

# School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

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	
<b>School Name</b>	Sycamore Junior High School	<b>District Name</b>	Anaheim Union High School District
<b>Street</b>	1801 East Sycamore St.	<b>Phone Number</b>	714-999-3502
<b>City, State, Zip</b>	Anaheim, CA 92805-3486	<b>Web Site</b>	Auhsd.k12.ca.us
<b>Phone Number</b>	714-999-3616	<b>Superintendent</b>	Joseph M. Farley, Ed.D.
<b>Principal</b>	Manuel Colon	<b>E-mail Address</b>	Farley_j@auhsd.us
<b>E-mail Address</b>	Colon_m@auhsd.us	<b>CDS Code</b>	30664316058895

### 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 7	861
Grade 8	995
<b>Total Enrollment</b>	<b>1856</b>

## 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%	White (not Hispanic)	3.13%
American Indian or Alaska Native	0.11%	Multiple or No Response	3.18%
Asian	1.29%	Socioeconomically Disadvantaged	84%
Filipino	1%	English Learners	50%
Hispanic or Latino	90%	Students with Disabilities	10%
Pacific Islander	0.48%		

## 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	2004-05				2005-06				2006-07			
	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	25.7	45	72	16	29.2	13	76	34	27	24	70	23
Mathematics	30	9	31	25	30.7	11	29	35	30	12	50	23
Science	29	5	33	19	33.1	3	15	39	32		30	25
Social Science	29.1	7	44	19	31.2	6	31	27	31	1	37	25

## 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.

### 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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	28.2	11.6	7.8	13.6	6.1	6
Expulsions	0.4	1.1	0.3	0.5	0.6	0.9

## 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.

The most recent site inspection was completed on March 12, 2008.

### 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	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[ ]	[ ]	
Mechanical Systems	[X]	[ ]	[ ]	
Windows/Doors/Gates (interior and exterior)	[X]	[ ]	[ ]	
Interior Surfaces (walls, floors, and ceilings)	[ ]	[ ]	[X]	Several classrooms have stained ceiling tiles. Work orders issued.
Hazardous Materials (interior and exterior)	[X]	[ ]	[ ]	
Structural Damage	[X]	[ ]	[ ]	Dry rot to building exterior by classrooms 18 & 23. Work order issued.
Fire Safety	[X]	[ ]	[ ]	
Electrical (interior and exterior)	[X]	[ ]	[ ]	
Pest/Vermin Infestation	[X]	[ ]	[ ]	
Drinking Fountains (inside and outside)	[X]	[ ]	[ ]	
Restrooms	[X]	[ ]	[ ]	
Sewer	[X]	[ ]	[ ]	
Playground/School Grounds	[X]	[ ]	[ ]	Track area needs improvement to assist in drainage during rain events. Work order issued.
Roofs	[X]	[ ]	[ ]	
Overall Cleanliness	[X]	[ ]	[ ]	

### Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[ ]	[X]	[ ]	[ ]

## IV. Teachers

### Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

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.

### 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
	2004-05	2005-06	2006-07	2006-07
With Full Credential	75	76	80	1281
Without Full Credential	5	6	6	57
Teaching Outside Subject Area of Competence	4	0	8	N/A

### 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	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	8	0	5
Total Teacher Misassignments	18	8	17
Vacant Teacher Positions	0	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	87%	13%
All Schools in District	98%	2%
High-Poverty Schools in District	87%	13%
Low-Poverty Schools in District	99.1%	0.9%

## 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	3	618
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

## 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.

This information was collected in October 2007.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
<b>Reading/Language Arts</b>	Per the California Department of Education schedule, all textbooks are replaced every seven years. Reading/Language Arts materials were adopted in 2002-03. There is one textbook available per student.	0
<b>Mathematics</b>	Mathematics textbooks were adopted in 2001-02. Course appropriate, standards-based textbooks were chosen for each mathematics course. There is one textbook available per student. School staff will begin the selection process for new standards-based texts in 2007-08.	0
<b>Science</b>	Science textbooks were adopted in 2006-07. There is one textbook available per student.	0
<b>History-Social Science</b>	History/Social science textbooks were adopted in 2005-06. There is one textbook available per student.	0
<b>Foreign Language</b>	Foreign language textbooks were adopted in 2003-04. There is one textbook available per student.	0
<b>Health</b>	Health textbooks were adopted in 2004-05. There is one textbook available per student.	0
<b>Science Laboratory Equipment (grades 9-12)</b>	NA	NA

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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
<b>School Site</b>	\$8,386	\$3,416	\$4,970	\$69,163
<b>District</b>	---	---	\$5,135	\$70,578
<b>Percent Difference – School Site and District</b>	---	---	-3.2%	-1.1%
<b>State</b>	---	---	\$4,943	\$62,833
<b>Percent Difference – School Site and State</b>	---	---	0.5%	10.0%

### 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 2005-06)

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/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,035	\$39,456
Mid-Range Teacher Salary	\$78,309	\$66,091
Highest Teacher Salary	\$89,952	\$82,529
Average Principal Salary (Middle)	\$111,812	\$104,975
Average Principal Salary (High)	\$122,889	\$116,464
Superintendent Salary	\$216,000	\$171,138
Percent of Budget for Teacher Salaries	39.5%	37.4%
Percent of Budget for Administrative Salaries	4.1%	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, 9, 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: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

### 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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	21	21	22	38	39	41	40	42	43
Mathematics	23	23	16	34	36	32	38	40	40
Science		21	35	41	39	42	27	35	38
History-Social Science	17	15	15	34	36	36	32	33	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	25	21	46	21
American Indian or Alaska Native	*	*	*	*
Asian	38	42	83	58
Filipino	47	47	*	*
Hispanic or Latino	21	16	33	14
Pacific Islander	*	*	*	*
White (not Hispanic)	31	20	38	23
Male	16	17	36	15
Female	27	16	33	15
Economically Disadvantaged	20	15	34	14
English Learners	3	6	18	3
Students with Disabilities	2	3	9	3
Students Receiving Migrant Education Services	10	5	0	0

### 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: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

### 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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	31	26	26	41	41	40	41	42	42
Mathematics	33	31	32	48	48	48	52	53	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	*	*
American Indian or Alaska Native	*	*
Asian	36	36
Filipino	*	*
Hispanic or Latino	25	31
Pacific Islander	*	*
White (not Hispanic)	37	43
Male	23	32
Female	29	32
Economically Disadvantaged	25	30
English Learners	7	12
Students with Disabilities	1	6
Students Receiving Migrant Education Services	*	*

### 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/tq/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
7	32

## 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	2004-05	2005-06	2006-07
Statewide	1	2	2
Similar Schools	6	3	5

### 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
	2004-05	2005-06	2006-07	2007
All Students at the School	37	6	1	624
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	40	6	3	620
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	41	4	-1	613
English Learners	N/A	7	5	604
Students with Disabilities	N/A	11	38	435

### 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	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
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 4	
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	23.8