

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Sycamore Junior High School	District Name	Anaheim Union High School District
Street	1801 East Sycamore St.	Phone Number	714-999-3502
City, State, Zip	Anaheim, CA 92805-3486	Web Site	Auhsd.k12.ca.us
Phone Number	714-999-3616	Superintendent	Elizabeth I. Novack, Ph.D.
Principal	Joseph Carmona	E-mail Address	novack_e@auhsd.us
E-mail Address	carmona_jo@auhsd.us	CDS Code	30664316058895

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

Sycamore JHS Mission Statement

The mission of Sycamore Junior High School is to provide a productive and safe learning environment that promotes a positive school experience for all students. Our goal is to offer a standards-based curriculum using research-proven teaching strategies so that students have an opportunity to achieve academically as well as grow socially and emotionally. We believe that by working together we can successfully prepare students for high school and beyond.

The Sycamore Community

Sycamore Junior High is part of the Anaheim Union High School District (AUHSD) located in the city of Anaheim in Orange County, California. Anaheim is the home of the original Disneyland, the Los Angeles Angels, The Mighty Ducks, and the Anaheim Convention Center. These attractions, along with the Disneyland resort area, draw thousands of people to Anaheim each year. Anaheim is a destination for vacations and for family fun in an environment free from fear. Due to the many jobs created by this entertainment industry, Anaheim, serves as a destination for many non-English speaking immigrants and families of low socioeconomic status. Fifty separate languages are spoken by district students and over 58.2% of the students are either Limited English or Fluent English Proficient.

Sycamore History

Sycamore Junior High School opened the door for the first time in 1962 to grades 7, 8, and 9. In 1980, the 9th grade class was moved to the high school district-wide. Since that time, Sycamore has served the 7th and 8th grades only. The student population has changed dramatically over the last ten years in terms of its enrollment size and demographics. Portable classrooms have been placed on the campus and make up over 54% of the existing classrooms. The school serves students from 16 elementary feeder schools from Anaheim City School District. Sycamore is located at 1801 E. Sycamore Street, just south of the 91 Freeway and west of the 57 Freeway off State College Boulevard.

Sycamore Today

Sycamore Junior High is home to the Buccaneers. Sycamore Junior High School is one of the 8 junior high schools in the Anaheim Union High School District. In addition to the junior high schools, the district is comprised of 8 comprehensive high schools, one magnet school, and 6 alternative education sites, and one special education school. The population of the greater Anaheim community numbers approximately 400,000. The enrollment at Sycamore for 2010-2011 school year is 1607 students. Current staff is comprised of 87 teachers, 37 support staff, two counselors, two assistant principals and a principal.

The school colors are red, black and white. Over 90% of the student population participates in the Free and Reduced Lunch program. Students attend a school year that is divided into two eighteen-week semesters. The standard class day was comprised of seven 45 minute period classes that meet five days per week. Due to a steady increase in student enrollment, Sycamore transitioned to a double lunch period in 2004-05. Half of the campus has first lunch, classrooms 46-79 and PE, while the rest of campus, classrooms 1-45, have second lunch.

Enrollment

Over the past four years, Sycamore's enrollment has shown a decline from approximately 1877 students in 2005-06 to 1607 in 2010-2011. Presently, there are 789 7th graders and 820 8th graders. Currently, 812 are male students (50%) and 797 are female students (50%). Sycamore serves a multicultural population; however, 93% of the student body is Hispanic, with the next largest group being white students at 3%. Also represented at Sycamore are Asian at 2%, African-American 1%, and Pacific Islander 1%.

