

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

## Sycamore Elementary



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
School Name	Sycamore Elementary	District Name	Claremont Unified
Street	225 West Eighth St.	Phone Number	(909) 398 - 0609
City, State, Zip	Claremont, CA 91711-4317	Web Site	<a href="http://www.cusd.claremont.edu">www.cusd.claremont.edu</a>
Phone Number	(909) 398-0324 X 63001	Superintendent	David Cash
Principal	Tom Cooper	E-mail Address	<a href="mailto:dcash@chs.cusd.claremont.edu">dcash@chs.cusd.claremont.edu</a>
E-mail Address	<a href="mailto:tcooper@chsmail.claremont">tcooper@chsmail.claremont</a>		

### School Description and Mission Statement

This section provides information about the school's goals and programs.

At Sycamore Elementary School learning is student centered. Respect for each child as a learner is the foundation of our instructional activities and our curricular decisions. Students are challenged to be cooperative learners, supported in realizing that there are multiple solutions to all problems and encouraged to reflect upon, understand and evaluate their own learning and thought process. Preparing our students to be informed contributing members in a democratic society is the goal of all members of our learning community.

For over a century, Sycamore has played a vital role in the community. Its proximity to the Claremont Colleges has shaped its pedagogical philosophy. Its proximity to the Village of Claremont has shaped its commitment to develop an active partnership with the community by highlighting service learning. The faculty at Sycamore has long prided itself on implementing a number of innovations in their curricular program. Focal points of these innovations include a multi-age learning environment that allows students to be successful; the inclusion of multiple intelligence teaching strategies; student-led assessment conferences, which develops self-reflective learners; family curriculum planning sessions, which engage students and parents in developing curriculum; Play Based Observation assessment model; and shared-decision making by all school stakeholders.

Based on input from students, parents, staff and data, four major emphases have been established for the next two years 2007 - 2009. They are:

To further improve a language arts program by developing an articulated writing program school wide that includes rubrics, student portfolios and language records.

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To incorporate higher order thinking skills in all aspects of curriculum delivery, assessment demonstrations, and communication of our progress to the community.

To provide a developmentally sound, balanced mathematics program with emphasis on use of manipulatives, practical life skills, problem solving and the use of Math Exemplars.

To provide a balanced academic program, which includes music and art.

The Sycamore staff embraces the concept of being a "community of learners," recognizing learning is a lifetime endeavor which must be nurtured from the outset of a child's learning process. Staff further agrees, everyone involved with learning is a learner and everyone can learn.

Sycamore Elementary School, founded as Claremont Grammar School in 1890, is now one of eight elementary schools in the Claremont Unified School District. Our 2007-08 enrollment is 368 students. This is close to the capacity of our facility. Ninety-nine percent of our students reside within the boundaries of CUSD. About 40% of our families are intra-district transfer students. The majority of families transferring to Sycamore cite the nature of our multi-age developmental educational program as the reason for their decision.

## Quality of Instruction & Leadership:

Sycamore's curriculum is aligned with state frameworks and standards for all subject areas. Language Arts is a strength. Literature-based reading instruction, the writing process with student publishing, cooperative learning and cross-age tutoring provide models for numerous visiting educators. Instruction acknowledges individual learning styles; encourages student choice; and promotes authentic performance-based learning demonstration.

School leadership within our open enrollment District is responsive to the community. Staff, parents and students are involved with program decisions. Participatory management is enhanced by Sycamore's size and by the staff's interest in all aspects of the school experience. The Unified Governance Council is the governing body of the school.

Individual needs of students are addressed in each classroom. In addition, our resource specialist, speech and language specialist, and a 40% language arts resource teacher provide individual and small group instruction plus consultation for classroom teachers. Students with special needs are regularly assessed and placed in the least restrictive environment by our Guidance Team. The Student Study Team (SST) process assists staff and parents to focus on a child's academic or social concerns, develop strategies for remediation, and determine a timeline to check back to see if the suggestions are working. During the 2006-07 school year 31 students were referred to SST and only 12 were sent to student Guidance Team for additional testing.

Our school community is informed of educational rights and opportunities in the following communications: the Claremont Unified School District Information Calendar, a District booklet describing all schools, Sycamore's own program description, twice monthly Principal's newsletters, and regular classroom communications to parents. Parent involvement is stressed; over 150 parents were recognized last spring for their contributions in classrooms, special events, committees and on the Board of Education.

## Climate for Learning:

Teachers encourage students to develop responsibility for their individual actions and for their educational goals. Students are given the opportunity to be involved in making choices that directly affect them. It is a further expectation that each student maintains a high level of respect for him/herself as well as the learning of others. Building a strong sense of how to interact in an appropriate manner is a priority. To support students in their efforts to gain inner responsibilities and self-monitoring strategies they are taught to base their actions around the following four questions: Is it safe? Is it kind? Does it protect property? Does it support learning?

These questions serve as a guide for our students not only to analyze the sensibility and practicality of their decisions in school, but also to understand the lifetime implications sound decisions have. Natural consequences, school service, and individual reflections encourage students to consider improved decision-making choices. In response to problems, students are asked to reflect on what happened, accept responsibility for their actions, consider the consequences their actions have had on others, and devise a plan for continued improved behavior. Students are further asked to consider what they can do in the future to create a better situation.

