

Sycamore Middle School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

California School Dashboard



The California School Dashboard (Dashboard) <https://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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Sycamore Middle School
Street	1125 Sycamore Street
City, State, Zip	Gridley, CA 95948
Phone Number	(530) 846-3636
Principal	Chris Schmidt
Email Address	chris.schmidt@gusd.org
School Website	http://sycamore.gusd.org/
Grade Span	6-8
County-District-School (CDS) Code	04-75507-6003164

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Sycamore Middle School is a sixth through eighth-grade middle school located in the heart of an agricultural setting, surrounded by picturesque orchards and rice fields. Our unique location allows students to experience the tranquility of rural life while being just thirty minutes away from the scenic mountains of the Sierras and the Mt. Lassen area.

With an enrollment of approximately 445 students supported by 23 dedicated teachers, Sycamore Middle School is committed to fostering a supportive and engaging learning environment. We operate a progressive Multi-Tiered System of Supports (MTSS) intervention program that addresses the academic, social-emotional, and behavioral needs of our students, ensuring they receive the support necessary to thrive.

2025-26 School Description and Mission Statement

In our commitment to educational excellence, the Gridley Unified School District fully funds and supports technology advancement, providing every student with a personal Chromebook. This initiative enhances learning and prepares students for a technologically driven future. Our library and counseling staff are now full-time, ensuring that all students have access to valuable resources and support throughout the school day.

Above all, our staff takes immense pride in knowing our students individually, cultivating a strong sense of family within our school community. Sycamore Middle School is dedicated to providing a safe and well-rounded education that builds character and academic proficiency, with the expectation of excellence for every child.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	141
Grade 7	145
Grade 8	136
Grade 9	1
Total Enrollment	423

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.6
Male	54.4
American Indian or Alaska Native	0.9
Asian	3.1
Black or African American	0.5
Hispanic or Latino	60.5
Two or More Races	2.1
White	32.9
English Learners	17.3
Foster Youth	0.2
Homeless	3.1
Migrant	4
Socioeconomically Disadvantaged	74.2
Students with Disabilities	13

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.1	83.62	89.1	89.84	234405.2	84
Intern Credential Holders Properly Assigned	0.5	2.08	1.5	1.51	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.8	3.58	1.5	1.6	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.4	5.86	2.2	2.29	11953.1	4.28
Unknown/Incomplete/NA	1.1	4.78	4.7	4.74	15831.9	5.67
Total Teaching Positions	24	100	99.2	100	279044.8	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.3	81.69	86.7	85.83	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	4	3.96	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.5	2.53	3.9	3.86	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.8	12.58	3.1	3.14	11746.9	4.23
Unknown/Incomplete/NA	0.7	3.16	3.2	3.21	14303.8	5.15
Total Teaching Positions	22.5	100	101.1	100	277698	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19	84.13	90.2	90.39	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0.8	0.8	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.2	1.15	3.5	3.52	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3	13.48	4.4	4.48	12112.8	4.34
Unknown/Incomplete/NA	0.2	1.15	0.8	0.8	13705.8	4.91
Total Teaching Positions	22.6	100	99.8	100	278927.1	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.80	0.5	0.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.80	0.5	0.2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.40	2.8	3
Total Out-of-Field Teachers	1.40	2.8	3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.2	3.6	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	4.5

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

N/A.

Year and month in which the data were collected

December, 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	HMH Into Literature, 2024; HMH English 3D for ELD, 2024	0%
Mathematics	GO Math, 2016	0%
Science	SMART NGSS, 2020	0%
History-Social Science	TCI "History Alive", 2020	0%
Foreign Language	Encuentros, 2024	
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

Sycamore Middle School is committed to maintaining a safe and conducive learning environment for our students and staff. Significant improvements to our facilities have been made in recent years:

In 2014, we successfully replaced all roofs and HVAC units, ensuring a comfortable and efficient environment throughout the school. During the summer of 2018, both the boys' and girls' locker rooms were upgraded with new student lockers, enhancing the experience for our students. The summer of 2019 brought further enhancements, including the replacement of five portable classrooms and extensive landscaping to improve the school's aesthetic appeal. The cafeteria received notable upgrades, including the addition of a third serving line, new warmers, and aesthetic improvements to create a welcoming dining experience. Recently completed improvements include the installation of air conditioning in the gym, as well as air conditioning and heating in the locker rooms, providing comfort year-round in the summer of 2024. This year, construction on three new classrooms at the back of the school is underway to replace two older portable classrooms. These improvements will not only enhance our facilities but also support our commitment to providing a high-quality education in a modern learning environment.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

December 2025

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			Handful of classrooms with loose ceiling tiles or wall penetrations. Work orders to repair to standard entered.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None
Electrical	X			None
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Some classroom fountains with low pressure. Work orders to repair to standard entered.
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).