Extracurricular Activities

The Sycamore community realizes that classroom instruction alone will not develop well-rounded productive citizens. Sycamore offers an abundance of positive after school programs to help develop the mind, body, and spirit. These programs also offer the opportunities for students to access a safe environment after school hours, while developing skills and attitudes that will enable them to succeed educationally. Funding for these programs has come from a variety of sources including Drug-Free money, the Anaheim Community Foundation, Anaheim After School Fund, and other district funds. Listed below are the activities that have been offered:

- Weightlifting
- Drama
- Anaheim Achieves
- Music
- Computer Lab
- Reading Enjoyment • Multimedia
- Homework Club

The intramural sports program is another arena in which students can spend after-school hours in a positive environment, while developing physical skills, good sportsmanship, and a sense of teamwork. Programs are available in boys' and girls' basketball, boys' and girls' tennis, boys' and girls' volleyball, and boys' and girls' cross country, and many other sports. All students have access to these individual programs. Each season culminates in a district wide "all-star" tournament. Over 400 students per day participate in the after school programs at Sycamore Junior High School.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

The staff at Sycamore Junior High School believes that every student's success is a result of excellent communication between the school and the child's parents/guardians. It is important that parents are given opportunities to learn about the academic program so that they are in the best position to help their child. At Sycamore, we strive to create an environment in which parents feel welcome. Family Nights are very popular with both students and parents, and we encourage all families to participate in these informative and entertaining evenings. Parent Welcome Week, monthly parent meetings, parent workshops, and parent conferences are just some activities offered at Sycamore JHS to engage parents. Parents can also be actively involved in the school through the Parent Teacher Student Association (PTSA), booster clubs for athletics, School Site Council, Title I Parent Advisory Committee, GATE Parent Advisory Committee, and ELAC Parent Committee. Parents are integral members of our school community and we work hard to provide a comfortable learning environment for all students.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 7	805
Grade 8	785
Total Enrollment	1,590

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1	White	41.4
American Indian or Alaska Native	0.1	Two or More Races	0.1
Asian	1.1	Socioeconomically Disadvantaged	91.9
Filipino	1.1	English Learners	77
Hispanic or Latino	54.8	Students with Disabilities	9.7
Native Hawaiian/Pacific Islander	0.4		

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	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	23.2	37	42	9	23	31	30	1	27	20	68	16
Mathematics	26.8	5	22	5	25.4	8	52	0	25.2	12	60	3
Science	34	1	8	33	26.7	13	36	8	29	4	47	13
Social Science	29.1	10	25	20	26.9	8	43	3	27.8	4	50	7

* 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.

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

School Safety Plans are reviewed on an annual basis. Input is gathered from the School Site Council, community resource groups and parents in order to determine any needed changes. The Sycamore Junior High School safety plan was last updated in October 2011. The plan was discussed with staff during October 2011.

School safety and supervision has been a major focal point at Sycamore Junior High School. This focus has caused both students and parents to feel safer on the school campus. Since September 2007, Sycamore has three full time campus safety aides. They work seven hours daily. In addition, we have a certificated teacher conducting on campus suspension three days a week. A campus supervision schedule is also utilized during school hours. Classroom teachers are assigned supervision duties before and after school. There are also three full-time campus aides who not only supervise the campus between classes, but also help with supervision at lunch and before and after school. Our campus aides attend regular monthly meetings at the school district where they are trained in areas of campus safety. Parent volunteers also provide supervision assistance before and after school.

Sycamore is a closed campus and all visitors must sign in at the office. All staff members remain alert during the school day for campus intruders. Since Sycamore students are in uniform, it is easy to stop intruders. Those responsible for campus supervision carry walkie-talkies to facilitate instant communication. All classrooms have telephones allowing better communication between classroom teachers and administration. An emergency plan has been developed for obtaining assistance in the event of a number of emergencies. The custodial and clerical staff is also involved in campus security. Inspections for graffiti are conducted daily and if found, are photographed and emailed to the entire faculty. This enhances the school-wide effort to promote a graffiti-free environment. Once photographed, it is immediately removed. All evidence of graffiti is constantly shared with the Anaheim Police.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	19.51	17.93	0	17.11	12.3	16.23
Expulsions	0.59	0.87	15.47	1.08	0.97	0.38

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: September 2011

Sycamore Junior High School opened in 1962. The 25 acre site includes 34 regular classrooms plus a large number of portable classroom and facilities. There are 13 labs which are designed for specific programs (i.e. computer lab, science lab, choral music room, etc.) The site also includes a cafeteria, a media center, a gym, and a variety of sports fields.

Maintenance and repair: Site and district maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service. Emergency repairs are given the highest priority.