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## Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

**Contact Person Name:**

**Contact Person Phone Number:**

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## Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	53	Grade 4	48
Grade 1	45	Grade 5	60
Grade 2	57	Grade 6	57
Grade 3	45	Total Enrollment	365

## Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	2.00%	White (Not Hispanic)	57.53%
Asian	10.68%	Multiple or No Response	16.99%
Filipino	0.00%	Economically Disadvantaged	14.00%
Hispanic or Latino	12.00%	English Learners	10.00%
Pacific Islander	1.10%	Students With Disabilities	13.00%

## Average Class Size and Class Size Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05		2005-06		2006-07	
	Number of Class		Number of Class		Number of Class	
	Avg. Class Size	1-20	Avg. Class Size	1-20	Avg. Class Size	1-20
K	19.5	2	20	2	20	2

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## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

**No Data Available**

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	0.01%	0.01%	0.01%	0.20%	0.16%	0.14%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

## III. School Facilities

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Sycamore School was originally built in 1936 and has thirteen classrooms, an auditorium, that serves as a multipurpose room and library, and several smaller project rooms. In addition, to accommodate our Extended Day Care Program, one relocatable has been added to the campus. In 1998 a second relocatable was added as a classroom to accommodate Class Size Reduction. We value the atmosphere provided by our setting. Most classrooms have a patio area, which is used, as part of the room. Our beautiful tree-filled central courtyard is also used as a study area and gathering place for special events.

The District maintenance staff plus one full-time and one half time on site custodian maintain the campus and buildings. To maintain a safe environment all the custodians receive training on general procedures plus how to handle special items, which could develop into hazards. Each school has developed a safety plan. This can be found at each school office as part of their Comprehensive School Improvement Plan.

The staff and students work together to maintain a clean and safe campus. Students and teachers participate regularly in both fire and major disaster drills. The district has an earthquake plan which will provide all of the schools with needed supplies for students and staff in case of a major earthquake. All of the schools meet the Field Act Requirements.

To adequately maintain the schools, the District has developed a five-year plan for repairing and maintaining all sites. This plan includes major repairs such as carpet replacement and roofing. In addition each site is on a rotation plan for repainting.

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## School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	x			
Mechanical Systems	x			
Windows/Doors/Gates (interior and exterior)	x			
Interior Surfaces (walls, floors, and ceilings)	x			
Hazardous Materials (interior and exterior)	x			
Structural Damage	x			
Fire Safety	x			
Electrical (interior and exterior)	x			
Pest/Vermin Infestation	x			
Drinking Fountains (inside and outside)	x			
Restrooms	x			
Sewer	x			
Playground/School Grounds	x			
Roofs	x			
Overall Cleanliness	x			

## Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary	x			

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## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	20	19	19	307
Without Full Credential	0	0	0	15
Teachers Teaching Outside Subject Area	0	0	0	--

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	97.0%	3.0%
Low-Poverty Schools in District	97.0%	3.0%

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**No Data Available**

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## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**No Data Available**

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$3,780.00	\$152.00	\$3,628.00	\$57,693.00
District	--	--	--	\$61,323.00
Percent Difference - School Site and District	--	--	--	6%
State	--	--	\$4,943.00	\$58,776.00
Percent Difference - School Site and State	--	--	27%	2%

### Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

**No Data Available**

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## Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,359.00	\$38,479.00
Mid-Range Teacher Salary	\$59,561.00	\$60,306.00
Highest Teacher Salary	\$81,434.00	\$74,193.00
Average Principal Salary (Elementary)	\$98,333.00	\$92,985.00
Average Principal Salary (Middle)	\$103,690.00	\$98,305.00
Average Principal Salary (High)	\$112,986.00	\$107,384.00
Superintendent Salary	\$152,970.00	\$155,314.00
Percent of Budget for Teacher Salaries	41.0%	41.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	60%	64%	59%	57%	59%	60%	40%	42%	43%
Mathematics	61%	60%	58%	52%	54%	52%	38%	40%	40%
Science	40%	58%	59%	44%	51%	56%	27%	35%	38%
History-Social Science	--	--	--	49%	47%	52%	32%	33%	33%

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## CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African-American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	72%	75%	--
Filipino	--	--	--
Hispanic or Latino	50%	38%	45%
Pacific Islander	--	--	--
White (Not Hispanic)	62%	61%	65%
Male	54%	60%	55%
Female	65%	56%	65%
Economically Disadvantaged	39%	39%	--
English Learners	35%	42%	--
Students With Disabilities	37%	48%	69%

## Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

## NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	57%	53%	69%	61%	63%	66%	41%	42%	42%
Mathematics	67%	65%	71%	68%	66%	73%	52%	53%	53%

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## NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African-American	--	--
Asian	--	--
Pacific Islander	--	--
White (Not Hispanic)	67%	67%
Male	57%	65%
Female	82%	77%
Students With Disabilities	--	--

## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	0.0%

## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	9	8	8
Similar Schools	1	1	3

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## API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	-2	13	-14	822
White (Not Hispanic)	14	6	-33	826

## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	Yes

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	District
Program Improvement Status	Not In PI

## Professional Development

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

**No Data Available**