

School Accountability Report Card Reported for School Year 2005-06 *Published During 2006-07*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

| School | | District | |
|-------------------------|------------------------|-----------------------|-------------------------|
| School Name | Sycamore Junior High | District Name | Anaheim Union High |
| 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 | Joseph M. Farley, Ed.D. |
| Principal | Manuel Colon | E-mail Address | Farley_j@auhsd.us |
| E-mail Address | Colon_m@auhsd.us | --- | --- |

School Description and Mission Statement

This section provides information about the school's goals and programs.

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.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

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

This table displays the number of students enrolled in each grade level at the school.

| Grade Level | Number of Students | Grade Level | Number of Students |
|--------------|--------------------|-------------------------|--------------------|
| Kindergarten | 0 | Grade 8 | 981 |
| Grade 1 | 0 | Ungraded Elementary | 0 |
| Grade 2 | 0 | Grade 9 | 0 |
| Grade 3 | 0 | Grade 10 | 0 |
| Grade 4 | 0 | Grade 11 | 0 |
| Grade 5 | 0 | Grade 12 | 0 |
| Grade 6 | 0 | Ungraded Secondary | 0 |
| Grade 7 | 905 | Total Enrollment | 1886 |

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| African American | 1.6 | White (not Hispanic) | 4.4 |
| American Indian or Alaska Native | 0.4 | Multiple or No Response | 0.0 |
| Asian | 1.0 | Socioeconomically Disadvantaged | 80.4 |
| Filipino | 0.7 | English Learners | 53.0 |
| Hispanic or Latino | 91.6 | Students with Disabilities | 11.0 |
| Pacific Islander | 0.3 | --- | --- |

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

| Subject | 2003-04 | | | | 2004-05 | | | | 2005-06 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | 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 | 27.2 | 31 | 63 | 26 | 25.7 | 45 | 72 | 16 | 29.2 | 13 | 76 | 34 |
| Mathematics | 31.4 | 3 | 33 | 29 | 30.0 | 9 | 31 | 25 | 30.7 | 11 | 29 | 35 |
| Science | 30.8 | 6 | 24 | 22 | 29.0 | 5 | 33 | 19 | 33.1 | 3 | 15 | 39 |
| Social Science | 29.0 | 6 | 26 | 15 | 29.1 | 7 | 43 | 19 | 31.1 | 6 | 31 | 26 |

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety 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 January, 2005. The plan was discussed with staff during September/October, 2005.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

There are many opportunities for Sycamore students to participate in a variety of programs, including: Schoolwide community service program, Character-in-Action program, GATE/Honors classes, Advanced performing arts classes, PAL, ITE program in metal and wood, AVID, large intramural sports/activities program, Save-a-Youth Program, multimedia/web design classes and journalism. Our mission is to provide a positive learning environment where students have a variety of activities available that meet their diverse needs. We believe that keeping students engaged in positive activities will decrease the need for disciplinary action. Sycamore JHS takes pride in the implementation of a Response to Intervention program that targets students when the need arises. Our established discipline committee also meets on a regular basis to address any current discipline related issue. Students at Sycamore are required to wear a uniform composed of tan pants and a red, black, or white polo shirt.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

| Rate | School | | | District | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2003-04 | 2004-05 | 2005-06 | 2003-04 | 2004-05 | 2005-06 |
| Suspensions | 28% | 31% | 0.22% | 12% | 15% | 0.17% |
| Expulsions | .7% | .5% | 0.011% | .6% | .6% | 0.007% |

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Sycamore Junior High School opened in 1962. The 25 acre site includes 47 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.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

| Item Inspected | Facility in Good Repair | Repair Needed and Action Taken or Planned |
|-------------------------------------------------|-------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| Gas Leaks | <input checked="" type="checkbox"/> | |
| Mechanical Systems | <input checked="" type="checkbox"/> | |
| Windows/Doors/Gates (interior and exterior) | <input checked="" type="checkbox"/> | |
| Interior Surfaces (walls, floors, and ceilings) | <input type="checkbox"/> | Water damaged or missing ceiling tiles in several rooms. Damaged floor tiles in several rooms. Work orders issued. |
| Hazardous Materials (interior and exterior) | <input checked="" type="checkbox"/> | |
| Structural Damage | <input type="checkbox"/> | Wood rot to building exterior at the front of the school. Work order issued. |
| Fire Safety | <input type="checkbox"/> | Room 17 fire extinguisher missing. Work order issued. |
| Electrical (interior and exterior) | <input type="checkbox"/> | Outlet cover plate missing in room 67. Work order issued. |
| Pest/Vermin Infestation | <input checked="" type="checkbox"/> | |
| Drinking Fountains (inside and outside) | <input type="checkbox"/> | Missing handle to drinking fountain in boys locker room. Work order issued. |
| Restrooms | <input type="checkbox"/> | Low water pressure to a sink near room 12. A missing stall door. Some restrooms locked. Work orders issued. |
| Sewer | <input checked="" type="checkbox"/> | |
| Playground/School Grounds | <input checked="" type="checkbox"/> | |
| Other | <input type="checkbox"/> | |