Cleaning process and schedule: The district has adopted cleaning standards for all schools. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All classrooms and restrooms are cleaned daily and deep cleaning, waxing of floors and painting takes place during times when students are not in class. Students, parents, and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

The most recent site inspection was completed on September 1, 2011. Sycamore has passed all Williams reviews with 100% completion.

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[]	[]	[X]	Stained, missing and loose ceiling tiles in various rooms. Ripped projection screens in Rooms 49 and 62. Ripped carpet in Room 53. Administrative Assistant's Office has a loose phone line and needs paint touch-up. Missing baseboards in Room 26. Room 32 has three broken faucets. Holes by window in Attendance Office. Touch up paint needed in several rooms. Room number is missing in Room 6. Patch and paint ceiling and walls in Room 17A. Paint peeling around windows in Room 20. Ceiling in Boys' Locker Room needs plaster work.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[]	[X]	[]	Lights out in several rooms. Missing light difuser and switch in Room 47. Missing electrical plates in Rooms 50, 55, 62 and 78. Room 68 has two broken electrical plates. Two broken light difusers in Assistant Principal's Office and missing light difuser in Work Room by Rooms 29-35. Loose electrical from ceiling in Room 29.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	Men's Faculty Restroom has holes in wall and paint is needed around vent. Graffiti on mirror in Girls' Restroom by Room 46. Faucets in Boys' & Girls' Restrooms by Rooms 20-28 are not working.
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	Repair fire alarm on outside of gym on Girls' side.
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	[]	Several windows with graffiti in various rooms. Door in Room 43 is leaking oil. Door and door jamb in Attendance Office needs patching and painting . Graffiti on door in Room 5. Ramps between rooms 17-24 need painting.
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	75	102	79	1291.7
Without Full Credential	2	0	0	0
Teaching Outside Subject Area of Competence	2	7	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments	7	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

"Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	205	401
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0.5	---
Library Media Services Staff (paraprofessional)	1	---
Psychologist	0.8	---
Social Worker	0	---
Nurse	0.16	---
Speech/Language/Hearing Specialist	0.9	---
Resource Specialist (non-teaching)	0	---
Other	0	---

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

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

This information was collected in October 2009.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English language arts textbooks were adopted in 2008-09. There is one textbook available per student.	Yes	0
Mathematics	Mathematics textbooks were adopted in 2007-08. Course appropriate, standards-based textbooks were chosen for each mathematics course. There is one textbook available per student.	Yes	0
Science	Science textbooks were adopted in 2006-07. There is one textbook available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	Yes	0
Foreign Language	Foreign language textbooks were adopted in 2003-04. There is one textbook available per student.	Yes	0
Health	Health textbooks were adopted in 2004-05. There is one textbook available per student.	Yes	0

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9,920	\$3,893	\$6,027	\$80,922
District	---	---	\$5,564	\$81,859
Percent Difference: School Site and District	---	---	8.3	-1.1
State	---	---	\$5,455	\$70,570
Percent Difference: School Site and State	---	---	10.5	14.7

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.
Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Sycamore JHS is fortunate to receive categorical funding from the state and federal government. Spending of categorical funds is prioritized to meet the goals of our Single School Plan. We offer a variety of supplementary services before and after school. Homework club and Academics First program are some examples of support services for students that are struggling academically. Supplemental Educational Services is also a program offered to our students that wish to receive tutoring from outside agencies at no-cost to the student. Sycamore JHS offers before and after school sports programs as well as other teacher sponsored positive activities.

In addition, Sycamore Junior High School offers students a variety of opportunities and programs to enhance achievement and provide connection with the Sycamore community.

Quality Education Investment Act (QEIA)

- Decrease class size 25:1
- Provide professional development
- Violence Prevention Grant
- Focus on female students at risk of gang activity
- Provide collaboration with multiple agencies
- Violence prevention curriculum delivered as intervention

Response to Intervention (RtI)

Sycamore provides a comprehensive Response to Intervention system. The staff, through its corrective action plan has made a concerted effort to early intervention and data driven decision making. In response to the philosophical shift, Sycamore has created a system that coordinates, utilizes and creates resources that systematically provides interventions to individuals based on demonstrated need. Sycamore JHS has adopted a "Failure is not an option" mentality that is eager to seek and serve all that attend. The following is a brief description of Sycamore's tiered model of interventions.

