

Sycamore Ridge

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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/fq/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.

Peg LaRose, Principal

 Principal, Sycamore Ridge

About Our School

Our principal has 38 years of educational 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, Principal's Coffees and School Site Council meetings.

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. 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 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.

Contact

*Sycamore Ridge
5333 Old Carmel Valley Rd.
San Diego, CA 92130-2650*

*Phone: 858-755-1060
Email: plarose@dmusd.org*

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Del Mar Union Elementary
Phone Number	(858) 755-9301
Superintendent	Holly McClurg
Email Address	hmclclurg@dmusd.org
Website	http://www.dmusd.org

School Contact Information (School Year 2019—20)	
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
Email Address	plarose@dmusd.org
Website	http://www.dmusd.org/sycamore
County-District-School (CDS) Code	37680560110114

Last updated: 1/7/2020

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

This is an exciting time in education, and the staff of Sycamore Ridge School are 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.

To learn more about our school and District Design 2022, log on to our school webpage at www.dmusd.org/sycamore.

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.

Students opportunities to use and develop their unique skills, passions and interests have increased. 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 that reflect student ownership, and supporting the seamless use of technology.

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.

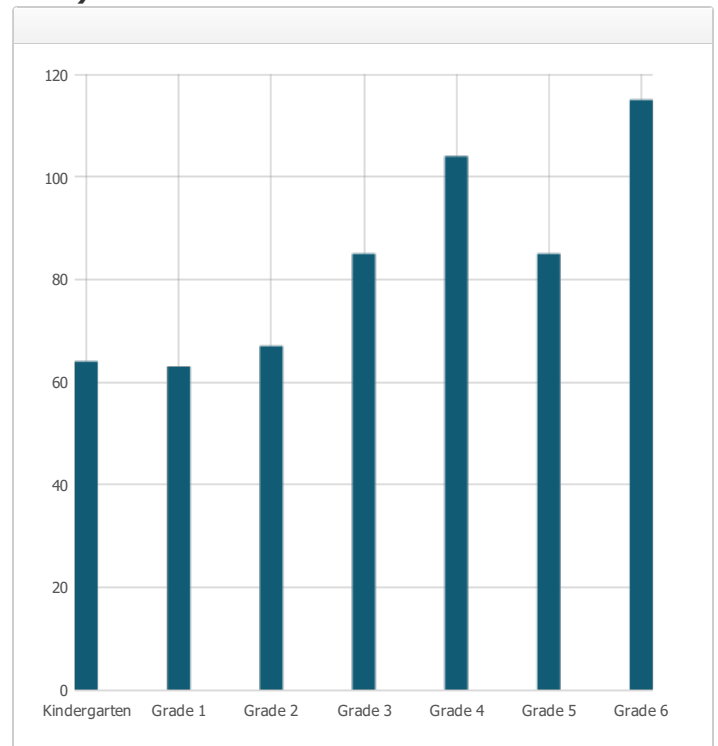
Our School Site Goals are:

- Create a culture of thinking where student thinking is visible, and actively promoted through Thinking Routines, documentation of students' thinking, and meaningful learning opportunities.
- 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.
- Refinement of our implementation of our ELA/ELD program to ensure that all students experience meaningful learning.
- Support classroom environmental shifts to create flexible learning settings that provide personalization and opportunities for student agency.
- Create shared, flexible, multi-use collaborative student learning spaces.
- Increase teachers' knowledge and intentional use of the essential elements of instruction.
- Implementation of a Spanish language program for sixth grade students
- Refine and enhance our implementation of Second Step, a comprehensive SEL program
- Continue professional learning for all teachers in grades K-6 in Cognitively Guided Mathematics Instruction.

Last updated: 1/10/2020

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

Grade Level	Number of Students
Kindergarten	64
Grade 1	63
Grade 2	67
Grade 3	85
Grade 4	104
Grade 5	85
Grade 6	115
Total Enrollment	583



Last updated: 1/7/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	1.20 %
American Indian or Alaska Native	0.30 %
Asian	36.90 %
Filipino	0.70 %
Hispanic or Latino	16.30 %
Native Hawaiian or Pacific Islander	0.20 %
White	37.70 %
Two or More Races	6.70 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	17.80 %
English Learners	15.40 %
Students with Disabilities	12.20 %
Foster Youth	%
Homeless	%

