Sylvan Elementary School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Sylvan Elementary School
Street	2908 Coffee Road
City, State, Zip	Modesto, CA 95355
Phone Number	(209) 574-5600
Principal	Tedde' Vaupel
E-mail Address	tvaupel@sylvan.k12.ca.us
Web Site	https://www.sylvansteamacademy.org/
CDS Code	5071290-6053110

District Contact Information	
District Name	Sylvan Union Elementary School District
Phone Number	(209) 574-5000
Superintendent	Mrs. Debra M. Hendricks
E-mail Address	dhendricks@sylvan.k12.ca.us
Web Site	www.sylvan.k12.ca.us

School Description and Mission Statement (School Year 2018-19)

Sylvan Elementary School opened its doors to educating children in grades Kindergarten through fifth grade in 1956. During the 2017-2018 school year, approximately 328 students were enrolled in kindergarten through fifth grade. We believe that a child's education is fostered by the school and families working together to provide a learning experience where the students will excel. Our mission is to teach students how to learn, to help them gain knowledge, and to promote a positive self-image and growth in a culture of safety and respect. Utilizing district-adopted curriculum the staff employs the most effective teaching strategies along with grade level collaboration time to ensure the students are receiving quality instruction in all academic areas. Assemblies are a time when the entire school comes together to celebrate each other and accomplishments. Through the analysis of data and communication between staff members, students are provided with an educational experience that incorporates strong academic goals, physical education, comprehensive music and art programs, and the development of life-long character skills which will help develop our students into successful adults.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	46
Grade 1	63
Grade 2	62
Grade 3	50
Grade 4	67
Grade 5	56
Total Enrollment	344

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	4.7
American Indian or Alaska Native	0.3
Asian	5.5
Filipino	2.0
Hispanic or Latino	44.8
Native Hawaiian or Pacific Islander	1.5
White	32.8
Socioeconomically Disadvantaged	71.8
English Learners	20.6
Students with Disabilities	17.2
Foster Youth	0.0

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	17	27	20	390
Without Full Credential	1	3	1	24
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 Instructional Materials (School Year 2018-19)

Year and month in which data were collected: August 2018

Sylvan Union School District provides each student in grades K-8 sufficient textbooks or instructional materials in each subject consistent with the content and cycles of the curriculum framework. On August 28, 2018 the Sylvan District Board of Trustees adopted Resolution 2018/2019 #03: Sufficiency of Instructional Materials.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance (K-5) 2016	Yes	0
Mathematics	Eureka Math (K-6) 2014	Yes	0
Science	Macmillan Science (K-2) 2007 Houghton Mifflin Science (3-5) 2007	Yes	0
History-Social Science	Harcourt Reflections (K-5) 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Cleaning Process: Sylvan Elementary School strives to maintain a safe, healthy, nurturing and orderly school campus that encourages positive attitudes in students and staff. The district governing board has adopted cleaning standards for all schools in the district. Schools are on a regular cleaning schedule including wiping surface areas, being swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis with trash, lawn, and plumbing issues addressed as needed.

Maintenance and Repair: Sylvan Elementary School was modernized and finished September of 2017. Sylvan Elementary School is in excellent repair and is being maintained to the standards of the Sylvan Union School District. The roof of this facility was repaired and refurbished and is virtually a new roof. This work was completed in August 2018. The kitchen area also was given a makeover this summer. Vinyl tiles were removed and the concrete flooring was polished throughout. The hallway to the kitchen is concrete and that floor was burnished too. The interior of the kitchen was painted and a new sink and tables were added.

There are also a couple projects that are scheduled to be completed through the rest of this year. Three banks of windows will be replaced in the summer. There could be others added but at this time, three are being called for. The maintenance department will be pouring concrete to raise up a section between the 10's and 20's wings. There is also a small area of asphalt that is used as an eating area that will be removed and replaced. Sylvan Elementary School is in excellent condition and is ready for daily learning activities.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: October 2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Routine maintenance performed throughout the year.
Interior: Interior Surfaces	Good	Polished concrete and painted n the kitchen.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Cleanliness of the school meets the standards of the Sylvan Union School District. Year round pest control is provided.
Electrical: Electrical	Good	All electrical panels are being evaluated for hot spots.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Minor plumbing repairs were made occasionally throughout the year.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Entire roof system refurbished.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: October 2018	
Overall Rating	**Good**

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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	35.0	39.0	48.0	53.0	48.0	50.0
Mathematics (grades 3-8 and 11)	23.0	33.0	38.0	43.0	37.0	38.0

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	157	156	99.36	39.10
Male	84	84	100.00	33.33
Female	73	72	98.63	45.83
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	71	71	100.00	38.03
Native Hawaiian or Pacific Islander	--	--	--	--
White	56	55	98.21	43.64
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	121	120	99.17	36.67
English Learners	40	39	97.50	28.21
Students with Disabilities	30	30	100.00	6.67

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	158	157	99.37	33.12
Male	85	84	98.82	35.71
Female	73	73	100	30.14
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	71	71	100	26.76
Native Hawaiian or Pacific Islander	--	--	--	--
White	57	56	98.25	48.21
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	122	121	99.18	28.1
English Learners	40	40	100	20
Students with Disabilities	31	30	96.77	16.67

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	13.0	11.1	11.1

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.