Tier 1 Identification

Student support within classroom based on student need
 Teacher collaborates with grade level team to resolve student needs as problem persists. Document strategies used and results of in class supports on RtI Form.
 If problem persists, teacher seeks more input from relevant staff and new strategies are created. Document strategies used and results of in class supports on RtI Form.
 Instructional Support Team meeting (Tier 2) is scheduled if student has not responded positively to strategies.
 Tier 1 Interventions

Academics First Program

At-Risk Counseling

Parent Conferences

Homework Club

Morning Sports

Weekly Progress Reports

Progress monitored by Classroom Teachers

Tier 2 Intervention- Students placed in Intervention classes for ELA and Math based on district and site criteria

Students receive support classes to address academic or behavioral needs.

Student's progress is monitored with relevant formative assessments and data analyzed.

Students that do not respond positively to intervention will be referred to the DAART team for next steps.

Tier 3 Interventions

Students receive modified curriculum based on academic needs

Placement in intensive behavior program

Discipline, Academic, Attendance Review Team (DAART) Meetings

Discipline, Academic, and Attendance Review Team that consists of Principal, AP's, Counselors, Psychologist, RtI Coordinator, Title 1 Coordinator, Community Liaison, and appropriate personnel.

Weekly meetings to review academic, attendance and discipline records

Team makes recommendation for next step- i.e. Special Education, Revise Plan, Discipline Contract, Refer to Outside Agency (mental health)

Peer Assisted Leadership (PAL)

PAL is an elective class open to both 7th and 8th grade students. PAL students are involved in the following services:

New Student Escort: The PALS job is to make new students feel comfortable on their 1st day at Sycamore; give them a tour of the school and take them to and pick them up from each class

Peer Assistance: PAL students are trained to have a one-on-one discussion of problems/feelings students may be having; students will listen and help the fellow student through a decision making process to find a good solution

Conflict Mediation: a mediation or conflict management is used when students are having problems with one or more individuals. PAL students are trained to mediate the conflict and help solve it in a positive way, instead of fighting.

Community Service: Santa Claus letters for 1st graders at feeder elementary schools, Christmas shopping for less fortunate families, Red Ribbon Week assemblies for elementary schools, community service each semester. At Sycamore, Red Ribbon Week includes activities, such as, door decorating, school decorating and a bookmark contest.

School Service: lunch clean up; birthday cards and pencils to all Sycamore students; selling of drinks, pizza, baked goods, and other things at the dances, selling holiday grams to students; activities during Red Ribbon Week, including, posters, decorating school with red ribbons, wearing anti-drug/tobacco signs and sponsoring a bookmark contest; and Great American Smoke-out, in which students paint their faces black and white to signify healthy vs. bad lungs, life vs. death and wear tobacco fact signs

Class Activities: trust activities, communication skills, learn skills to help students cope and handle problems in life, and much more.

Advancement Via Individual Determination (AVID)

Sycamore Junior High School has adopted the goal of creating a school-wide "college going culture" through the growth and promotion of its AVID program. Sycamore started using the AVID program in the fall of 2001-02 with one 7th grade class and one 8th grade class. For the 2010-2011 school year, there are four 7th grade AVID classes with 20-25 active participants per class, and four 8th grade AVID classes with 25 or more active participants per class.

AVID, an acronym for "Advancement Via Individual Determination" is a program developed to help students with high academic potential who may not, for one reason or another, be reaching their potential. AVID helps prepare these students for entrance to colleges and universities. Through the AVID program, students are enrolled in more rigorous academic courses than might otherwise be offered. The 8th grade AVID students are all in 8th grade Honors English classes with the AVID Coordinator, Mrs. Heather Guerrero. In this way, students are supported twice throughout the day, through their ELA class and AVID. This ensures that there is a strong report with students and the AVID program, and that the writing for these students is rigorous and helps build for later academic success.

