



Sycamore Elementary

1926 Sycamore Dr • Redding, CA 96001 • 530-225-0055 • Grades K-5

Angie Biancalana, Principal

abiancalana@rsdnhmp.org

<http://sycamore.reddingschools.net>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



REDDING SCHOOL DISTRICT
Academic Excellence Since 1873

Redding Elementary School District

5885 East Bonnyview Rd

Redding CA, 96099

(530) 225-0011

www.reddingschools.net/home

District Governing Board

Beckie Luff - Board President

Nathan Fairchild - Vice President

Peggy O'Lea - Clerk of the Board

Stephen Martinez

Bruce Ross

District Administration

Robert Adams

Superintendent

Robert Fellingner

Chief Business Official

Cindy Bishop

Dir. Educational Services

Cindy Trujillo

Dir. Human Resources

Tawny Cowell

Dir. Facilities/Nutrition Services

Kim Bryant

Dir. Intervention Services

Seth Hemken

Dir. Technology

School Description

This is Susanna Winstead's eighth year at Sycamore Elementary. She has been an administrator for fourteen years, and in education for 23 years.

Sycamore Elementary school is a No Excuses University, with the vision of Creating Successful Learners and Stewards of the World. As a school community we believe that every student will achieve his or her potential social-emotionally, behaviorally, and academically. We are committed to explicitly teaching self-regulation, citizenship, and social emotional learning, as well as academics.

As a Capturing Kids Hearts district, we build positive relationships and create an environment for students to learn how to build positive relationships with each other, as well as adults. We are one of three schools in our district to be honored by Capturing Kids' Hearts as a National Showcase School.

We have a college going culture and have the belief that we have the responsibility to prepare our students for middle school, high school, and ultimately their choice to go to college, vocational school, or the military.

We are also proud to offer the choice of enrolling students in a dual immersion program, with the target language being Spanish. It is a 90/10 model, where in TK-1 grades, 90% of the day is in Spanish and 10% in English, then 2nd grade 80% Spanish and 20% in English and so on until 5th grade where students would be fully bilingual and bi-literate with doing all subjects 50% Spanish & 50% English.

Sycamore Elementary school is committed, courageous, collaborative, creative, character centered, and college crazy!

About the SARC

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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	55
Grade 1	36
Grade 2	36
Grade 3	39
Grade 4	28
Grade 5	30
Total Enrollment	224

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.8
American Indian or Alaska Native	6.3
Asian	4.5
Filipino	0.4
Hispanic or Latino	26.8
Native Hawaiian or Pacific Islander	0.9
White	52.2
Two or More Races	1.8
Socioeconomically Disadvantaged	82.6
English Learners	9.8
Students with Disabilities	16.1
Foster Youth	0.4
Homeless	5.4

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 for Sycamore Elementary	17-18	18-19	19-20
With Full Credential	10	10	9
Without Full Credential	0	1	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Redding Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	136
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Sycamore Elementary

Indicator	17-18	18-19	19-20
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 2019-20)

We choose our textbooks from lists that have already been approved by state education officials. We use a district-wide adoption process that includes teachers, parents, students and administrators.

We have also reported about our textbooks called for by the Williams legislation of 2004. We report to the board in September and four times a year about the sufficiency of our textbooks as well as any complaints. This online report shows whether we had a textbook for each student in each core course during the 2017-18 school year and whether those textbooks covered the California Content Standards.

Textbooks and Instructional Materials

Year and month in which data were collected: 9/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McMillian McGraw-Hill Treasures The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	McMillian McGraw-Hill Everyday Math The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Pearson Scott Foresman The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Studies Weekly The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Redding School District makes great efforts to ensure that all schools are clean, safe, and functional. In 2016 the District and the Board of Trustees authorized a Facilities Needs Assessment in order to identify our facilities needs over the next decade. To support the assessment effort, in 2018 the community passed a \$28 million facilities bond to repair, renovate, and modernize all District schools. Since the bond passed in 2018 the District has used the Facilities Needs Assessment to plan out the Bond Initiatives.

In addition to the local bond the District is seeking any State Modernization matching funds on a percentage basis, to assist with the expenditures for any major planned modernization work projects.