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

| Teachers | School | | | District |
|----------------------------------------------------|---------|---------|---------|----------|
| | 2003-04 | 2004-05 | 2005-06 | 2005-06 |
| With Full Credential | 70 | 75 | 76 | 1271 |
| Without Full Credential | 4 | 5 | 6 | 53 |
| Teaching Outside Subject Area of Competence | 2 | 4 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

| Indicator | 2004-05 | 2005-06 | 2006-07 |
|-------------------------------------------------------|---------|---------|---------|
| Misassignments of Teachers of English Learners | --- | 0 | 0 |
| Total Teacher Misassignments | --- | 5 | 8 |
| Vacant Teacher Positions | --- | 0 | 0 |

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|-----------------------------------------|----------------------------------------------|---------------------------------------|
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| This School | 83.4 | 16.6 |
| All Schools in District | 85.0 | 15.0 |
| High-Poverty Schools in District | 84.0 | 16.0 |
| Low-Poverty Schools in District | 84.0 | 16.0 |

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

The Human Resources Department in the AUHSD uses thorough screening/hiring practices to maintain a qualified pool of substitute teachers. When a teacher is absent, substitutes use prepared lessons to ensure ongoing instruction for students. Teacher requests for preferred substitutes are honored whenever possible. Teachers are expected to leave detailed lesson plans for substituting teachers, and substitutes are required to leave information regarding the day and the progress made on the lesson plan.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

Teachers are evaluated on a regular basis in accordance with the California Education Code and pursuant to the contract between the District and the Anaheim Secondary Teachers Association. Tenured teachers are evaluated once every two years. Temporary and probationary teachers are evaluated once each year.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|-------------------------------------------------|----------------------------------|---------------------------------------------------|
| Academic Counselor | 2.0 | 943.0 |
| Library Media Teacher (Librarian) | | -- |
| Library Media Services Staff (paraprofessional) | | -- |
| Psychologist | | -- |
| Social Worker | | -- |
| Nurse | | -- |
| Speech/Language/Hearing Specialist | | -- |
| Resource Specialist (non-teaching) | | -- |
| Other | | -- |

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

| Core Curriculum Area | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Reading/Language Arts | Per the California Department of Education schedule, all textbooks are replaced every seven years. Reading/Language Arts materials were adopted in 2003-04. There is one textbook available per student. | 0 |
| Mathematics | Mathematics textbooks were adopted in 2002-03. Course appropriate, standards-based textbooks were chosen for each mathematics course. There is one textbook available per student. | 0 |
| Science | Science textbooks were adopted in 2001-02. There is one textbook available per student. School staff will begin the selection process for new standards-based texts in 2006-07. | 0 |
| History-Social Science | History/Social science textbooks were adopted in 2005-06. There is one textbook available per student. | 0 |
| Foreign Language | Foreign language textbooks were adopted in 2003-04. There is one textbook available per student | 0 |
| Health | Health textbooks were adopted in 2003-04. There is one textbook available per student. | 0 |
| Science Laboratory Equipment (grades 9-12) | NA | NA |

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|-----------------------------------------------|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School Site | \$7447 | \$2826 | \$4621 | \$62,950 |
| District | --- | --- | \$4763 | \$67,329 |
| Percent Difference – School Site and District | --- | --- | -3.0% | -6.5% |
| State | --- | --- | \$4,743 | \$60,037 |
| Percent Difference – School Site and State | --- | --- | -2.6% | +4.9% |

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

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, Saturday math academy, and departmental daily tutoring 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 such as guitar club, jewelry making, scrap booking, and book club. Sycamore JHS has also expanded its counseling department to provide additional academic counseling.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

| Category | District Amount | State Average For Districts In Same Category |
|-----------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary | \$40,986 | \$37,671 |
| Mid-Range Teacher Salary | \$74,580 | \$63,121 |
| Highest Teacher Salary | \$85,668 | \$78,630 |
| Average Principal Salary (Elementary) | | |
| Average Principal Salary (Middle) | \$109,312 | \$101,801 |
| Average Principal Salary (High) | \$117,392 | \$111,909 |
| Superintendent Salary | \$180,350 | \$163,061 |
| Percent of Budget for Teacher Salaries | 40.5 | 37.8 |
| Percent of Budget for Administrative Salaries | 4.2 | 5.2 |

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

| Subject | School | | | District | | | State | | |
|------------------------|--------|------|------|----------|------|------|-------|------|------|
| | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 |
| English-Language Arts | 15 | 21 | 21 | 32 | 38 | 39 | 36 | 40 | 42 |
| Mathematics | 19 | 23 | 23 | 29 | 34 | 36 | 34 | 38 | 40 |
| Science | | | 21 | 36 | 41 | 39 | 25 | 27 | 35 |
| History-Social Science | 12 | 17 | 15 | 29 | 34 | 36 | 29 | 32 | 33 |

