

# Sycamore Junior High School

## School Accountability Report Card

### Reported Using Data from the 2012-13 School Year

### Published During 2013-14

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

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

## I. Data and Access

### 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## II. About This School

### Contact Information (School Year 2013-14)

School Contact Information	
School Name	Sycamore Junior High School
Street	1801 East Sycamore Street
City, State, Zip	Anaheim, CA 92805-3486
Phone Number	(714) 999-3616
Principal	Joseph Carmona
E-mail Address	carmona_jo@auhsd.us
CDS Code	30664316058895

District Contact Information	
District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Web Site	www.auhsd.us
Superintendent	Elizabeth I. Novack, Ph.D.
E-mail Address	webmaster@auhsd.k12.ca.us

### School Description and Mission Statement (School Year 2012-13)

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

#### Sycamore JHS Mission Statement:

Sycamore Junior High School's vision is to provide a rigorous academic environment where parents, teachers, counselors, administrators, and support staff nurture confident, self-directed learners who share a "we can" conviction. Through the use of technological advances, we can enhance open communication and engagement, as we prepare our students for future success in an ever-changing world.

#### The Sycamore Community:

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

#### Sycamore History:

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

#### Sycamore Today:

Sycamore Junior High is home to the Buccaneers. Sycamore Junior High School is one of the 8 junior high schools in the Anaheim Union High School District. The population of the greater Anaheim community numbers approximately 400,000. The enrollment at Sycamore for 2012-13 school year is 1486 students. Current staff is comprised of 71 teachers, 34 support staff, two and two-fifth counselors, two assistant principals and a principal. The school colors are red, black and white. Over 92% of the student population participates in the Free and Reduced Lunch program. Students attend a school year that is divided into two eighteen-week semesters. The standard class day is comprised of seven 47 minute period classes that meet five days per week. Due to its large student population, Sycamore transitioned to a double lunch period in 2004-05. Half of the campus has first lunch, classrooms 46-79 and PE, while the rest of campus, classrooms 1-45, have second lunch.

#### Enrollment:

Over the past years, Sycamore's enrollment has shown a decline from approximately 1877 students in 2005-06 to 1486 in 2012-13. 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 categorical funds, the Anaheim Union High School Foundation, and other district funds. Listed below are the activities that have been offered:

- \* Academics First Program (AFP)
- \* Homework Club
- \* Anaheim Achieves
- \* Student Clubs
- \* After School Sports

The intramural sports program is an 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 2012-13)

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

The staff at Sycamore Junior High School believes that every student's success is a result of excellent communication between the school and the child's parents/guardians. It is important that parents are given opportunities to learn about the academic program, so that they are in the best position to help their child. At Sycamore, we strive to create an environment in which parents feel welcome. Monthly parent meetings, Parent Welcome Night, 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 Association (PTA), School Site Council (SSC), and English Learner Advisory Committee (ELAC). Parents are integral members of our school community and we work hard to provide a comfortable learning environment for all students.

## III. Student Performance

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

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

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	36	40	38	49	54	52	54	56	55
Mathematics	32	36	36	35	37	35	49	50	50
Science	71	79	77	58	64	62	57	60	59
History-Social Science	39	41	42	49	51	50	48	49	49

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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	52	35	62	50
All Student at the School	38	36	77	42
Male	35	37	80	45
Female	42	36	75	39
Black or African American				
American Indian or Alaska Native				
Asian	47	67		
Filipino	80	80		
Hispanic or Latino	38	35	77	41
Native Hawaiian/Pacific Islander				
White	34	38		
Two or More Races	25	13		
Socioeconomically Disadvantaged	37	36	78	41
English Learners	12	14	49	11
Students with Disabilities	32	23	75	7
Students Receiving Migrant Education Services	25	13		

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.

### California Physical Fitness Test Results (School Year 2012-13)

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	18.3	25.2	18.2

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.

