

# Sycamore Ridge Elementary School

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://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.

### **About This School**

#### **School Contact Information (School Year 2020-2021)**

Entity	Contact Information
<b>School Name</b>	Sycamore Ridge Elementary School
<b>Street</b>	5333 Old Carmel Valley Rd.
<b>City, State, Zip</b>	San Diego, CA, 92130
<b>Phone Number</b>	858-755-1060
<b>Principal</b>	Chelsea Moore
<b>Email Address</b>	<a href="mailto:cmoore@dmusd.org">cmoore@dmusd.org</a>
<b>County-District-School (CDS) Code</b>	37680560110114

## District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Del Mar Union Elementary School District
Phone Number	(858) 755-9301
Superintendent	Dr. Holly McClurg
Email Address	hmclclurg@dmusd.org
Website	<a href="http://www.dmusd.org/">http://www.dmusd.org/</a>

## School Description and Mission Statement (School Year 2020-2021)

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### About Our School

Sycamore Ridge School opened its doors in August of 2005 to the students of the community to serve kindergarten through sixth-grade students and begin a tradition of academic excellence and parental involvement that still holds strong today. This year, we begin our fifteenth year serving approximately 532 students in 32 general education classrooms and one special day classroom (21 in-person classrooms and twelve Sycamore Ridge teacher-led Launch classrooms). Our student population represents ten different ethnic groups and nineteen different languages. The culturally and linguistically diverse setting represents exemplary students who feel welcomed and valued at school. Through a commitment to social, emotional, and academic growth, there exists an environment that is inclusive and nurturing of the whole child.

Our students are encouraged to demonstrate qualities of good character across school environments and in the community. Our Second Step program supports the overall social and emotional development of the whole child. Classroom teachers foster social-emotional development through classroom meetings and weekly Second Step lessons. Additionally, this year, schoolwide, we are taking action to combat bullying and bias as a means to stop the escalation of hate and continue to create a more inclusive climate at Sycamore Ridge by committing to actively participate in the No Place for Hate movement that is supported by the Anti-Defamation League.

Our Principal's commitment to collaboration, shared decision-making, and continuous learning have paved the way in establishing a positive, productive, and professional environment for teaching and learning. Through our Principal's coaching, site-specific professional development by the Principal and teacher leaders, vertical curriculum articulation meetings, and grade-level collaborative meetings for sharing instructional strategies, every stakeholder in the school community is engaged in supporting every student every day.

This is an exciting time in education, and the staff of Sycamore Ridge School is embracing the opportunities that the District Design 2022 plan presents. Sycamore Ridge is a school where thinking is valued, visible, and actively promoted. Our school culture embraces students' strengths, passions, and sense of purpose, and prepares them to serve a broader social, political, and economic community.

### Major Achievements – Most Recent Year

The academic core is the foundation on which the school experience develops. It grounds our work and ensures that students develop essential skills and competencies. We have moved forward in our journey to ensure that all students have meaningful learning experiences that are grounded in standards, and at the same time, inspire students to engage with the content and apply their learning to real-world situations and/or new contexts. High-quality instruction identifies the research-based instructional elements that connect teacher actions with student performance.

By embracing a culture of thinking, student and adult thinking is becoming more visible. Our students are developing thinking dispositions that enable them to initiate their own learning in response to inquiry, engage in meaningful tasks, and solve problems.

Student opportunities to use and develop their unique skills, passions, and interests continue to increase. Students have learning experiences that connect them with industry experts. Through these opportunities, our students develop critical thinking, collaboration, and creativity as they engage and collaborate in activities that are based on real world technologies and problems. Our students are beginning to understand there is no single “right” answer in design and can apply the iterative process.

The learning spaces in our school continue to evolve to meet the needs of our learners. We remain focused on acquiring flexible furnishings, creating a variety of learning space options, indoor and outdoor, that reflect student ownership, and supporting the seamless use of technology.

### **The focus for Improvement – Most Recent Year**

**Strong Academic Core and High-Quality Instruction:**

The academic core is the foundation on which the school experience develops. It grounds the work and ensures students develop essential skills and competencies. High-quality instruction identifies the research-based instructional elements that connect teacher actions with student performance.

### **Mastery of Skills that Matter Most:**

We are in a constant, unrelenting, and exciting race to adapt and lead as we lay the groundwork for a promising future for our students. The skills that matter most require the ability to think and learn across disciplines, connect multiple ideas, create new knowledge, and engage in breakthrough thinking.

### **Environment:**

The physical environment of a school or classroom will influence how individuals interact, their behaviors, and their performance. It is the “third teacher.” The physical space should inspire the work of groups and individuals.

### **Our School Site Goals are:**

Maintain the health and safety of all in-person students and staff through the implementation of our health and safety guidelines.

