

# SARC 2015-16

## SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17



### Sycamore Ridge

Address: 5333 Old Carmel Valley Rd. San Diego, CA 92130-2650

Principal: Peg LaRose, Principal

Phone: (858) 755-1060

Email: [plarose@dmusd.org](mailto:plarose@dmusd.org)

Web Site: [www.dmusd.org/sycamore](http://www.dmusd.org/sycamore)

CDS Code: 37680560110114



### Del Mar Union Elementary

Superintendent: Holly McClurg

Phone: (858) 755-9301

Email: [hmcclurg@dmusd.org](mailto:hmcclurg@dmusd.org)

Web Site: [www.dmusd.org](http://www.dmusd.org)



## I DATA AND ACCESS

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

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

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

## II ABOUT THIS SCHOOL

### District Contact Information

#### Most Recent Year

District Name: Del Mar Union Elementary  
 Phone Number: (858) 755-9301  
 Superintendent: Holly McClurg  
 E-mail Address: [hmcclurg@dmusd.org](mailto:hmcclurg@dmusd.org)  
 Web Site: [www.dmusd.org](http://www.dmusd.org)

### School Contact Information

#### Most Recent Year

School Name: Sycamore Ridge  
 Street: 5333 Old Carmel Valley Rd.  
 City, State, Zip: San Diego, CA 92130-2650  
 Phone Number: (858) 755-1060  
 Principal: Peg LaRose, Principal  
 E-mail Address: [plarose@dmusd.org](mailto:plarose@dmusd.org)  
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 County-District-School  
 (CDS) Code: 37680560110114

## School Description and Mission Statement (School Year 2016–17)

Sycamore Ridge is a school where there are creative, innovative, rigorous learning experiences happening for children every day. We are committed to having every one of our students receive education from highly skilled teachers with up-to-date training in effective instruction for the 21st century. With our focus on the whole child and a collective commitment to our classrooms and our STEAM+ program, we are educating for the future.

To learn more about our school, log on to our school webpage at [www.dmusd.org/sycamore](http://www.dmusd.org/sycamore).

## Major Achievements – Most Recent Year

This is an exciting time in education, and in our eleventh year of existence, the staff of Sycamore Ridge School are embracing the opportunities the rigorous California State Standards present. Every child at Sycamore Ridge School is experiencing the exhilaration that comes with the implementation of the new state standards.

Our steadfast attention to writing instruction and the wise integration of technology has led to extraordinary growth in our students' writing. To watch our students use research and technology to sort through vast amounts of information and communicate their viewpoints through their high-quality written work is profound.

Our attention to providing our teachers with a deep and connected understanding of the mathematics content is also having a direct impact. Our students are becoming fearless about mathematics. Their ability to use high-level mathematics to address real-world situations is impressive. They are students who reason, generalize, and challenge the mathematical thinking of themselves and others.

### STEAM+

Our STEAM+ program provides robust and engaging opportunities for students to experience an interdisciplinary approach to learning. Purposeful learning occurs around clear concepts that require students to think critically and explore solutions to real-world problems. Students who are prepared for their future must be able to connect experiences from a variety of disciplines and think about problems through a new lens. Science and engineering concepts fuse together with technology and art! Physical education and music collide in ways never before imagined.

## Focus for Improvement – Most Recent Year

With steadfast emphasis on the core priorities of a coherent curriculum, effective instructional practice, and authentic learning, Sycamore Ridge School provides an environment suited for 21st century learning in which students think critically, are creative, and innovative.

Our School Site Goals are:

- Teachers use the DMUSD Language Arts Toolkit to plan and deliver rigorous, standards-based reading and writing instruction that is aligned to California State Standards.
- Teachers apply their knowledge of the CA Standards in reading to meet the varied needs of students.
- Teachers use proficiency level descriptors to identify students secure in a grade level standard and determine how to differentiate the learning to meet the students' instructional level.
- Teachers use the DMUSD Math Toolkit to plan and deliver math instruction that is guided by and aligned with the California State Standards.
- Teachers continue to refine their knowledge and application of cognitively guided math instruction.
- Teachers use the PowerSchool Learning Management system as a tool for planning instruction and organizing resources for student learning.

## Homework – Most Recent Year

The governing board recognizes that homework contributes toward building responsibility, self-discipline, and lifelong learning habits, and that time spent on homework directly influences students' ability to meet the district's academic standards. The board expects students, parents/guardians, and staff to view homework as a routine and important part of students' daily lives.