The District's Grounds and Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner, while the Operations staff ensures that the schools are kept clean. A work order process through a program called "Akita Box" is used to ensure efficient service; emergency repairs are given the highest priority. In addition to responding to emergency repairs, the maintenance department schedules extra "preventive maintenance" days to catch up on routine repairs and enhancements.

Sycamore Elementary School is a clean, safe, and inviting campus. Our site maintenance personnel maintain a very high standard of cleanliness, and they clean classrooms, bathrooms, and the cafeteria on a daily basis. We enjoy relatively modern facilities that have undergone renovation during the past seven years. The stage lift was replaced in 2016, providing alternate access to the elevated performance stage. Kitchen and Multi-purpose room and two pre-school rooms re-roofed in 2017.

During the past three years we invested in a number of school beautification projects including murals, Peaceful Playground murals, wrought-iron fencing, and updated landscaping. We are also fortunate to have a jogging/walking path on our campus. We have concrete picnic tables and benches in our snack and library courtyard areas.

The school is staffed with one day, and one night custodian to provide a clean and hazard-free environment. The Principal, along with the maintenance staff, work with the custodians to develop cleaning schedules to ensure clean and safe schools. The custodial staff follows the District's cleaning standards, which are available at the District Office. In addition, on a monthly basis, the lead custodian uses a facility survey instrument developed by the Northern California Schools Insurance to evaluate the conditions of the school's facility. These reports are sent to the District Facilities Department which then does an annual evaluation for the site.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/1/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Quarterly maintenance is provided to all units.
Interior: Interior Surfaces	Good	The district has a carpet replacement schedule where two rooms are replaced per year.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Monthly pest control contracts are in place for preventative measures.
Electrical: Electrical	Good	Network upgrades were implemented to support a new bell, PA, and security system.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Lead testing was conducted to ensure that all drinking sources are safe.
Safety: Fire Safety, Hazardous Materials	Good	Continued staff training on school site safety and fire hazards conducted during the monthly safety meetings.
Structural: Structural Damage, Roofs	Good	Roof Wing 3 scheduled for repair.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Improvements to the playgrounds are scheduled with the upcoming bond projects.
Overall Rating	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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	16	25	46	44	50	50
Math	18	24	39	38	38	39

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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	15.6	40.6	25.0

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	88	86	97.73	24.71
Male	39	38	97.44	26.32
Female	49	48	97.96	23.40
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	25	25	100.00	24.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	39	37	94.87	19.44
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	74	73	98.65	26.39
English Learners	11	11	100.00	18.18
Students with Disabilities	--	--	--	--
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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	88	86	97.73	24.42
Male	39	38	97.44	31.58
Female	49	48	97.96	18.75
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	25	25	100.00	24.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	39	37	94.87	24.32
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	74	73	98.65	26.03
English Learners	11	11	100.00	36.36
Students with Disabilities	--	--	--	--
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.

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 are pleased to have a Parent-Faculty Club at Sycamore that supports a large variety of student activities and improvements. Everyone is welcome to join our Parent Club, which meets monthly. It sponsors annual events, including our spring enrichment carnival, every other month family movie nights, every other month family dances, and a variety of Spirit Day activities.

The School Site Council offers input and assists in monitoring our annual improvement plan. With the support of our parents, we have been able to reach lofty goals. We welcome and encourage parents and other family members to volunteer and be involved in school activities.

Our English Language Advisory Committee (ELAC) offers families of English Language Learners the opportunity to monitor our English Language Development Plan and offer input in supporting students learning a second language.

The contact person for parent involvement is Michele Abrams, who can be reached through messages at (530) 225-0055.

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.

School Safety Plan

The goal of Sycamore School is to provide a safe and secure learning environment for all students and staff. The SSC reviews our Safety Plan annually. We make sure that appropriate emergency responses such as fire, earthquake, and intruder drills are in place and practiced monthly. We share the plan with all staff members. The school community is kept informed of ongoing practice drills and other safety points through classroom and school newsletters. Emergency preparedness is a responsibility that our entire staff takes very seriously. We have planned evacuation sites as well as procedures in place to secure our students in a safe environment if the need arises.

Sycamore School is a secure, fully fenced campus, and all visitors are required to check in at the office prior to entering the campus or classrooms.

