

Sycamore Middle School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School 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
School Website	http://sycamore.gusd.org/
County-District-School (CDS) Code	04-75507-6003164

2021-22 District Contact Information

District Name	Gridley Unified School District
Phone Number	(530) 846-4721
Superintendent	Justin Kern
Email Address	jkern@gusd.org
District Website Address	http://www.gusd.org/

2021-22 School Overview

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 MTSS intervention program supporting all of our students' academic, social emotional and behavioral needs. Our district fully funds and supports technology advancement and every student is issued a personal Chromebook to check out. Every teacher has a workstation that includes projectors/TV and a document camera. Our library and counseling staff have recently been made "full time" and 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 academic proficiency, with the expectation of excellence.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	144
Grade 7	157
Grade 8	152
Total Enrollment	453

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1
Male	49.9
Asian	3.5
Black or African American	0.2
Hispanic or Latino	58.5
Native Hawaiian or Pacific Islander	0.4
Two or More Races	0.2
White	28
English Learners	10.8
Homeless	2.6
Socioeconomically Disadvantaged	83.2
Students with Disabilities	13.7

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23
Intern Credential Holders Properly Assigned	0
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0
Unknown	
Total Teaching Positions	23

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

N/A

Year and month in which the data were collected

December, 2021

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	SMART NGSS, 2020	Yes	0%
History-Social Science	TCI "History Alive", 2020	Yes	0%

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

December 2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None
Interior: Interior Surfaces	X			None
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None
Electrical	X			None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			None
Safety: Fire Safety, Hazardous Materials	X			None
Structural: Structural Damage, Roofs	X			None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	463	430	92.87	7.13	48.84
Female	231	215	93.07	6.93	55.35
Male	232	215	92.67	7.33	42.33
American Indian or Alaska Native	0	0	0	0	0
Asian	16	16	100	0	56.25
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	273	263	96.34	3.66	44.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	162	142	87.65	12.35	55.63
English Learners	40	40	100	0	12.5
Foster Youth	--	--	--	--	--
Homeless	26	12	46.15	53.85	33.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	383	352	91.91	8.09	43.47
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	59	48	81.36	18.64	14.58

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	463	429	92.66	7.34	23.54
Female	231	214	92.64	7.36	22.43
Male	232	215	92.67	7.33	24.65
American Indian or Alaska Native	0	0	0	0	0
Asian	16	16	100.00	0.00	25.00
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	273	263	96.34	3.66	19.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	162	141	87.04	12.96	29.79
English Learners	40	40	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	26	14	53.85	46.15	28.57
Military	0	0	0	0	0
Socioeconomically Disadvantaged	383	351	91.64	8.36	18.80
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	59	49	83.05	16.95	8.16

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	16.31	N/A	21.68	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	153	141	92.16	7.84	16.31
Female	77	73	94.81	5.19	12.33
Male	76	68	89.47	10.53	20.59
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	92	88	95.65	4.35	9.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	55	47	85.45	14.55	23.40
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	126	114	90.48	9.52	10.53
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	15	11	73.33	26.67	18.18

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents are encouraged to participate in their children's education at Sycamore Middle School. They may serve in unofficial or official capacities including but not limited to classroom helpers, graduation committees, 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 (CJSF) 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	494	476	214	45.0
Female	248	237	109	46.0
Male	246	239	105	43.9
American Indian or Alaska Native	1	0	0	0.0
Asian	16	16	2	12.5
Black or African American	4	2	1	50.0
Filipino	0	0	0	0.0
Hispanic or Latino	287	281	129	45.9
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	1	1	1	100.0
White	171	163	72	44.2
English Learners	52	51	25	49.0
Foster Youth	1	1	1	100.0
Homeless	14	14	11	78.6
Socioeconomically Disadvantaged	477	463	210	45.4
Students Receiving Migrant Education Services	9	9	5	55.6
Students with Disabilities	64	62	30	48.4