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|-----------------------------------------------|-------------------------------------------------------|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| African American | 20 | 24 | 8 | 8 |
| American Indian or Alaska Native | * | * | * | * |
| Asian | 52 | 57 | * | * |
| Filipino | 31 | 31 | * | * |
| Hispanic or Latino | 20 | 23 | 20 | 14 |
| Pacific Islander | * | * | * | * |
| White (not Hispanic) | 35 | 24 | 35 | 30 |
| Male | 17 | 24 | 26 | 17 |
| Female | 25 | 23 | 15 | 13 |
| Economically Disadvantaged | 19 | 22 | 20 | 14 |
| English Learners | 5 | 9 | 9 | 4 |
| Students with Disabilities | 1 | 3 | 5 | 1 |
| Students Receiving Migrant Education Services | 0 | 13 | * | * |

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

| Subject | School | | | District | | | State | | |
|-------------|--------|------|------|----------|------|------|-------|------|------|
| | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 |
| Reading | 23 | 31 | 26 | 43 | 41 | 41 | 43 | 41 | 42 |
| Mathematics | 32 | 33 | 31 | 49 | 48 | 48 | 51 | 52 | 53 |

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

| Group | Percent of Students Scoring at or Above the National Average | |
|-----------------------------------------------|--------------------------------------------------------------|-------------|
| | Reading | Mathematics |
| African American | 42 | 33 |
| American Indian or Alaska Native | * | * |
| Asian | 75 | 92 |
| Filipino | * | * |
| Hispanic or Latino | 24 | 29 |
| Pacific Islander | * | * |
| White (not Hispanic) | 44 | 44 |
| Male | 19 | 30 |
| Female | 32 | 32 |
| Economically Disadvantaged | 23 | 29 |
| English Learners | 10 | 12 |
| Students with Disabilities | 3 | 7 |
| Students Receiving Migrant Education Services | 15 | 8 |

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

| Grade Level | Percent of Students Meeting Fitness Standards |
|-------------|-----------------------------------------------|
| 7 | 24.0 |

IX. Accountability

Academic Performance Index

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

API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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 | 2003-04 | 2004-05 | 2005-06 |
|-----------------|---------|---------|---------|
| Statewide | 2 | 1 | 2 |
| Similar Schools | 5 | 6 | 3 |

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

| Group | Actual API Change | | | API Score |
|----------------------------------|-------------------|---------|---------|-----------|
| | 2003-04 | 2004-05 | 2005-06 | 2006 |
| All Students at the School | -2 | 37 | 6 | 620 |
| African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | 0 | 40 | 6 | 613 |
| Pacific Islander | | | | |
| White (not Hispanic) | | | | |
| Socioeconomically Disadvantaged | -8 | 41 | 4 | 610 |
| English Learners | -- | -- | 7 | 599 |
| Students with Disabilities | -- | -- | 11 | 390 |

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Sycamore Junior High School does not participate in any state intervention or award programs.

Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in English-language arts (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 Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

| AYP Criteria | School | District |
|--------------------------------------------|--------|----------|
| Overall | No | Yes |
| Participation Rate - English-Language Arts | Yes | Yes |
| Participation Rate - Mathematics | Yes | Yes |
| Percent Proficient - English-Language Arts | No | Yes |
| Percent Proficient - Mathematics | No | Yes |
| API | Yes | Yes |
| Graduation Rate | N/A | Yes |

Federal Intervention Program

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 (English-language arts 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. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

| Indicator | School | District |
|-----------------------------------------------------|-----------|-----------|
| Program Improvement Status | In PI | Not In PI |
| First Year of Program Improvement | 2003-2004 | |
| Year in Program Improvement | Year 3 | |
| Number of Schools Currently in Program Improvement | --- | 5 |
| Percent of Schools Currently in Program Improvement | --- | 23.8 |

X. School Completion and Postsecondary Preparation

Not Applicable

XI. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

All students are placed in the best possible learning situation within the resources of the district. To accomplish this, instruction at each grade level is based on the Board adopted grade level standards. These district content and performance standards reflect the state guidelines in each content area. Instruction is also adapted to accommodate the varying interests and growth patterns of individual students and includes strategies for addressing academic deficiencies when needed. Students should be placed where a reasonable prognosis of success can be expected. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards and benchmarks of expected student learning achievement. It is the role of the site administrator to monitor instruction and student academic achievement. At Sycamore Junior High School, the current administrative team of one principal and two assistant principals work very hard at this responsibility. This team is evaluated annually by district administrative staff.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their knowledge and instructional skills. The Peer Assistance Review (PAR) and 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 assessment results in order to target instruction to better meet the individual needs of students. 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.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

| Grade Level | Instructional Minutes | |
|-------------|-----------------------|-------------------|
| | Offered | State Requirement |
| 7 | 61,980 | 54,000 |
| 8 | 61,980 | 54,000 |

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

The Sycamore Junior High School staff have scheduled six minimum days and six late start days for this school year. A minimum day offers 240 minutes of instruction. Late start days have 290 minutes. The regular school day is 350 minutes long.