

Sycamore Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Sycamore Middle School
Street	1125 Sycamore Street
City, State, Zip	Gridley, CA 95948
Phone Number	(530) 846-3636
Principal	Kelly Haight
Email Address	khaight@gusd.org
Website	http://sycamore.gusd.org/
County-District-School (CDS) Code	04-75507-6003164

Entity	Contact Information
District Name	Gridley Unified School District
Phone Number	(530) 846-4721
Superintendent	Jordan Reeves
Email Address	jreeves@gusd.org
Website	www.gusd.org

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

Sycamore Middle School is a sixth through eighth grade middle school located in Gridley, California. We are in the middle of an agricultural setting, surrounded by orchards and rice fields. Within thirty minutes you can be out of the farm land and into the surrounding mountains on your way to the Sierras or towards the Mt. Lassen area. Sycamore Middle School has an enrollment of approximately 460 students supported by 23 teachers. We operate a progressive intervention program supporting all of our students' needs. Because our district has supported bringing technology into our classrooms, we have 1:1 Chromebooks available for all classrooms. Every teacher has a workstation that includes projectors/TV and a document camera. Our library is available to all students throughout the school day. Above anything else, our entire staff takes pride in "knowing our students." Sycamore Middle School provides a safe, well-rounded education for every child, building character and intelligence, with the expectation of excellence.

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

Grade Level	Number of Students
Grade 6	152
Grade 7	156
Grade 8	156
Total Enrollment	464

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6
Asian	2.8
Hispanic or Latino	62.5
Native Hawaiian or Pacific Islander	0.2
White	33.6
Two or More Races	0.2
Socioeconomically Disadvantaged	75.6
English Learners	10.1
Students with Disabilities	11.6
Foster Youth	0.9
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	22	22	22	114
Without Full Credential	0	0	1	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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	1
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)

Year and month in which data were collected: October, 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	StudySync, 2016	Yes	0%
Mathematics	GO Math, 2016	Yes	0%
Science	Pearson/Prentice Hall	Yes	0%
History-Social Science	Pearson/Prentice Hall, History Alive TCI (supplemental)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

All roofs and HVAC units were replaced in 2014. During the summer of 2018, the boys and girls locker rooms received new student lockers. During the summer of 2019 five portable classrooms were replaced and extensive landscaping was accomplished. The cafeteria received upgrades like a third serving line, new warmers and aesthetic upgrades.

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

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None
Interior: Interior Surfaces	Fair	TAC board in main hall is in poor condition. 12 x 12 ceiling in classrooms has become loose from construction vibration and in need of repair. Maintenance recommends replacing the Gym boiler.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None
Electrical: Electrical	Good	None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	None
Safety: Fire Safety, Hazardous Materials	Good	None
Structural: Structural Damage, Roofs	Fair	Storage building on the south side of campus is in poor condition, needs new roof and other structural repairs.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 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)	48	47	50	43	50	50
Mathematics (grades 3-8 and 11)	29	32	36	35	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 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	459	453	98.69	1.31	47.24
Male	230	227	98.70	1.30	43.17
Female	229	226	98.69	1.31	51.33
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	13	13	100.00	0.00	53.85
Filipino					
Hispanic or Latino	289	285	98.62	1.38	45.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	146	145	99.32	0.68	51.03

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	353	348	98.58	1.42	42.53
English Learners	128	125	97.66	2.34	24.80
Students with Disabilities	45	44	97.78	2.22	20.45
Students Receiving Migrant Education Services	19	19	100.00	0.00	10.53
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.

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	459	456	99.35	0.65	31.58
Male	230	229	99.57	0.43	29.26
Female	229	227	99.13	0.87	33.92
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	13	13	100.00	0.00	38.46
Filipino					
Hispanic or Latino	289	287	99.31	0.69	28.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	146	145	99.32	0.68	37.24
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	353	351	99.43	0.57	28.21
English Learners	128	128	100.00	0.00	12.50
Students with Disabilities	45	44	97.78	2.22	11.36
Students Receiving Migrant Education Services	19	19	100.00	0.00	10.53

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

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
Science (grades 5, 8 and high school)	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 areas 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
7	18.2	35.2	30.8

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.

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)

Parents are always encouraged at Sycamore Middle School. They may serve in unofficial or official capacities including but not limited to classroom helpers, graduation committee, a member of the School Site Council, or a member of the English Learner Advisory Committee (ELAC). Parents volunteer to chaperone the AVID and California Junior Scholarship Federation Events and assist in fundraising efforts for school clubs and teams. The Parent Involvement Policy is reviewed and approved each year by the School Site Council.

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	6.8	5.9	7.9	4.5	3.2	5.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Sycamore Middle School has a Safety Plan that is continuously being updated. We collaborate with Gridley Police Department and the School Site Council in development and revision of the Safety Plan. District administrators and staff were ALICE trained and certified during the 2016-2017 school year. We take the safety of our students and staff very seriously and regularly practice our response to crisis situations that may arise at our school.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	20	12	10		22	10	18		19	10	9	
Mathematics	19	5	2		25	5	15	1	24	5	7	1
Science	29	1	11	1	28		12		30	1	8	1
Social Science	27	1	9	1	26	2	8	1	25	2	9	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

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

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,416	\$1,005	\$5,409	\$73,744
District	N/A	N/A	\$8,490	\$75,807.00
Percent Difference - School Site and District	N/A	N/A	-44.3	-2.8
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	-32.5	1.1

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 2018-19)

LCAP funds were used to provide staffing and materials for intervention in math and ELA, to provide professional development to teachers and support staff, to support our MTSS (Multi-Tiered Systems of Support) work, to support our AVID program, and support extra curricular activities for the unduplicated counts.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,807	\$46,208
Mid-Range Teacher Salary	\$66,291	\$72,218
Highest Teacher Salary	\$94,755	\$92,742

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$137,374	\$134,864
Average Principal Salary (Middle)	\$0	\$118,220
Average Principal Salary (High)	\$138,366	\$127,356
Superintendent Salary	\$177,036	\$186,823
Percent of Budget for Teacher Salaries	37%	33%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		4	5

Two and a half days are dedicated to staff development prior to the start of the instructional year. Additionally, one hour and twenty-five minutes are used every Wednesday afternoon for staff development. Sycamore Middle School has been using their professional development time to learn about Common Core State Standards, English Language Development, Professional Learning Communities, AVID Strategies, and best practices. Most staff development is led by site staff, including a "TOSA" or Teacher on Special Assignment. LCAP funds are used to pay for subs so that PLC teams can take work days.