## School Schedule – Most Recent Year

DMUSD uses a time-banking schedule to create time for essential professional learning opportunities. With this schedule, weekly instructional minutes are reorganized so that on four days each week students have more instructional minutes and fewer on the fifth day. The overall total of instructional minutes remains the same. Every Wednesday is a time-banked day for students, and school hours are 8 a.m. to 12:30 p.m. There are ten scheduled minimum days used for fall and spring parent- student-teacher conferences. All other school days, hours are 8 a.m. to 2:30 p.m.

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	48
Grade 1	68
Grade 2	70
Grade 3	85
Grade 4	61
Grade 5	83
Grade 6	66
Total Enrollment	481

### Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1%
American Indian or Alaska Native	0.4%
Asian	34.7%
Filipino	1%
Hispanic or Latino	12.1%
Native Hawaiian/Pacific Islander	0%
White	44.5%
Two or More Races	6.2%
Socioeconomically Disadvantaged	10%
English Learners	5.6%
Students with Disabilities	12.3%
Foster Youth	0%

## 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 2014-15	School 2015-16	School 2016-17	District 2016-17
With Full Credential	31	28	30	255
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

### Leadership – Most Recent Year

Our principal has 35 years of education experience and a doctorate degree in Educational Leadership and Policy Studies. Shared decision making is a core value at Sycamore Ridge. Regular and frequent communication occurs through consistent and open dialogue, weekly staff newsletters, weekly parent eBlasts, principal advisory meetings, Parent Teacher Association meetings and School Site Council meetings.

Our principal’s commitment to the professional learning community (PLC) philosophy has paved the way in establishing a positive, productive, and professional environment for teaching and learning. Teachers are leaders in the school’s organizational structure, which is specifically designed to sustain high levels of excellence in all of our work. Through our principal’s coaching, site specific professional development by teacher leaders, vertical curriculum articulation meetings, and grade-level PLC meetings for sharing instructional strategies, every stakeholder in the school community is engaged in supporting every student every day.

Three teachers from Sycamore Ridge School serve as teacher-leaders on the Del Mar Union School District's Lead Teacher Essential Elements of Instruction group.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	.00%
All Schools in District	100.00%	.00%
High-Poverty Schools in District	.00%	.00%
Low-Poverty Schools in District	100.00%	.00%

**Note:** High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016–17)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2017

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin Reading/Language Arts 2003	Yes	0%
Mathematics	Pearson Investigations 2017	Yes	0%
Science	Houghton Mifflin Science California, 2005	Yes	0%
History-Social Science	Harcourt Brace Social Studies 2000	Yes	0%
Foreign Language	N/A	N/A	0%
Health	Macmillan/McGraw-Hill Health & Wellness, 2005	Yes	0%
Visual and Performing Arts	McGraw-Hill Share the Music, 2005 site-based	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

## GATE – Most Recent Year

DMUSD's educational program is a child-centered program based on the unique needs of each student. To ensure that the needs of our students are met, a goal of the DMUSD program is to provide meaningful, rigorous learning opportunities commensurate with the qualities and potential of each student. We know that all high-achieving students need an experience that challenges them and takes into consideration individual learning styles and special abilities. We do not formally identify and potentially limit students based on aptitude test scores; instead, we are committed to providing differentiated learning experiences for all high-achieving students enabling them to reach their potential. Those experiences include, but are not limited to, curriculum compacting, tiered assignments, high-level questioning, and flexible skills grouping.

## Special Education – Most Recent Year

The district is proactive in evaluating students and providing a full range of special education services. Approximately ten percent of our district's students receive special education services. Students are in Special Day Classes, mainstreamed (placed) into the regular classroom with support, and/or meet individually or in small groups during the school day with site resource teachers.

## English Learners – Most Recent Year

Students who are English Learners are provided with instruction consistent with local, state, and federal mandates. All teachers at this school are Cross-cultural Language and Academic Development (CLAD) certified. English language acquisition of all English Learners is continually assessed and monitored by the classroom teacher and supporting staff.

