised of 11.1% identified as English learners, 13.9% receiving special education services, 0.3% foster youth, 3.0% homeless youth, and 46.0% socioeconomically disadvantaged.

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.



SimiValleySchools
SIMI VALLEY UNIFIED SCHOOL DISTRICT

SYCAMORE ELEMENTARY SCHOOL

During the 2024-25 school year, Sycamore Elementary School served 359 students in grades TK-5. Student enrollment included 22.6% receiving special education services, 13.9% qualifying for English learner support, 0.3% foster youth, 3.9% homeless youth, and 45.4% socioeconomically disadvantaged.

BOARD OF TRUSTEES

Dawn Smollen, President

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DISTRICT ADMINISTRATION

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Personnel Services

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Schools and Programs

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Instruction & Pupil Services

Matthew Guzzo

Director of Secondary Education

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Director of Elementary Education

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Student Enrollment by Student Group 2024-25

Student Group	% of Total Enrollment
Female	46.5%
Male	53.5%
Non-Binary	0%
American Indian or Alaska Native	0%
Asian	5.3%
Black or African-American	3.3%
Filipino	0.8%
Hispanic or Latino	48.5%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	2.5%
White	39.3%
English Learners	13.9%
Foster Youth	0.3%
Homeless	3.9%
Migrant Services	0%
Socioeconomically Disadvantaged	45.4%
Students with Disabilities	22.6%

Student Enrollment by Grade Level 2024-25

Grade Level	# of Students
Transitional Kindergarten	43
Kindergarten	61
Grade 1	42
Grade 2	54
Grade 3	54
Grade 4	54
Grade 5	51
Total Enrollment	359

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
PTA Fundraiser Helpers
Read Across America
SOAR Store
Special Olympics
Vote

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
Friday Flag Assemblies
Harvest Festival
Jingle Jam Dance
Movie Night
Multicultural Festival
Open House
Reading and Math Nights
School Garden
Spirit Days
Talent Show
Trunk or Treat
Welcome Back Picnic

SCHOOL NEWS

Parents stay informed on upcoming events and school activities through the weekly Sunday newsletter The Smore, Facebook and Instagram postings, email, flyers, the school marquee, the school website, the PTA newsletter, Aeries Portal, the PTA Facebook page, Instagram, 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.

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 ELA and Mathematics for All Students
2024-25**

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	44.0	40.0	48.0	50.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	29.0	33.0	35.0	36.0	35.0	37.0

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

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 by Student Group
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	159	159	100	0	40.25
Female	75	75	100	0	42.67
Male	84	84	100	0	38.10
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	77	77	100	0	33.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	65	65	100	0	43.08
English Learners	18	18	100	0	27.78
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	75	75	100	0	32.00
Students with Disabilities	28	28	100	0	17.86

**CAASPP Test Results in Mathematics by Student Group
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	159	159	100	0	32.70
Female	75	75	100	0	30.67
Male	84	84	100	0	34.52
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	77	77	100	0	22.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	65	65	100	0	43.08
English Learners	18	18	100	0	16.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	75	75	100	0	25.33
Students with Disabilities	28	28	100	0	3.57

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

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

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
2024-25**

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	36.59	22.92	31.54	35.83	30.73	32.22

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.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science by Student Group
2024-25**

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	51	51	100	0	21.57
Female	26	26	100	0	7.69
Male	25	25	100	0	36.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	27	27	100	0	18.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	22	22	100	0	27.27
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	25	25	100	0	16.00
Students with Disabilities	12	12	100	0	8.33

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

PHYSICAL FITNESS

In the spring of each year, Sycamore Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test (PFT) for students in California school is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf.

**Physical Fitness Test
% of Students Participating in each of the Five Fitness Components
2024-25**

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	98.1%	98.1%	96.2%	98.1%	98.1%

Note: The administration of the PFT requires only participation results for these five fitness areas.

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

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 appropriately 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

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.

2024-25 Campus Improvements:

- New blinds, paint, cabinets and countertops in classrooms
- New classroom furniture

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.

Campus Description	
Year Built	1966
Acreage	-
Square Footage	-
	Quantity
Permanent Classrooms	19
Portable Classrooms	2
Restrooms (Sets)	3 sets
Multipurpose Room/Cafeteria	1
STEM Lab	1
Library	1
Music Room	1
Outdoor Covered Patio	1
Staff Lounge/Teacher Workroom	1
Speech Room	1
Occupational Therapy Room	1
Resource Room	1

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.

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 school safety plan is reviewed, updated, and discussed with school staff each year by March 1st.

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 22, 2025. 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 2025-26, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: September 22, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			
Interior Surfaces	X			
Cleanliness	X			
Electrical	X			
Restrooms/Fountains	X			
Safety	X			
Structural	X			
External				

Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary	X			

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.

