

School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

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 on the California Department of Education (CDE) SARC Web page 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

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions 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 2009-10)

This section provides the school's contact information.

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	Joseph M. Farley, Ed.D.
Principal	Manuel Colon	E-mail Address	Farley_j@auhsd.us
E-mail Address	Colon_m@auhsd.us	CDS Code	30664316058895

School Description and Mission Statement (School Year 2008-09)

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 Disney's new California Adventure and Downtown Disney, 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. In the Anaheim Union High School District, Sycamore Junior High School is one of the 8 junior high schools. 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. Total district enrollment in grades 7-12 is 33,732 in 2008. The population of the greater Anaheim community numbers approximately 400,000. The enrollment at Sycamore for 2009-2010 school year is 1607 students. Current staff is comprised of 87 teachers, 37 support staff, two counselors, three assistant principals and a principal.

The school colors are red, black and white. A total of 100% of the students volunteer to wear the school uniform, which consists of a polo shirts and khaki shorts, pants, or skirts. There are 1,446 students participating in the Free and Reduced Lunch Program number, or 90% of the student population.

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. Students earn 5 credits per class per semester for a total possible of 140 credits. A total of 120 credits and a minimum 2.0 Grade Point Average (GPA) are necessary for participation in the promotion activities.

Enrollment

Over the past four years, Sycamore's enrollment has shown a decline from approximately 1877 students in 2005-06 to 1607 in 2009-2010. 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 2008-09)

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 (School Year 2008-09)

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

Grade Level	Number of Students
Grade 7	834
Grade 8	871
Total Enrollment	1705

Student Enrollment by Group (School Year 2008-09)

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	0.70	White (not Hispanic)	2.11
American Indian or Alaska Native	0.35	Multiple or No Response	1.23
Asian	1.58	Socioeconomically Disadvantaged	84.00
Filipino	1.00	English Learners	43.00
Hispanic or Latino	92.79	Students with Disabilities	9.00
Pacific Islander	0.23		

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	2006-07				2007-08				2008-09			
	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	27.4	24	70	23	26.6	38	78	16	23.2	37	42	9
Mathematics	29.5	12	50	23	31	7	39	29	26.8	5	22	5
Science	31.9		30	25	30.5	3	37	18	34.0	1	8	33
Social Science	31.3	1	37	25	29.3	4	49	11	29.1	10	25	20

III. School Climate

School Safety Plan (School Year 2008-09)

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, 2009. The plan was discussed with staff during September/October, 2009.

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 two days a week. A live-on security resident lives in a mobile home on campus. This adult provides inspections of the campus during non-school hours and notifies the police and administration of any problem. He also gives the principal reports as to the condition of the campus on a daily basis. 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.

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 100% of 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

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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	7.8	8.8	19.2	6.0	6.6	16.7
Expulsions	0.3	0.5	0.6	0.9	0.9	1.1

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, 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 January 6, 2010.

School Facility Good Repair Status (School Year 2009-10)

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

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]	Several classrooms have stained ceiling tiles. Several floor tiles are missing in Room 30. Torn carpet in Rooms 40 and 42. Several missing floor and ceiling tiles in Cafeteria.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[]	[X]	[]	Light fixture not working in Room 6. Broken light diffuser and missing light switch in Assistant Principal's Office. Missing light diffuser in Room 23. Outside light fixture has fallen from wall in Girls' Locker Room A.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

V. 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 on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	80	84	75	1304
Without Full Credential	6	5	2	43
Teaching Outside Subject Area of Competence	8	0	2	---

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	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	5	2	1
Total Teacher Misassignments	17	2	7
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page 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	99.7	0.3
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	99.9	0.1

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

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	4	426
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)		---
Other		---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

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 2009.

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	English language arts textbooks were adopted in 2008-09. There is one textbook available per student.	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.	0
Science	Science textbooks were adopted in 2006-07. There is one textbook available per student.	0

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
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 2004-05. There is one textbook available per student.	0
Visual and Performing Arts		

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

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 can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <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	\$10,095	\$4,430	\$5,666	\$76,569
District	---	---	\$5,575	\$78,758
Percent Difference: School Site and District	---	---	1.6	-2.8
State	---	---	\$5,512	\$68,332
Percent Difference: School Site and State	---	---	14.6	12.1

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds 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.