## School Facility Conditions and Planned Improvements

Our school was designed to create an optimal learning environment that accommodates the educational needs of all our students. Daytime and evening custodians clean the school according to an established cleaning schedule. District personnel provide maintenance and landscaping upkeep. Maintenance of school restroom facilities for students and staff are a high priority for the maintenance and custodial staff. The goal is to keep all facilities in 100 percent working order. The school custodial staff works cooperatively with the district maintenance staff to ensure timely handling of needed facility repairs and immediate response to safety or health needs that arise.

## School Facility Good Repair Status

Using the most recent 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

Month and year in which data were collected: September 2016

System Inspected	Repair Needed and Action Taken or Planned		
	Good	Fair	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-
Interior: Interior Surfaces	✓	-	-
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-
Electrical: Electrical	✓	-	-
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-
Safety: Fire Safety, Hazardous Materials	✓	-	-
Structural: Structural Damage, Roofs	✓	-	-
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-

### Overall Facility Rate

Month and year in which data were collected: September 2016

	Exemplary	Good	Fair	Poor
Overall Rating	✓	-	-	-

### Library – Most Recent Year

Our school library is accessible to all students. Each class visits the library on a regular basis. Students share literature, and they receive instruction in library skills and research skills to reinforce classroom learning.

### Computers – Most Recent Year

Technology is integrated into all facets of our curriculum. All students in kindergarten through sixth grade participate in project- based technology lessons in our dedicated Technology Lab which has a credentialed teacher overseeing the instruction. In addition, K-1 students have access to iPads and desktop computers in their classrooms. Students in grades 2, 3, 4, 5, and 6 all have access to their own Chromebook and a Google Drive account. Twenty-five percent of our classrooms have 80” TV monitors equipped with Chromecast and Apple TV for projection. The remaining classrooms are all equipped with projection systems. All teachers have a laptop computer and iPad as tools for planning and instruction delivery.



## 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], Science California Standards Tests) 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy (grades 3-6)	87%	89%	87%	87%	44%	48%
Mathematics (grades 3-6)	83%	88%	84%	84%	34%	36%

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

CAASPP Test Results in ELA by Student Group (ELA)  
 Grades Three through Six (School Year 2015–16)  
 ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	93	91	97.85%	84.62%
Male	50	49	98.00%	77.55%
Female	43	42	97.67%	92.86%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	23	100.00%	91.30%
Filipino	--	--	--	--
Hispanic or Latino	12	12	100.00%	66.67%
Native Hawaiian or Pacific Islander	--	--	--	--
White	47	46	97.87%	86.96%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.00%	76.92%
English Learners	--	--	--	--
Students with Disabilities	14	13	92.86%	76.92%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

**Note:** ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs 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 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.

## ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	64	63	98.44%	85.71%
Male	30	29	96.67%	82.76%
Female	34	34	100.00%	88.24%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.00%	85.00%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	27	100.00%	88.89%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	13	12	92.31%	75.00%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

**Note :** ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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**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.

## ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	86	82	95.35%	92.68%
Male	41	40	97.56%	87.50%
Female	45	42	93.33%	97.62%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	32	32	100.00%	100.00%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	44	40	90.91%	95.00%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	14	13	92.86%	76.92%
English Learners	--	--	--	--
Students with Disabilities	16	16	100.00%	75.00%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

**Note:** ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs 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 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.

## ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	69	69	100.00%	92.75%
Male	39	39	100.00%	94.87%
Female	30	30	100.00%	90.00%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	30	30	100.00%	93.33%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	24	100.00%	100.00%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

**Note:** ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs 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 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 Assessment Results –Mathematics

Disaggregated by Student Groups, Grades Three through Six (School Year 2015–16)  
Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	93	91	97.85%	84.62%
Male	50	49	98.00%	83.67%
Female	43	42	97.67%	85.71%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	23	100.00%	100.00%
Filipino	--	--	--	--
Hispanic or Latino	12	12	100.00%	75.00%
Native Hawaiian or Pacific Islander	--	--	--	--
White	47	46	97.87%	78.26%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.00%	69.23%
English Learners	--	--	--	--
Students with Disabilities	14	13	92.86%	76.92%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

**Note:** ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs 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 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.

## Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	64	63	98.44%	85.71%
Male	30	29	96.67%	89.66%
Female	34	34	100.00%	82.35%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.00%	90.00%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	27	100.00%	85.19%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	13	12	92.31%	75.00%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

**Note:** ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs 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 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.

## Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	86	82	95.35%	89.02%
Male	41	40	97.56%	87.50%
Female	45	42	93.33%	90.48%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	32	32	100.00%	90.63%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	44	40	90.91%	92.50%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	14	13	92.86%	61.54%
English Learners	--	--	--	--
Students with Disabilities	16	16	100.00%	68.75%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

**Note:** ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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## Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	69	69	100.00%	91.30%
Male	39	39	100.00%	92.31%
Female	30	30	100.00%	90.00%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	30	30	100.00%	96.67%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	24	100.00%	87.50%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

**Note:** ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs 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 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

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grade 5)	90%	96%	98%	92%	94%	89%	60%	56%	54%

## CAASPP Test Results in Science by Student Group Grade Five (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	86	82%	95.35%	97.56%
Male	41	40%	97.56%	97.50%
Female	45	42%	93.33%	97.62%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	32	32%	100.00%	100.00%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	44	40%	90.91%	97.50%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	14	13%	92.86%	84.62%
English Learners	--	--	--	--
Students with Disabilities	16	16%	100.00%	93.75%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

## Other Measures of Student Achievement – Most Recent Year

The information gained from carefully monitoring student learning helps to ensure every child attending school in DMUSD is provided with high-quality instruction. As no single assessment gives the whole picture of any child, our teachers are skilled at analyzing results of a variety of assessments alongside information gained from carefully observing each student as a learner in the classroom. This information provides a comprehensive profile of each child and is used to determine the best manner to support learning. While much of the assessment used by our teachers is classroom based, the following assessments are used districtwide:

- Educational Software for Guiding Instruction (ESGI): Kindergarten
- Developmental Reading Assessment (DRA): Kindergarten – Third Grade
- Writing and Math Performance Tasks: Kindergarten – Sixth Grade

### 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 area of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

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	14.50%	30.10%	47.00%

**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.



## 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 2016–17)

We strongly support community involvement through multiple venues. The School Site Council is an elected group of parents and staff who meet regularly to study the effectiveness of curriculum and instruction. The PTA meets monthly and provides support for school programs and activities, and the Dad's Club encourages and facilitates fathers and family members participating on campus. Parents are welcome to serve as volunteers in classrooms. For school-wide events, visit our website and link to the PTA page. For more information on additional involvement opportunities, please contact the school.

### STATE PRIORITY: SCHOOL CLIMATE

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

## Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.52	0.21	0	0.43	0.53	0.41	5.07	4.36	3.8
Expulsions	0	0	0	0	0	0	0.13	0.1	0.09

## Discipline – Most Recent Year

A friendly, positive, and enthusiastic attitude toward students and learning is evident upon entering our school. Our discipline policy is based on the belief that the best way to eliminate behavior problems is to maintain programs that challenge students' academic interests and emphasize the development of character and citizenship. A school-wide discipline and student referral reporting policy is in place to provide a consistent protocol for addressing behavioral concerns.

Classroom teachers and staff focus on teaching students to demonstrate initiative, leadership, self-discipline, and respect. Our school participates in the PeaceBuilders program. PeaceBuilders operates on six principles, which state that as a community we will praise people, give up put-downs, seek wise people, notice the hurts I have caused, right wrongs, and help others. We reward positive behavior and maintain a positive, safe, active playground environment.

Every student at Sycamore Ridge School is part of a "village," a group of about 15 students ranging from kindergarten to sixth grade, led by a certificated member of the staff. The village functions like a family. Through our Village Program and Peace Builders curriculum, students are encouraged to demonstrate qualities of good character across school environments and in the community. These programs foster peaceful avenues to conflict resolution and positive social interactions. They help promote citizens with integrity and support the overall social and emotional development of the whole child. Students are recognized with Praise Notes, which can be turned in for acknowledgment over the morning announcements. Classroom teachers foster social-emotional development through classroom morning meetings, a time for students to praise each other, learn welcome greetings from different cultures and languages, and address the social needs of the classroom.

## School Safety Plan – Most Recent Year

Our comprehensive school safety plan incorporates all the mandated components of SB 187. The plan was last reviewed and updated in January 2015. It was reviewed and discussed with staff in January 2015 and August 2015. Annual review and revisions are part of the ongoing work of the School Safety Committee and the School Site Council. Updates are published by March 1 of each calendar year. Safety Plan Goals completed focused on updated Emergency Back packs for all staff members for use during emergency situations.