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.

All staff have developed Positive Behavioral Interventions and Supports (PBIS) strategies for classroom management. (PBIS) is a framework used in schools to proactively prevent problem behaviors, teach positive behaviors, and provide support for all students' social, emotional, and behavioral needs by creating a positive and predictable learning environment, with a focus on establishing clear expectations and consistently reinforcing positive actions across the school community; essentially aiming to improve school climate and student outcomes for everyone, not just those with specific needs.

Sycamore Elementary School promotes student positive behavior and conduct through the use of Sky Bucks which are issued to students and allow them to trade in bucks for prizes or school experiences.

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.

Suspensions & Expulsions			
	22-23	23-24	24-25
	School		
% Students Suspended	0.00	1.25	2.15
% Students Expelled	0.00	0.00	0.0
	District		
% Students Suspended	3.65	3.63	3.25
% Students Expelled	0.11	0.80	0.11
	State		
% Students Suspended	3.60	3.28	3.28
% Students Expelled	0.08	0.07	0.06

Suspensions and Expulsions by Student Group 2024-25		
Student Groups	Suspensions Rate	Expulsion Rate
All Students	2.15	0.0
Female	1.13	0.0
Male	3.08	0.0
American Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African American	0.0	0.0
Filipino	0.0	0.0
Hispanic or Latino	2.22	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	2.72	0.0
English Learners	3.57	0.0
Foster Youth	0.0	0.0
Homeless	0.0	0.0
Migrant Services	0.0	0.0
Socioeconomically Disadvantaged	3.74	0.0
Students with Disabilities	0.0	0.0
<i>Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</i>		

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	2022-23			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	24		2	
1	21		1	
2	24		2	
3	21		2	
4	26		2	
5	35			1
Other	17	5	2	
Grade	2023-24			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	25		1	
1	25		1	
2	26		1	
3	26		2	
4	30		1	
5	33			
Other	18	4	4	
Grade	2024-25			
	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	15	2	2	
1	24		1	
2	26		1	
3	25		1	
4	31		1	
5	34			1
Other	19	3	2	
*Number of classes indicates how many classes fall into each size category (a range of total students per class).				
***"Other" category, if applicable, is for multi-grade level classes.				

CHRONIC ABSENTEEISM

The chart in this report identifies the chronic absenteeism rates by student group for Sycamore Elementary School for the 2024-25 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."

Chronic Absenteeism by Student Group 2024-25

Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	372	367	89	24.3
Female	177	173	49	28.3
Male	195	194	40	20.6
American Indian or Alaska Native	--	--	--	--
Asian	19	19	4	21.1
Black or African American	13	13	5	38.5
Filipino	--	--	--	--
Hispanic or Latino	180	177	50	28.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	147	145	26	17.9
English Learners	56	51	10	19.6
Foster Youth	--	--	--	--
Homeless	17	16	4	25.0
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	187	182	51	28.0
Students with Disabilities	88	88	35	39.8

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

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All training and curriculum development activities at Sycamore Elementary revolve around the California State Standards. During the 2023-24, 2024-25, and 2025-26 school years, Sycamore Elementary School's teachers attended the following events hosted by the Simi Valley Unified School District:

Number of School Days Dedicated to Staff Development and Continuous Improvement	
2023-24	3 days
Professional Learning Communities	
Response to Intervention	
Science of Reading	
Math Instruction	
Multi-Tiered Systems of Support	
2024-25	3 days
Positive Behavior Support	
Instructional Practices	
Professional Learning Community	
2025-26	5 days
Professional Learning Communities (PLCs)	
Multi-Tiered Systems of Support (MTSS)	
Inclusive and Culturally Responsive Instructional Practices	
Data Analysis	

During the 2024-25 school year, Sycamore Elementary held site-based staff development devoted to:

- Aeries Training
- California State Standards
- Classroom DoJo
- Data Analysis
- DIBELS Training
- English Learner Strategies
- Growth Mindset
- Kelso's Choice Training
- Mandated Reporter Training
- Mathematical Practices
- Number Talks
- PLC Coach - Fast 15 PD on Many Subjects
- Positive Behavioral Interventions & Supports (PBIS)
- Professional Learning Communities (PLCs)
- Safety Training
- Science Training
- Social Emotional Learning
- STAR Training
- Writing Training
- Zones of Regulation

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.

Simi Valley Unified School District offers supplemental training and support for new and ongoing program implementation. Training activities take place throughout the school year and generally focus on curriculum, teaching strategies and methodologies. During the 2025-26 school year supplemental training topics focus on the following:

- Universal Design for Learning (UDL)
- Differentiated Instruction
- English Learner Supports
- Equity-Focused Practices to Support all Learners

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 9, 2025, 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. 18-25/26 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.