Discipline

We take pride in maintaining a positive and safe learning environment, which involves the participation of every member of our school community. We abide by our school's comprehensive Positive Discipline Plan as well as our district's educational policies. The California Education Code provides us with the structural and legal guidelines on student discipline. We review our Positive Discipline Plan (PBIS) throughout the year, and we meet monthly with our school leadership team to evaluate student behavior. In addition, we have been working as a school site to learn more about being a trauma-informed school and recognize that many of our students may need additional support and/or intervention in social/emotional strategies. We have a unique model in that we teach students how to self-regulate and provide Social Emotional Learning. We have a sensory room in which students are able to effectively use and practice these self-regulation strategies and then can apply them in their everyday lives. We revise the plan as necessary and keep it flexible to meet the needs of our students and school community.

Our plan is designed to support the behavioral expectations we have for all students. We use proactive discipline programs and provide frequent positive reinforcement, including an incentive program in which students can become Masters of the Skills of Independence. We seek alternatives to home suspension for suspendable offenses whenever possible and are in the implementation phase of Restorative Justice instruction. We support students through the discipline process, which does not seek to punish a student for behavioral incidents but rather provide logical positive and negative consequences.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	7.3	6.2	3.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.4	7.1	4.4
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.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 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.40
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.4375
Psychologist	.45
Social Worker	0
Nurse	.20
Speech/Language/Hearing Specialist	.60
Resource Specialist (non-teaching)	1.0
Other	1.0

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	17	3			20	2	1		18	2	2	
1	23		1									
2	27		1		24		2		16	1		
3	23		1		29		1		25		2	
4	23		1		34			1	28		1	
5	30		1		33			1	30		1	
Other**					14	2			14	2		

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8.1	8.1	8.1

Sycamore holds regular collaborative grade-level meetings to discuss current teaching strategies and provide up-to-date training. Our teacher training program allows teachers to further their instructional and classroom management skills through district-wide staff development and classroom coaching. We offer frequent staff development opportunities based on established school or district priorities and curriculum interests.

2019-2020- 8.1 Professional Development Days

2018-2019- 8.1 Professional Development Days

2017-2018 - 8.1 Professional Development Days

Evaluating and Improving Teachers

Sycamore teachers are experienced and committed professionals. All of our teachers possess the appropriate credentials to teach in their designated subject areas. Administrators evaluate our teachers according to district protocol, which includes frequent observations and dialogue between teachers and administrators. We evaluate teachers each year during their first two years of employment. Beginning in their third year, we evaluate teachers every three years.

Substitute Teachers

In order to maintain the stability and excellence of our instructional programs, we make every effort to hire a suitable number of the highest-caliber substitute teachers. Sycamore is fortunate to be able to attract and maintain qualified substitute teachers.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,296	\$49,378
Mid-Range Teacher Salary	\$67,630	\$77,190
Highest Teacher Salary	\$86,901	\$96,607
Average Principal Salary (ES)	\$111,643	\$122,074
Average Principal Salary (MS)	\$110,203	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$145,000	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	31%	36%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Federal Title I funds allow us to provide a variety of resources and services for our students. Our primary focus is student learning and positive social/emotional development. School Site Council (SSC) sets the budget priorities for our school each year. We follow our School Plan for Student Achievement, and our goal is to improve English/Language arts and mathematics achievement to ensure that our students reach proficiency, as well as reduce our suspension rate by providing direct instruction in social emotional development.

We receive Supplemental Educational Services (SES) funding through Title 1 to support students academically who are not yet reaching proficiency in grades 1st-5th grade. We target the academic area of Math and have a math specialist who provides small group tutoring to build necessary foundational skills that some students need.

One of the areas of funding that our SSC oversees, is the Supplemental and Concentration money through the LCAP. It was recommended and put forth as a motion to provide music in the primary grades, TK-2nd. The SSC voted to utilize this money to pay for a music teacher who provides Orff music instruction to our primary grades, one day a week, along with other foundational music skills.

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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,975	\$2,364	\$6,610	\$72,250
District	N/A	N/A	\$6,108	\$67,696.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	7.9	6.5
School Site/ State	-12.7	-7.2

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.