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 2018-19)

Sylvan Elementary parents and community members are actively involved in both district and site level committees, and in the classrooms. Our School Site Council (SSC) and Parent Teacher Association (PTA) are committed to working with staff and parents to build a strong community focused on raising student achievement through parent involvement. Parents and community members are encouraged to participate in these committees. Sylvan Elementary is fortunate to have a large number of family volunteers who provide assistance in the classroom as well as during field trips and school events. Parent participation throughout the school is encouraged and information is made available to our families through various sources such as the school website, newsletters, and information sent home in the weekly Communication Folder. Parents who wish to volunteer at Sylvan Elementary School may contact the school's office at (209) 574-5600.

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		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
Suspensions	7.3	5.7	7.0	2.8	2.8	5.3	3.7	3.7	3.5
Expulsions	0.0	0.3	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Sylvan Elementary School has adopted a comprehensive School Safety Plan that is reviewed and updated annually by members of the School Site Council. The Site Council is comprised of teachers, classified staff, parents, and the principal. The Safety Plan for the 2017-2018 school year was formally approved by the school's School Site Council on 2/1/2018. The school staff suggested final changes and had input on new assignments at the 8/9/2017 staff meeting. The revised Safety Plans are presented to the Sylvan Union School District Board of Trustees for annual review and approval. The Safety Plan is reviewed with staff members at the beginning of each school year with particular attention paid to emergency situations and staff and student responses. Safety drills, including fire, earthquake, and lockdown procedures, are held regularly. In addition, the school is inspected annually by the fire marshal and daily by the custodian. All issues discovered during these inspections are given the utmost priority. Copies of the comprehensive School Safety Plan are posted in each classroom and office area.

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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	1	2		22		2		16	2	1	
1	23		2		14	2	1		20	2	1	
2	24		2		17	2			20	1	2	
3	24		2		24		2		25		2	
4	23		2		20	2			31		2	
5	21	1	2		15	3			20	1	2	
Other					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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0.076	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0.33	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	16880	9645	7235	59656
District	N/A	N/A	6173	$72,762
Percent Difference: School Site and District	N/A	N/A	15.8	-19.8
State	N/A	N/A	$7,125	$80,910
Percent Difference: School Site and State	N/A	N/A	-45.9	-30.2

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

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

Types of Services Funded (Fiscal Year 2017-18)

The Sylvan Union School District spent an average of $9,877 to educate each student (based on 2016-17 audited financial statements). The figures shown in the table above reflect the direct cost of educational services, per enrollment, excluding food services, facilities acquisition and construction, and certain other expenditures.

This calculation is required by law annually and compared with other districts statewide. In addition to general funds, the Sylvan Union School District receives state and federal categorical funds.
- Title I, Low-Income and Neglected
- Title II, Teacher Quality/Principal Training/Technology Grants
- Title III, Immigrant Education Program/Limited English Proficiency Program
- Special Education
- Lottery: Instructional Materials
- After School Education and Safety
- Common Core State Standards
- MediCal Billing Option
- Ongoing and Major Maintenance Account

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$46,080	$50,084
Mid-Range Teacher Salary	$73,335	$80,256
Highest Teacher Salary	$97,806	$100,154
Average Principal Salary (Elementary)	$115,025	$125,899
Average Principal Salary (Middle)	$112,688	$130,255
Average Principal Salary (High)	$0	$128,660
Superintendent Salary	$171,600	$222,447
Percent of Budget for Teacher Salaries	40.0	37.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Professional Development (Most Recent Three Years)

District wide during the last three years (2015-2016, 2016-2017, 2017-2018) school years over 300 days were dedicated to professional development in the areas of:
- Professional Learning Communities
- Common Formative Assessments
- Pyramid Response to Intervention
- Technology, including - District Sponsored Technology Training, and on site training to assist teachers with using technology in instruction, Google
- AT&G/Gifted Student Instruction
- Effective Teaching Strategies
- Math and English Language Arts Essential Standards
- English Language Development Standards
- Marzano Instructional Strategies
- 21st Century skills
- Social Emotional skills

* Literacy Instruction