College and Career Ready

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	45	49	48	50	47	48
Mathematics (grades 3-8 and 11)	25	31	34	33	35	37

2024-25 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	431	418	96.98	3.02	48.80
Female	195	190	97.44	2.56	52.11
Male	236	228	96.61	3.39	46.05
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	64.29
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	256	248	96.88	3.12	50.40
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	50.00
White	143	140	97.90	2.10	43.57
English Learners	60	57	95.00	5.00	1.75
Foster Youth	--	--	--	--	--
Homeless	17	15	88.24	11.76	46.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	255	247	96.86	3.14	42.91
Students Receiving Migrant Education Services	15	15	100.00	0.00	46.67
Students with Disabilities	53	46	86.79	13.21	13.04

2024-25 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	431	418	96.98	3.02	30.86
Female	195	189	96.92	3.08	30.69
Male	236	229	97.03	2.97	31.00
American Indian or Alaska Native	--	--	--	--	--
Asian	14	14	100.00	0.00	35.71
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	256	248	96.88	3.12	29.44
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	25.00
White	143	140	97.90	2.10	32.14
English Learners	60	58	96.67	3.33	3.45
Foster Youth	--	--	--	--	--
Homeless	17	17	100.00	0.00	23.53
Military	--	--	--	--	--
Socioeconomically Disadvantaged	255	248	97.25	2.75	22.58
Students Receiving Migrant Education Services	15	15	100.00	0.00	26.67
Students with Disabilities	53	46	86.79	13.21	8.70

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.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	17.42	33.08	33.51	35.81	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	136	133	97.79	2.21	33.08
Female	61	60	98.36	1.64	25.00
Male	75	73	97.33	2.67	39.73
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	82	80	97.56	2.44	26.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	46	45	97.83	2.17	42.22
English Learners	16	16	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	83	82	98.80	1.20	24.39
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	17	14	82.35	17.65	0.00

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	128	147	90	147	148

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.

2025-26 Opportunities for Parental Involvement

At Sycamore Middle School, we strongly encourage parents to engage actively in their children's education. We believe that parental involvement is essential for fostering student success and building a thriving school community. For the 2024-25 school year, there are numerous opportunities for parents to participate, including:

End-of-Year 8th-Grade Activities Committees: Parents can join committees that plan and organize special events for 8th-grade students, celebrating their transition to high school.

Parent-Teacher Conferences: Scheduled conferences provide a dedicated time to meet one-on-one with teachers to discuss your child's academic progress, strengths, and areas for growth.

School Site Council (SSC): Parents have the opportunity to become members of the School Site Council, participating in decision-making processes that impact school policies and improvement plans.

English Learner Advisory Committee (ELAC): Parents of English Learners are invited to join the ELAC, where they can provide input and support for programs designed to assist their children in achieving academic success.

Event Chaperoning and Fundraising: Parents are encouraged to volunteer as chaperones for AVID (Advancement Via Individual Determination) and California Junior Scholarship Federation (CJSF) events. They can also assist in fundraising efforts for various school clubs and teams, helping to enhance student experiences.

Parent Engagement Events: We host special events for parents, such as "Pizza with the Principal" and "Coffee with the Principal." These informal gatherings provide parents with opportunities to share feedback, ask questions, and connect with school leadership in a relaxed setting.

Communication and Feedback: The Parent Involvement Policy is reviewed and approved annually by the School Site Council, ensuring that parental feedback is incorporated into school practices. We also utilize various communication channels, including newsletters and social media, to keep parents informed and engaged.

At Sycamore Middle School, we value the contributions of our parents and believe that their involvement is crucial to the educational experience. We encourage all parents to take advantage of these opportunities to engage with our school community and support their children's academic journey.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	458	444	86	19.4
Female	210	202	35	17.3
Male	248	242	51	21.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	14	1	7.1
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	272	265	50	18.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	13	12	4	33.3
White	152	147	29	19.7
English Learners	82	79	17	21.5
Foster Youth	--	--	--	--
Homeless	21	19	12	63.2
Socioeconomically Disadvantaged	349	337	75	22.3
Students Receiving Migrant Education Services	18	18	3	16.7
Students with Disabilities	62	59	24	40.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
10.36	8.09	6.11	6.1	4.83	4.24	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.21	0	0	0.05	0.09	0.05	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.11	0.00
Female	3.81	0.00
Male	8.06	0.00
Non-Binary	0.00	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	6.99	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.92	0.00
English Learners	8.54	0.00
Foster Youth	0.00	0.00
Homeless	9.52	0.00
Socioeconomically Disadvantaged	8.02	0.00
Students Receiving Migrant Education Services	11.11	0.00
Students with Disabilities	9.68	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