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 & Other Support Staff (Nonteaching Professional Staff) 2024-25		
	No. of Staff	FTE
Academic Counselor	0	0.0
Library Clerk	1	0.3
Nurse	1	As Needed
Speech Therapist	3	1.5
Resource Officer	1	As Needed
Intensive Behavioral Interventionist	1	As Needed
Program Specialist	1	As Needed
Occupational Therapist	2	0.5
Psychologist	1	0.4
Counselor	1	0.4
Adaptive PE Specialist	1	0.2
Note: 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.		

Textbooks			
Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
2017	Houghton Mifflin Harcourt: <i>Journeys</i>	Yes	0%
2008	Santilana: <i>Santilana Intensive English</i>	Yes	0%
2017	Houghton Mifflin Harcourt: <i>Collections</i>	Yes	0%
History-Social Science			
	<i>California Studies Weekly</i>	Yes	0%
Mathematics			
2015	McGraw-Hill: <i>My Math</i>	Yes	0%
Science			
2022	Twig Education: <i>Twig Science</i>	Yes	0%

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.

Teacher Preparation and Placement Authorization						
	Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	Intern Credential Holders Properly Assigned	Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	Credentialed Teachers Assigned Out-of-Field ("out-of- field" under ESSA)	Unknown	Total Teaching Positions
2023-24						
School #	18.8	0.0	0.5	0.0	1.0	20.3
School %	92.61	0.0	2.46	0.0	4.93	100
District #	641.9	0.0	13.5	44.2	49.3	749.1
District %	85.7	0.0	1.8	5.9	6.59	100
State #	230039.4	6213.8	16855.0	12112.8	13705.8	278927.1
State %	100	2.23	6.04	4.34	4.91	100
2022-23						
School #	15.3	0.0	3.0	1.0	0.0	19.3
School %	79.27	0.0	15.54	5.18	0.0	100
District #	645.6	1.2	39.5	48.4	16.9	751.8
District %	85.87	0.17	5.26	6.44	2.25	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100
2021-22						
School #	12.1	0.0	2.0	1.0	2.0	17.1
School %	70.89	0.0	11.67	5.83	11.67	100
District #	602.4	1.4	22.7	49.8	31.2	707.7
District %	85.13	0.2	3.21	7.04	4.42	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100
Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.						

**Teachers Without Credentials and Misassignments
(Considered “Ineffective” under ESSA)
Authorization / Assignment**

	School Number		
	21-22	22-23	23-24
Permits and Waivers	0.0	0.0	0.0
Misassignments	2.0	3.0	0.5
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	2.0	3.0	0.5

**Credentialed Teachers Assigned Out-of-Field
(Considered “out-of-field” under ESSA) / Indicator**

	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	1.0	1.0	0.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	1.0	1.0	0.0

Class Assignments / Indicator

	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	7.1	17.6	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	0.0	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>.

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.

**Teacher and Administrative Salaries
2023-24**

	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$54,699	\$62,783
Mid-Range Teacher Salary	\$86,102	\$97,783
Highest Teacher Salary	\$111,254	\$128,020
Superintendent Salary	\$275,050	\$313,465

Average Principal Salaries:

Elementary School	\$143,197	\$160,224
Middle School	\$150,885	\$166,991
High School	\$160,811	\$180,970

Percentage of Budget:

Teacher Salaries	28.8%	30.1%
Administrative Salaries	4.2%	5.0%

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

	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$18,034	N/A	N/A	N/A	N/A
Restricted	\$8,594	N/A	N/A	N/A	N/A
Unrestricted	\$9,440	\$10,734	87.9%	\$11,146	84.7%
Avg Teacher Salary	\$94,213	\$91,855	102.6%	\$103,743	90.8%

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

EXPENDITURES PER STUDENT

For the 2023-24 school year, Simi Valley Unified School District spent an average of \$17,225 to educate each student (Current Expense of Education per ADA, based on 2023-24 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.)

In addition to general fund state funding, Simi Valley Unified School District receives state and federal categorical funding for special programs. For the 2023-24 school year, the District received federal, state, and local aid for the following categorical, special education, and support programs:

- After School Education & Safety (ASES)
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Arts and Music in Schools (Prop 28)
- Career Technical Education Incentive Grant Program
- Child Nutrition
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Early Education
- Education Effectiveness
- Education Protection Account
- Expanded Learning Opportunities Program
- Governor's CTE Initiative: California Partnership Academies
- LCFF Equity Multiplier
- Learning Recovery Emergency Block Grant
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Local: 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 2025.