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	7.90	10.73	5.13	5.89	3.47	0.20
Expulsions	0.00	0.00	0.04	0.14	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	7.59	5.20	2.45
Expulsions	0.00	0.18	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.73	0.00
Female	5.65	0.00
Male	15.85	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.01	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	14.62	0.00
English Learners	5.77	0.00
Foster Youth	0.00	0.00
Homeless	28.57	0.00
Socioeconomically Disadvantaged	10.90	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	21.88	0.00

2021-22 School Safety Plan

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. Sycamore Middle School has a Safety Plan that is reviewed several times a year and updated as necessary. We collaborate with Gridley Police Department, our School Site Council (SSC) and our Site Safety Team in development and revision of the Safety Plan.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	10	9	
Mathematics	24	5	7	1
Science	30	1	8	1
Social Science	25	2	9	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	11	10	
Mathematics	22	10	4	2
Science	24	3	9	
Social Science	24	3	9	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	6	14	
Mathematics	24	5	7	3
Science	22	6	7	
Social Science	24	1	10	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0
Other	0.3

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,531	\$1,215	\$9,316	\$79,027
District	N/A	N/A	\$9,967	\$77,167
Percent Difference - School Site and District	N/A	N/A	-6.8	2.4
State			\$8,444	\$77,042
Percent Difference - School Site and State	N/A	N/A	9.8	2.5

2020-21 Types of Services Funded

Site LCAP and Title I 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. Title II funds were used for professional development for certificated and classified staff.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$44,349	\$48,119
Mid-Range Teacher Salary	\$70,321	\$74,665
Highest Teacher Salary	\$100,516	\$98,160
Average Principal Salary (Elementary)	\$135,255	\$118,542
Average Principal Salary (Middle)	\$142,970	\$125,068
Average Principal Salary (High)	\$147,268	\$133,516
Superintendent Salary	\$196,279	\$194,199
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

District-wide, three days are dedicated to staff development prior to the start of the instructional year. This year, bonus funds related to COVID allowed two additional voluntary PD days for all staff. 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 evidence-based instructional practices. Most staff development is led by site and district staff, including a "TOSA" or Teacher on Special Assignment. LCAP and Title II funds are used to pay for subs so that PLC teams can take work days.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	3	5

Gridley Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Gridley Unified School District
Phone Number	(530) 846-4721
Superintendent	Justin Kern
Email Address	jkern@gusd.org
District Website Address	http://www.gusd.org/

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1076	988	91.82	8.18	48.13
Female	521	478	91.75	8.25	52.62
Male	555	510	91.89	8.11	43.92
American Indian or Alaska Native	--	--	--	--	--
Asian	31	29	93.55	6.45	62.07
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	626	587	93.77	6.23	42.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	25	83.33	16.67	60.00
White	381	339	88.98	11.02	56.64
English Learners	151	142	94.04	5.96	13.38
Foster Youth	--	--	--	--	--
Homeless	44	22	50.00	50.00	36.36
Military	0	0	0	0	0
Socioeconomically Disadvantaged	877	801	91.33	8.67	43.20
Students Receiving Migrant Education Services	23	23	100.00	0.00	34.78
Students with Disabilities	140	113	80.71	19.29	15.04

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1076	982	91.26	8.74	28.72
Female	521	474	90.98	9.02	26.58
Male	555	508	91.53	8.47	30.71
American Indian or Alaska Native	--	--	--	--	--
Asian	31	29	93.55	6.45	37.93
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	626	584	93.29	6.71	23.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	25	83.33	16.67	36.00
White	381	336	88.19		35.42
English Learners	151	142	94.04	5.96	8.45
Foster Youth	--	--	--	--	--
Homeless	44	22	50.00	50.00	36.36
Military	0	0	0	0	0
Socioeconomically Disadvantaged	877	795	90.65	9.35	23.90
Students Receiving Migrant Education Services	23	23	100.00	0.00	21.74
Students with Disabilities	140	113	80.71	19.29	11.50

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.