At Sycamore Middle School, we prioritize the safety and well-being of our students and staff. We recognize that a secure environment is essential for effective learning, and we take proactive measures to ensure a safe school experience. Our comprehensive Safety Plan is meticulously reviewed and updated several times a year to reflect best practices and any emerging safety concerns. This year, a team attended an education safety conference to ensure we are up to date on proper procedures.

Collaboration is key to our safety efforts. We work closely with the Gridley Police Department, our School Site Council (SSC), and our Site Safety Team to develop, implement, and revise our Safety Plan. Through regular drills and training sessions, we prepare our students and staff to respond effectively to potential crises that may arise on campus.

Our commitment to safety encompasses various aspects, including emergency response procedures, communication protocols, and preventive measures designed to create a positive and secure school climate. By maintaining open lines of communication with all stakeholders, we aim to foster a collaborative environment that prioritizes safety and supports the well-being of our entire school community.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	12	9	0
Mathematics	21	11	8	0
Science	23	8	6	0
Social Science	24	5	7	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	9	12	
Mathematics	21	8	10	
Science	21	7	7	
Social Science	24	4	9	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	10	5	1
Mathematics	23	4	7	1
Science	26	2	7	2
Social Science	24	6	4	2

2024-25 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	448

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher 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	\$11,121	\$2,364	\$8,757	\$95,382
District	N/A	N/A	\$13,035	\$93,528
Percent Difference - School Site and District	N/A	N/A	-39.3	8.9
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-20.6	8.4

Fiscal Year 2024-25 Types of Services Funded

At Sycamore Middle School, we strategically use state and federal funds from the Local Control and Accountability Plan (LCAP) and Title I to directly enhance the student experience. These resources allow us to provide targeted academic interventions in math and English, ensuring students who need extra help receive personalized, small-group instruction. We also fund our Advancement Via Individual Determination (AVID) program to build a college-ready culture and our Multi-Tiered System of Support (MTSS) framework to address academic, behavioral, and social-emotional needs. Furthermore, these funds help remove barriers so all students, including those from low-income families, English learners, and foster youth, have equitable access to enriching extracurricular activities.

To ensure our students receive the best instruction, we invest heavily in our staff through Title II and other funds. This funding provides high-quality professional development for all employees, from teachers to support staff, focusing on innovative, evidence-based teaching strategies to meet the needs of our diverse learners. By empowering our educators with the latest tools and training, we create a dynamic and supportive learning environment. This combined investment in both student programs and staff excellence ensures every student at Sycamore is equipped for success.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$52,945	\$57,978
Mid-Range Teacher Salary	\$83,951	\$89,612
Highest Teacher Salary	\$119,997	\$117,194
Average Principal Salary (Elementary)	\$144,219	\$143,632
Average Principal Salary (Middle)	\$156,324	\$149,447
Average Principal Salary (High)	\$167,732	\$162,334
Superintendent Salary	\$199,305	\$234,076
Percent of Budget for Teacher Salaries	30.52%	27.81%
Percent of Budget for Administrative Salaries	5.14%	5.47%

Professional Development

District-wide, three days are reserved at the start of each instructional year for intensive staff development. These days are designed to equip educators with the tools and strategies needed to deliver high-quality instruction and address the evolving needs of students. Additionally, an hour and twenty-five minutes are dedicated monthly to ongoing staff development, providing consistent opportunities for professional growth and collaboration. At Sycamore Middle School, professional development is further supported through a structured Professional Learning Community (PLC) model, which allocates one full day each week for a designated PLC team to focus on key activities. This includes completing assessments, analyzing student data, and collaboratively planning lessons to ensure alignment with educational goals and standards.

The professional development focus at Sycamore Middle School has been strategically aligned with key instructional priorities, including mastery of Common Core State Standards, English Language Development strategies, and AVID (Advancement Via Individual Determination) methodologies. Staff also engages in exploring evidence-based instructional practices that enhance classroom effectiveness. Most training sessions are facilitated by site and district leaders, supported by two dedicated Teachers on Special Assignment (TOSAs), who provide expertise and guidance tailored to the needs of the school. This multi-layered approach ensures that teachers are equipped with the knowledge, resources, and collaborative support necessary to foster student achievement and maintain instructional excellence.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3