## D. OTHER SARC INFORMATION

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

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	N/A	N/A
First Year of Program Improvement	N/A	N/A
Year in Program Improvement*	N/A	N/A
Number of Schools Currently in Program Improvement	0	0
Percent of Schools Currently in Program Improvement	N/A	.0%

**Note:** Cells with NA values do not require data.

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

Grade Level	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22		3		23		3		16	3		
1	22		3		22		3		22		3	
2	19	2	1		20	4			23		3	
3	22	1	3		21		3		21		4	
4	29		2		27		3		20	2	1	
5	26		3		21	1	2		28		3	
6	28		2		26		3		22		3	
Other												

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

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.39	N/A
Psychologist	.9	N/A
Social Worker	0	N/A
Nurse	.4	N/A
Speech/Language/Hearing Specialist	2.6	N/A
Resource Specialist (non - teaching)	.99	N/A
Other		N/A

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

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

### Specialized Program/Staff – Most Recent Year

Sycamore Ridge School has five credentialed teachers who specialize in visual art, music, technology, science, and physical education thus supporting our STEAM+ program. Our STEAM+ teachers work together with classroom teachers to enhance the core curriculum and provide students with opportunities to learn through exploration, experimentation, and creativity. Through STEAM+, students develop problem-solving skills, teamwork, and gain exposure to the fine arts above and beyond the classroom experience. STEAM+ classes are the perfect combination of conceptually based hands-on instruction with opportunities for learning extending beyond the classroom. Our goal is that all students have the opportunity to develop their individuality and learn to communicate their thinking while developing an understanding of the world around them.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$10,781	\$2,246	\$8,535	\$78,102
District	N/A	N/A	\$8,217	\$78,068
Percent Difference – School Site and District	N/A	N/A	4%	.04%
State	N/A	N/A	\$5,677	\$71,610
Percent Difference – School Site and State	N/A	N/A	50%	9%

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

## Types of Services Funded (Fiscal Year 2015-16)

Our school receives funding from the state and federal government for various programs, which are reviewed by the School Site Council. All programs support improved learning for our students through goals set in our Single Plan for Student Achievement. In addition, many local businesses support our district's students and programs, and the Del Mar Schools Education Foundation supports STEAM+ learning, which includes content specialists in the areas of science, technology, art, music, and physical education.

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,685	\$44,507
Mid-Range Teacher Salary	\$77,093	\$68,910
Highest Teacher Salary	\$94,594	\$88,330
Average Principal Salary (Elementary)	\$119,678	\$111,481
Average Principal Salary (Middle)	N/A	\$115,435
Average Principal Salary (High)	N/A	\$113,414
Superintendent Salary	\$185,000	\$169,821
Percent of Budget for Teacher Salaries	46%	39%
Percent of Budget for Administrative Salaries	5%	6%

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

## Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The district encourages the ongoing professional growth of all staff members and uses a variety of resources to provide professional development.

The district's time banking schedule allows for early dismissal for students on Wednesdays, which provides time for grade level team collaboration, classroom teacher/enrichment teacher planning, district grade level meetings, teacher mentoring, and district professional development.

Site professional development opportunities are aligned to the site strategic planning goals and curriculum focus goals. The site staff development plan is reviewed and approved by the School Site Council and Board of Trustees.

## Evaluation/Improving Teachers – Most Recent Year

The Del Mar Union School District recognizes that student learning and achievement begins with the hiring and placement of outstanding teachers using best instructional practices in classrooms. Teachers are assigned to grade levels based on the needs of the district, teacher expertise, and interest. The teaching staff at our school is highly educated and experienced.

New district teachers are evaluated annually for the first two years of their employment. Tenured teachers are evaluated every other year. Teachers are evaluated according to state evaluation guidelines and governing board policies. Evaluations are based on formal and informal classroom observations, completion of the teachers' annual goal-setting objectives, and the quality of teacher and student work. Teacher evaluations are conducted by site principals and/or assistant principals, forwarded to the assistant superintendent of human resources and the superintendent for review, and filed in the employee's personnel file. Teachers receive assistance in formulating and implementing professional learning plans and administrative support is ongoing.

### Substitute Teachers – Most Recent Year

The Del Mar Union School District belongs to a consortium, administered by DMUSD, to secure substitute teachers when absences occur. Our school does not experience difficulties obtaining qualified substitute teachers to instruct classes for teachers who are absent.