Increase teachers’ knowledge and intentional use of the essential elements of instruction.

Refinement of the implementation of our ELA/ELD program to ensure that all students experience meaningful learning.

Continue professional learning for all teachers in grades K-6 in Cognitively Guided Mathematics Instruction.

Training and implementation of Leveled Literacy Intervention (LLI) to increase the number of students who are meeting grade-level expectations in ELA.

Intervention support is designed and targeted to assist students in meeting grade-level expectations in ELA and/or Mathematics.

Create a culture of thinking where student thinking is visible, and actively promoted through Thinking Routines, documentation of students’ thinking, and meaningful learning opportunities.

Refine and enhance our implementation of Second Step, a comprehensive SEL program.

Complete all steps necessary to become a designated No Place for Hate school in order to ensure a respectful, inclusive environment.

Utilize existing technology tools to enhance the educational experience for students and identify, purchase, and maintain enhanced technology for classrooms to foster greater student collaboration, communication, and creativity.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	74
Grade 1	77
Grade 2	65
Grade 3	79
Grade 4	86
Grade 5	109
Grade 6	86
<b>Total Enrollment</b>	<b>576</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.3
Asian	41.3
Filipino	0.7
Hispanic or Latino	15.6
Native Hawaiian or Pacific Islander	0.2
White	34.9
Two or More Races	5.6
Socioeconomically Disadvantaged	21.7
English Learners	20.8
Students with Disabilities	11.8
Homeless	0.2

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	32	32	29	284
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	2018-19	2019-20	2020-21
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.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders, Grades K-5 McGraw Hill StudySync, Grade 6	Yes	0.00%
Mathematics	Kathy Richardson Developing Number Concepts, Grade K Pearson Investigations Common Core State Standards Math, Grades 1-5 Pearson Connected Math, CMP3, Grade 6	Yes	0.00%
Science	Houghton-Mifflin Science CA, Grades K-5 Prentice Hall Earth Science, Grade 6 Foss NGSS Kits, Grades K-6	Yes	0.00%
History-Social Science	Harcourt Brace, Grades K-6	Yes	0.00%
Foreign Language	Not Applicable	Yes	0.00%
Health	SPARK P.E., Grades K-6	Yes	0.00%
Visual and Performing Arts	Share the Music, McGraw -Hill, Grades K-6	Yes	0.00%

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

## 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 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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** 11/20/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	82	N/A	86	N/A	50	N/A
Mathematics (grades 3-8 and 11)	76	N/A	84	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	74	N/A	73	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 2019-2020)**

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**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 2020-2021)**

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 our DMSEF Director leads our community efforts in supporting the Del Mar School Education Foundation, which is committed to supporting exceptional educational experiences for our students. Additionally, parents have the opportunity to serve on our ELAC committee which advises the principal and school staff regarding programs for our English Language Learners. 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.2	0.0	0.3	0.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1	7	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

Our comprehensive school safety plan incorporates all the mandated components of SB 187. The plan was last reviewed and updated in January 2021. 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 include social emotional wellness for all students and Options Based Response training for all adults.

## 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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	19	2	1		18	2	2		19	4		
1	23		3		20	3			19	4		
2	20	4			22		3		22		3	
3	23		4		21	1	3		19	4		
4	28		3		26		4		28		3	
5	29		4		28		3		34		3	1
6	28		3		29		4		28		3	
Other**	6	1			5	1			7	1		

\*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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.706
Psychologist	0.40
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	1.20
Resource Specialist (non-teaching)	1.50
Other	

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12829	2868	9961	90619
District	N/A	N/A	10532	\$90,187
Percent Difference - School Site and District	N/A	N/A	-5.6	0.5
State	N/A	N/A	\$7,750	\$80,565
Percent Difference - School Site and State	N/A	N/A	25.0	11.7

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

## Types of Services Funded (Fiscal Year 2019-2020)

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 School 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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55,012	\$50,574
Mid-Range Teacher Salary	\$85,971	\$76,649
Highest Teacher Salary	\$106,487	\$98,993
Average Principal Salary (Elementary)	\$132,077	\$125,150
Average Principal Salary (Middle)		\$129,394
Average Principal Salary (High)		\$122,053
Superintendent Salary	\$245,000	\$193,925
Percent of Budget for Teacher Salaries	43.0	34.0
Percent of Budget for Administrative Salaries	6.0	6.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	3.7

A comprehensive professional learning program has been designed to support staff in key district and site priorities. Professional learning is differentiated for each professional based on their level of experience, prior level of training and role within the district. The numbers provided in the table represent an average number of professional learning days for educators in Del Mar Union School District. While professional learning continues to be a priority for DMUSD, the average number of days for each teacher has reduced in response COVID-19 pandemic.