

Sycamore Middle 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	Sycamore Middle School
Street	1125 Sycamore Street
City, State, Zip	Gridley, CA 95948
Phone Number	(530) 846-3636
Principal	Kelly Haight
E-mail Address	khaight@gusd.org
Web Site	http://sycamore.gusd.org/
CDS Code	04-75507-6003164

District Contact Information	
District Name	Gridley Unified School District
Phone Number	(530) 846-4721
Superintendent	Jordan Reeves
E-mail Address	jreeves@gusd.org
Web Site	www.gusd.org

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

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 available to all students throughout the school day. Above anything else, our entire staff takes pride in "knowing our students!" Sycamore Middle School will provide a safe, well-rounded education for every child, building character and intelligence, with the expectation of excellence.

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

Grade Level	Number of Students
Grade 6	151
Grade 7	157
Grade 8	164
Total Enrollment	472

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.4
Asian	1.3
Filipino	0.0
Hispanic or Latino	57.8
Native Hawaiian or Pacific Islander	0.0
White	30.5
Socioeconomically Disadvantaged	73.9
English Learners	8.1
Students with Disabilities	9.3
Foster Youth	0.4

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

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	22	22	0	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	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: December, 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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)

The campus is well maintained. The school completed a modernization project in August of 2014. All roofs and HVAC units were replaced. Although our portables are old, they are maintained for student safety. Five portables are to be replaced during the summer of 2019.

Sycamore School is scheduled to receive new boys and girls lockers in the gym this year. The school was built in 1955; it has been used and shows some wear. We are planning a roofing project for a 5000 sf storage building on the school site. The grounds have been well kept. The site staff and leadership keep the facilities clean and safe.

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: August 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None
Interior: Interior Surfaces	Poor	Restrooms need some minor wall repair. Wall damage to Tac board and wainscoting in main hall need repair. Minor interior wall damage needs repair in cafeteria. Carpet in triplewide portables should be replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	None
Electrical: Electrical	Fair	None
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	None
Safety: Fire Safety, Hazardous Materials	Good	None
Structural: Structural Damage, Roofs	Fair	Main storage building needs new roof. Gym downspout drain system needs repair.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Play area needs trees trimmed off the equipment and large lower horizontal branches removed.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August 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)	42.0	48.0	47.0	50.0	48.0	50.0
Mathematics (grades 3-8 and 11)	20.0	29.0	30.0	36.0	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	457	438	95.84	47.72
Male	238	225	94.54	39.11
Female	219	213	97.26	56.81
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	267	261	97.75	44.83
White	139	131	94.24	51.15
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	346	332	95.95	43.07
English Learners	125	121	96.80	30.58
Students with Disabilities	40	35	87.50	17.14
Students Receiving Migrant Education Services	26	23	88.46	21.74
Foster Youth	--	--	--	--

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	458	441	96.29	29.02
Male	239	228	95.4	25.44
Female	219	213	97.26	32.86
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	267	264	98.88	27.27
White	139	131	94.24	29.77
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	347	335	96.54	25.97
English Learners	125	124	99.2	16.94
Students with Disabilities	41	35	85.37	5.71
Students Receiving Migrant Education Services	26	25	96.15	16
Foster Youth	--	--	--	--

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
7	18.2	25.7	25.7

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)

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	9.3	6.8	5.9	4.8	4.5	3.2	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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 situations that may arise at our school.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.0	9	7	4	20.0	12	10		22.0	10	18	
Mathematics	23.0	5	11	1	19.0	5	2		25.0	5	15	1
Science	30.0		10	2	29.0	1	11	1	28.0		12	
Social Science	26.0	3	6	2	27.0	1	9	1	26.0	2	8	1

Note: 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.

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	.8	473
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.5 F.T.	N/A
Psychologist	.33 F.T.E	N/A
Social Worker	0	N/A
Nurse	.33 F.T.E.	N/A
Speech/Language/Hearing Specialist	.30 F.T.E.	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	\$6,369	\$1,788	\$4,581	\$74,123.51
District	N/A	N/A	\$5,694	\$75,807
Percent Difference: School Site and District	N/A	N/A	-21.7	-2.2
State	N/A	N/A	\$7,125	\$71,392
Percent Difference: School Site and State	N/A	N/A	-43.5	3.8

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)

LCAP funds were used to provide staffing for intervention in both math and ELA and to support our MTSS (Multi-Tiered Systems of Support) work and AVID program.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$45,681
Mid-Range Teacher Salary		\$70,601
Highest Teacher Salary		\$89,337
Average Principal Salary (Elementary)		\$110,053
Average Principal Salary (Middle)		\$115,224
Average Principal Salary (High)		\$124,876
Superintendent Salary		\$182,466
Percent of Budget for Teacher Salaries	36.0	33.0
Percent of Budget for Administrative Salaries	6.0	6.0

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)

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.