Sycamore Canyon Elementary
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Sycamore Canyon Elementary
Street	10201 Settle Rd.
City, State, Zip	Santee, CA 92071-1099
Phone Number	619-956-5400
Principal	Summer Locke
Email Address	summer.locke@santeesd.net
Website	http://www.santeesd.net/Domain/691
County-District-School (CDS) Code	37-68361-6068159

Entity	Contact Information
District Name	Santee School District
Phone Number	(619) 258-2300
Superintendent	Dr. Kristin Baranski
Email Address	kristin.baranski@santeesd.net
Website	www.santeesd.net

School Description and Mission Statement (School Year 2019-20)

MISSION AND GOALS
Adopted 2019

MISSION STATEMENT

District Mission: Providing an extraordinary education in an inspiring environment with caring people.

At Sycamore Canyon, our mission is to provide a safe and caring environment for lifelong learners with high expectations for academic, social and emotional growth.

GOALS
Our school goals include improving student achievement in the academic areas of Literacy and Mathematics as well as improving the overall campus climate. This year, we plan to improve achievement in English Language Arts by providing professional learning in the areas of Guided Reading, English Language support and Writing. Mathematics professional learning includes training in Cognitive Guided Instruction. Some supplemental programs have been purchased to support student learning. Student are supported in their Social-Emotional needs by our campus Social Worker, MFLC (For military families) and trauma counselor. Our school participates in a PBIS program of P.A.W.S. (Practice Respect, Accept Responsibility, Work Through Challenges, and Show each other Kindness) PAWS is reinforced with weekly focus lessons, praise tickets and monthly awards assemblies.

Santee School District
"Where Young Minds Meet Open Doors"

Adopted March 5, 2019

MISSION STATEMENT

Providing an extraordinary education in an inspiring environment with caring people.

VISION STATEMENT
Unlocking the potential of tomorrow by building confident, innovative learners today.

BELIEF STATEMENTS
Children are our first priority. Therefore we believe….
All students can learn.
Student growth, academic performance, and positive personal development are the highest measures of student and district success.
Trust, integrity, respect, citizenship, honesty, responsibility, commitment, and pride are the foundations on which our district is built.
Students should understand and respect the origin of the nation, the law of the land, and the principles of our democracy.
Parent and community involvement in our schools is crucial to the academic success of our students.

Knowledgeable, motivated, and inspired employees assure the success of our students.

Everyone has the right to learn and work in a safe, healthy, orderly, and clean environment.

The district operates efficiently and effectively through focused leadership, fiscal responsibility, and open communication, with a strong academic program as the top priority.

BOARD GOALS

Educational Achievement

Assure the highest level of educational achievement for all students.

Learning Environment

Provide a safe, engaging environment that promotes creativity, innovation, and personalized learning

Fiscal Accountability

Financially support the vision, mission, and goals of the District by maximizing resources, controlling expenses, and managing assets to ensure fiscal solvency and flexibility.

Staff Development

Implement a staff development plan as the cornerstone of employee performance and growth.

Student Well-Being

Provide social, emotional, and health service programs, integrated with community resources, to foster student character and personal well-being.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	81
Grade 1	65
Grade 2	54
Grade 3	35
Grade 4	44
Grade 5	45
Grade 6	29
Total Enrollment	353

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.1
Asian	1.4
Filipino	2.3
Hispanic or Latino	25.2
White	59.5
Two or More Races	9.3
Socioeconomically Disadvantaged	24.6
English Learners	6.5
Students with Disabilities	14.2
Foster Youth	0.3
Homeless	4.5

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	20	23	30	356
Without Full Credential	1	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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 2019-20)

Year and month in which data were collected: 10/2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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	McGraw-Hill (K-5) and Pearson (6). Both adopted 2008	No	0.0
History-Social Science	Pearson Realize History-Social Science adopted 2019	Yes	0.0
Health	Healthy Eating Made Easier (K-6) 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

Year and month of the most recent FIT report: 09/25/19

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	60	65	57	56	50	50
Mathematics (grades 3-8 and 11)	41	55	49	49	38	39

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

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	145	143	98.62	1.38	65.03
Male	81	81	100.00	0.00	61.73
Female	64	62	96.88	3.12	69.35
Black or African American	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	39	38	97.44	2.56	52.63
Native Hawaiian or Pacific Islander					
White	86	85	98.84	1.16	69.41
Two or More Races	14	14	100.00	0.00	64.29
Socioeconomically Disadvantaged	41	41	100.00	0.00	56.10
English Learners	--	--	--	--	--
Students with Disabilities	25	24	96.00	4.00	16.67
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	147	145	98.64	1.36	55.17
Male	83	83	100.00	0.00	56.63
Female	64	62	96.88	3.12	53.23
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	40	39	97.50	2.50	35.90
Native Hawaiian or Pacific Islander					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	87	86	98.85	1.15	61.63
Two or More Races	14	14	100.00	0.00	57.14
Socioeconomically Disadvantaged	42	42	100.00	0.00	42.86
English Learners	--	--	--	--	--
Students with Disabilities	25	24	96.00	4.00	20.83
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	18.6	23.3	14.0

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents are encouraged to become further 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, Instagram, Twitter, monthly parent newsletters, and school messenger phone calls and emails. 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, field trip chaperone, Arts Attack docent
Committees: School Site Council, Parent-Teacher Association, District English Learner Committee, English Language Acquisition 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	5.9	3.2	3.0	5.1	4.4	4.3	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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, School Site Council and ELAC in September 2019. Staff responsibilities and safety plan updates were discussed at that time.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		3		24	1	3		23	1	3	
1	24		2		24		2		24		2	
2	24		2		24		2		24		2	
3	24		2		24		2		24		2	
4	34			1	30		1		29		1	
5	34			1	32		1		30		2	
6	23	1		2	30		2		29		1	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.375
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	4
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10843.11	3335.88	$7,507.23	$80,812.67
District	N/A	N/A	$7,150.21	$78,937.00
Percent Difference - School Site and District	N/A	N/A	4.9	2.3
State	N/A	N/A	$7,506.64	$82,663.00
Percent Difference - School Site and State	N/A	N/A	0.0	-2.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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 School Plan for Student Achievement and the District Local Control Accountability Plan.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$42,020	$45,741
Mid-Range Teacher Salary	$73,745	$81,840
Highest Teacher Salary	$102,529	$102,065
Average Principal Salary (Elementary)	$129,928	$129,221
Average Principal Salary (Middle)	$0	$132,874
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$200,000	$224,581
Percent of Budget for Teacher Salaries	40%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	70	70	80

All training and curriculum development activities at Sycamore Canyon School support the implementation of Common Core Content Standards and State curricular frameworks. Roughly 70% of these days are partial days of professional learning (1-3.5 hours each). 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.