A. Conditions of Learning

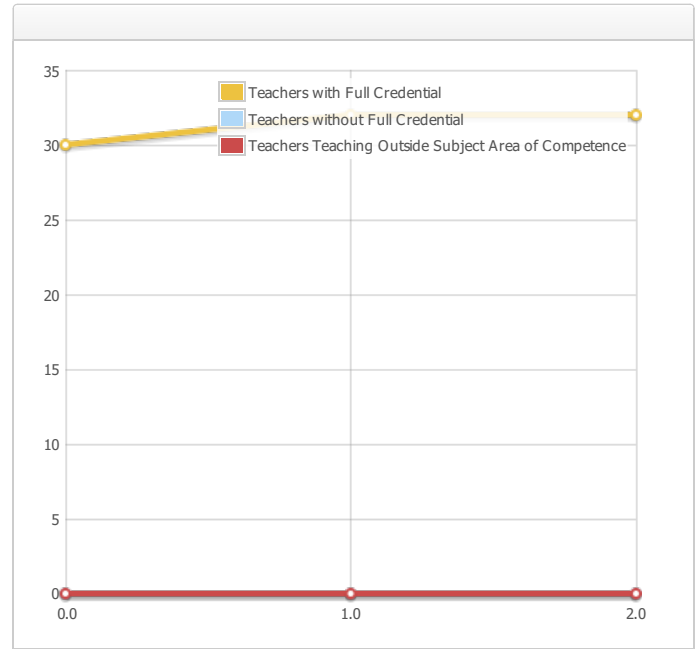
State Priority: Basic

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

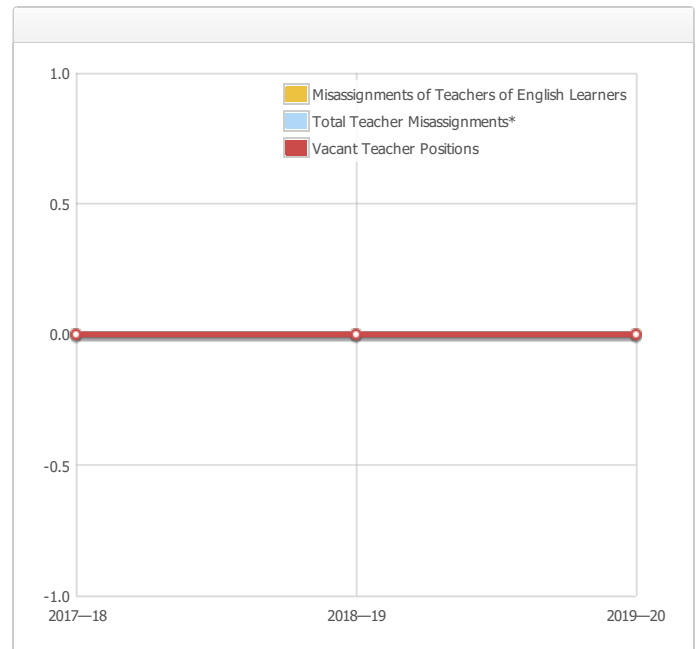
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	30	32	32	242
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/7/2020

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	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.

Last updated: 1/7/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the 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		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	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/7/2020

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.

Last updated: 1/10/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2019

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	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: October 2019

Overall Rating	Exemplary
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Last updated: 1/7/2020

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)	83.0%	82.0%	86.0%	86.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	76.0%	76.0%	84.0%	84.0%	38.0%	39.0%

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.

Last updated: 1/7/2020

**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	393	382	97.20%	2.80%	81.94%
Male	201	196	97.51%	2.49%	76.53%
Female	192	186	96.88%	3.12%	87.63%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	133	125	93.98%	6.02%	91.20%
Filipino	--	--	--	--	
Hispanic or Latino	66	65	98.48%	1.52%	58.46%
Native Hawaiian or Pacific Islander					
White	157	155	98.73%	1.27%	87.10%
Two or More Races	30	30	100.00%	0.00%	76.67%
Socioeconomically Disadvantaged	80	79	98.75%	1.25%	58.23%
English Learners	82	73	89.02%	10.98%	60.27%
Students with Disabilities	59	57	96.61%	3.39%	45.61%
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.

Last updated: 1/7/2020

**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	393	391	99.49%	0.51%	75.96%
Male	201	201	100.00%	0.00%	76.12%
Female	192	190	98.96%	1.04%	75.79%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	133	133	100.00%	0.00%	91.73%
Filipino	--	--	--	--	
Hispanic or Latino	66	66	100.00%	0.00%	40.91%
Native Hawaiian or Pacific Islander					
White	157	155	98.73%	1.27%	80.00%
Two or More Races	30	30	100.00%	0.00%	70.00%
Socioeconomically Disadvantaged	80	80	100.00%	0.00%	42.50%
English Learners	82	82	100.00%	0.00%	58.54%
Students with Disabilities	59	58	98.31%	1.69%	37.93%
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.

Last updated: 1/7/2020

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 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	12.90%	22.40%	55.30%
9	--	--	--

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.

Last updated: 1/8/2020

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)

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: Pupil Engagement

Last updated: 1/10/2020

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

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

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	0.20%	0.20%	0.00%	0.50%	0.30%	0.10%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/7/2020

School Safety Plan (School Year 2019—20)

Our comprehensive school safety plan incorporates all the mandated components of SB 187. The plan was last reviewed and updated in January 2019. 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.