Students are exposed to universities and multicultural settings outside of their classrooms through college fieldtrips and multicultural fieldtrips. The average AVID student will have seen most or all of the UC and Cal State colleges by the time they graduate if they have been in the AVID program for 6 years. It is the hope of the AVID teachers that students will already have an idea of colleges they want to attend before the start of their junior year. Special career and college projects in 7th and 8th grade help reinforce the in-depth learning of what it takes to go to college and classes required for a career of interest.

Students in AVID at Sycamore will have their 6 year plans created and in place before the start of high school. The junior high counselors start working with students in the fall of their 7th grade year to put these plans in place, and help students think of their college-bound high school schedule. By the time of registration for 9th grade, AVID students know what they need to take, are signing up for summer enrichment courses, and have been able to fit Spanish, Music, ASB or other leadership courses into their schedule as well; thus, creating a new, strong group of leaders from the start of high school.

Approximately 90% of AVID graduates applied to a four year college, and over 78% of AVID students are accepted. Additionally, 51% of 8th graders are taking Algebra compared to the National average of 22%. As Anaheim High School's drop out rate is remaining at a plateau, AVID is working to bridge the gap, and create an increase in high school graduation rates. Studies show that students who are in AVID are less likely to drop out, and more likely (than any other group of classmates) to be college-ready in their course loads. (See www.avidonline.org and Jessica Ohanian (AVID Coordinator at Anaheim) for more information.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,665	\$42,954
Mid-Range Teacher Salary	\$86,735	\$69,905
Highest Teacher Salary	\$99,631	\$89,464
Average Principal Salary (Middle)	\$126,447	\$121,722
Average Principal Salary (High)	\$139,351	\$128,348
Superintendent Salary	\$237,300	\$205,119
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	4%	5%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	30	33	36	44	48	49	49	52	54
Mathematics	25	28	32	28	31	35	46	48	50
Science	60	61	71	51	53	58	50	54	57
History-Social Science	29	35	39	43	46	49	41	44	48

* Scores are not shown 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	49	35	58	49
All Student at the School	36	32	71	39
Male	34	31	75	44
Female	38	34	66	35
Black or African American	44	31	0	0
American Indian or Alaska Native	0	0	0	0
Asian	65	55	92	75
Filipino	72	61	91	64
Hispanic or Latino	33	24	70	38
Native Hawaiian/Pacific Islander	0	0	0	0
White	38	42	71	46
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	35	32	70	39
English Learners	0	5	18	0
Students with Disabilities	12	9	29	8
Students Receiving Migrant Education Services				

* Scores are not shown 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.

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	22.1	24.3	27.9

* Scores are not shown 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	2	2	3
Similar Schools	6	5	5

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	12	25	22
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	12	23	20
Native Hawaiian/Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged	18	25	23
English Learners	19	42	
Students with Disabilities	-8	30	13

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,524	723	26,483	762	4,683,676	778
Black or African American	15	750	830	735	317,856	696
American Indian or Alaska Native	2		85	771	33,774	733
Asian	18	900	3,319	914	398,869	898
Filipino	16	842	1,126	865	123,245	859
Hispanic or Latino	827	714	15,806	714	2,406,749	729
Native Hawaiian/Pacific Islander	6		254	759	26,953	764
White	639	728	5,019	799	1,258,831	845
Two or More Races	0		9		76,766	836
Socioeconomically Disadvantaged	1,413	719	17,241	723	2,731,843	726
English Learners	78		2,532		1,521,844	707
Students with Disabilities	153	459	2,500	501	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	12
Percent of Schools Currently in Program Improvement	---	57.1

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their knowledge and instructional skills. Beginning Teacher Support and Assessment (BTSA) programs, district workshops, and professional conferences are opportunities for professional development. The District continues to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize student formative and summative assessment results in order to target instruction to better meet the individual needs of students. Professional Learning Community (PLC) model is followed at Sycamore JHS. Grade level teams meet regularly during common prep periods. Grade level teams also participate in release days to review and analyze student achievement data as well as refine and adjust curriculum pacing guides. Classified staff members have many opportunities to participate in training designed to enhance their effectiveness with students. All district staff members are supported in their efforts to be considered highly qualified under NCLB.