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
- Gear-up Grant (Creating a college-going culture)
- Increase college going culture
- Provide Professional Development
- Provide college counseling
- Provide parent workshops
- Provide tutoring in English and Math
- 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 Sycamores tiered modeled 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 persist. 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
- Student Support Class
- Mandatory Support Class (8th period)
- Group Counseling
- At-Risk Counseling
- Parent Conferences
- Homework Club
- Morning Sports
- Weekly Progress Reports
- Progress monitored by Classroom Teachers

Tier 2 Intervention

- Students place in Intervention classes for ELA and Math
- based on district and site criteria
- Students receive modified curriculum that has been designed for below basic and far below basic students.
- Student's progress is monitored with relevant formative assessments and data analyzed.
- Student's that do not respond positively to intervention will be referred to the IST team for next steps.

Instructional Support Team Meetings (IST)

- Discipline, Academic, and Attendance Review Team consists of, Assistant Principal, Counselor, Psychologist, RtI Coordinator, Parent, student and appropriate personnel.
- Team makes recommendation for next step- Create Student Intervention Plan (SIP), Revise Plan, Discipline Contract, Refer to Outside Agency (mental health)

Tier 3 Interventions

- Instructional Support Team Meeting
- Data Analysis and Strengths/Weaknesses Determined
- Target an area of concern based on data
- Create Intervention Plan with measurable goal and timeline
- Provide Intervention
- Student is enrolled in an elective intervention course
- 9-18 weeks of intensive instruction
- Progress Monitored and charted every two weeks
- By Intervention teacher
- Mastery of basic skills
- Goal- Determine if student's ability learning

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)

The first program is called PAL or Conflict Resolution, and it is an elective class. Any 7th or 8th grader can take PAL. PAL students are here to help you if any problem comes up at school or at home. We would like to explain what the PAL or Conflict Resolution class is about. 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 2009-2010 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.

In cooperation with the AVID program, the Gear-Up Grant for 8th graders (class of 2014) provides Sycamore with college student tutors. In addition, we have been able to provide funding for 3 more college tutors who work to help AVID students 3 days a week during their AVID 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.

Along with these courses, they will have the AVID elective courses which will supply them with the skills they need to be successful in rigorous academic courses. AVID focuses on writing, inquiry, collaboration, and reading methodologies to help the students become independent and successful learners. Once the child is accepted into the program, this support will be available to him/her until high school graduation.

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 2007-08)

This table displays district salaries 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 based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,665	\$42,810
Mid-Range Teacher Salary	\$86,735	\$69,375
Highest Teacher Salary	\$99,631	\$89,104
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	\$129,393	\$120,314
Average Principal Salary (High)	\$146,174	\$126,901
Superintendent Salary	\$237,300	\$198,563
Percent of Budget for Teacher Salaries	40	37.3
Percent of Budget for Administrative Salaries	4.2	5.2

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs 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 ten through eleven. The CAPA includes ELA, 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 CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Standardized Testing and Reporting 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		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	22	27	30	41	43	44	43	46	50
Mathematics	16	30	25	32	30	28	40	43	46
Science	35	54	60	42	49	51	38	46	50
History-Social Science	15	21	29	36	38	43	33	36	41

Standardized Testing and Reporting 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	31	15	*	*
American Indian or Alaska Native	*	*	*	*
Asian	61	68	83	67
Filipino	50	60	*	*
Hispanic or Latino	29	24	59	28
Pacific Islander	*	*	*	*
White (not Hispanic)	25	20	61	26
Male	25	25	62	30
Female	34	25	57	28
Economically Disadvantaged	29	24	60	27
English Learners	6	9	28	4
Students with Disabilities	6	10	23	1
Students Receiving Migrant Education Services	18	9	*	*

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test 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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	22.8	24.2	26.7

X. 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 Academic Performance Index (API) Web page 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	2006	2007	2008
Statewide	2	2	2
Similar Schools	5	3	6

Academic Performance Index Growth 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			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	1	41	12	680
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	3	41	12	676
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	-1	40	18	674
English Learners	5	33	19	658
Students with Disabilities	38	2	-8	422

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 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) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

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	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2009-10)

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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

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 2
Number of Schools Currently in Program Improvement	---	8
Percent of Schools Currently in Program Improvement	---	36.4

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days 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. 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.

XII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92