Last updated: 1/10/2020

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) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.00	2	1	
1	18.00	4		
2	21.00	1	3	
3	18.00	4		
4	27.00		4	
5	26.00		3	
6	28.00		3	
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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.00	2	1	
1	23.00		3	
2	20.00	4		
3	23.00		4	
4	28.00		3	
5	29.00		4	
6	28.00		3	
Other**	6.00	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.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	18.00	2	2	
1	20.00	3		
2	22.00		3	
3	21.00	1	3	
4	26.00		4	
5	28.00		3	
6	29.00		4	
Other**	5.00	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.

Last updated: 1/7/2020

Student Support Services Staff (School Year 2018—19)

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)	0.39
Psychologist	0.50
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	1.30
Resource Specialist (non-teaching)	0.32
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.

Last updated: 1/7/2020

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	\$11539.00	\$2271.00	\$9268.00	\$87277.00
District	N/A	N/A	\$9743.00	\$91008.00
Percent Difference – School Site and District	N/A	N/A	-4.88%	-4.10%
State	N/A	N/A	\$7506.64	\$77619.00
Percent Difference – School Site and State	N/A	N/A	23.46%	12.44%

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

Last updated: 1/17/2020

Types of Services Funded (Fiscal Year 2018—19)

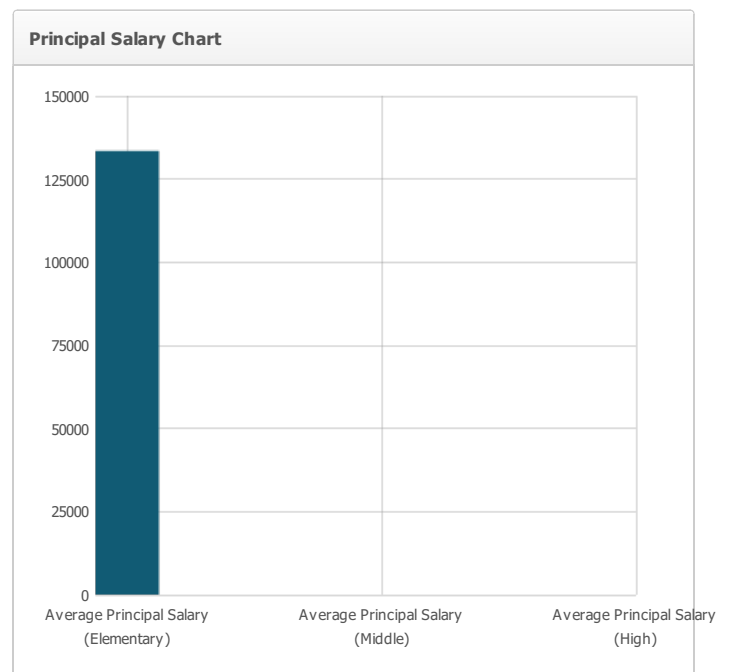
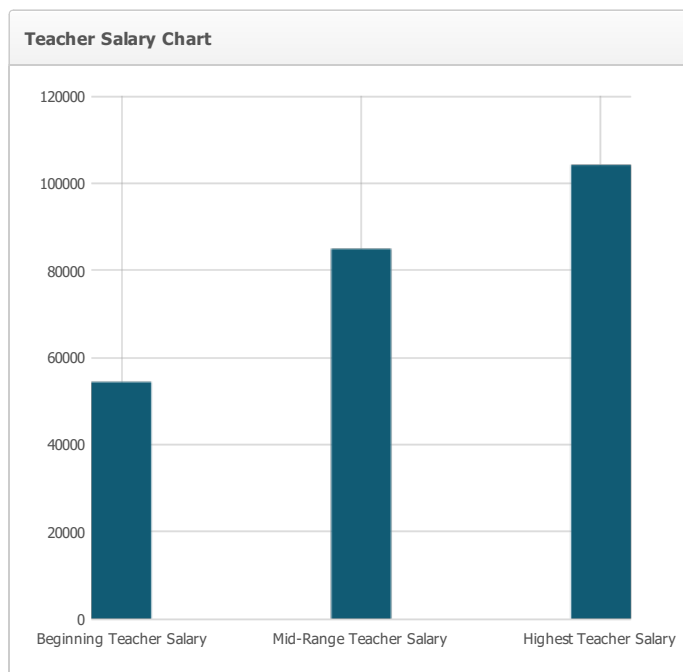
Our school receives funding from the state and federal government for various programs, which are reviewed by the School Site Council. All programs support improved learning for our students through goals set in our Single Plan for Student Achievement. In addition, many local businesses support our district's 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.

Last updated: 1/10/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,333	\$49,378
Mid-Range Teacher Salary	\$84,910	\$77,190
Highest Teacher Salary	\$104,185	\$96,607
Average Principal Salary (Elementary)	\$133,477	\$122,074
Average Principal Salary (Middle)	\$	\$126,560
Average Principal Salary (High)	\$	\$126,920
Superintendent Salary	\$221,000	\$189,346
Percent of Budget for Teacher Salaries	44.00%	36.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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



Last updated: 1/7/2020

Professional Development

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.

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.

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	6

Last updated: 1/16/2020