## IV. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API 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	2010	2011	2012
Statewide	3	3	3
Similar Schools	5	8	7

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

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	23	22	0
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	26	21	4
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	23	23	1
English Learners	-4	21	-35
Students with Disabilities	13	89	27

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

### Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,412	751	25,373	777	4,655,989	790
Black or African American	6		665	752	296,463	708
American Indian or Alaska Native	6		132	759	30,394	743
Asian	13	807	3,111	927	406,527	906
Filipino	13	957	1,030	882	121,054	867
Hispanic or Latino	1,332	750	16,371	734	2,438,951	744
Native Hawaiian/Pacific Islander	3		176	793	25,351	774
White	26	734	3,035	819	1,200,127	853
Two or More Races	13	662	853	804	125,025	824
Socioeconomically Disadvantaged	1,325	748	18,299	746	2,774,640	743
English Learners	860	684	10,907	685	1,482,316	721
Students with Disabilities	164	587	2,547	554	527,476	615

### Adequate Yearly Progress

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

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

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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

### Federal Intervention Program (School Year 2013-14)

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

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2008-2009
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	13
Percent of Schools Currently in Program Improvement	---	92.9

## V. School Climate

### Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 7	781
Grade 8	709
Total Enrollment	1,490

### Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0.5	White	2.2
American Indian or Alaska Native	0.5	Two or More Races	0.4
Asian	0.9	Socioeconomically Disadvantaged	92.6
Filipino	0.9	English Learners	70.2
Hispanic or Latino	94.1	Students with Disabilities	10.8
Native Hawaiian/Pacific Islander	0.4		

### Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	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	20	68	16	22.2	39	54	3	19	27	55	
Mathematics	25.2	12	60	3	22.7	30	46	2	20	50	31	
Science	29	4	47	13	25.2	15	45	5	24	13	48	
Social Science	27.8	4	50	7	23.8	22	40	3	21	36	35	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### School Safety Plan (School Year 2012-13)

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

The School Safety Plan is reviewed on annually. Input is gathered from the School Site Council, discipline committee and parents in order to determine any needed changes. The Sycamore Junior High School safety plan was last updated in May 2013. The plan was discussed with staff during May 2013.

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. Sycamore has two full time campus safety aides who not only supervise the campus between classes, but also help with supervision at lunch and before and after school. They work seven hours daily. In addition, we have a certificated teacher conducting on campus suspension five days a week. A campus supervision schedule is also utilized during school hours. Classroom teachers support with supervision before and after school and during passing periods.

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

**Suspensions and Expulsions**

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
<b>Suspensions</b>	16.23	6.91	16.77	9.85	4.55	
<b>Expulsions</b>	0.38	0.53	0.06	1.02	0.52	

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

**VI. School Facilities**

**School Facility Conditions and Planned Improvements (School Year 2013-14)**

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

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

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

Maintenance and Repair: Site and District maintenance staff ensure 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's Board of Trustees 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. Deep cleaning, including waxing of floors and painting, takes place during times when students are not in classes. Students, parents, and staff are encouraged to report any objectionable conditions via a uniform complaint procedure.

The most recent site inspection was completed on December 05, 2013. Sycamore has passed all Williams reviews with 100% completion.

**School Facility Good Repair Status (School Year 2013-14)**

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

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

<b>School Facility Good Repair Status (School Year 2013-14)</b>				
Year and month in which data were collected: December 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	Replace thermostat cover in Room 63. Vents are dirty in Room 74.
<b>Interior:</b> Interior Surfaces	[ ]	[ ]	[X]	Stained, missing and damaged ceiling tiles in various rooms. Carpet is ripped in Rooms 44, 65 and 67. Loose and torn wall panels in Rooms 2 and 5. Paint is needed over whiteboard in Room 2 and paint is peeling in Room 21. Wallpaper is damaged in several classrooms. Rusted sections of ceiling t-bars in Rooms 23 and 24. Replace drawer on desk table in Room 26. Repair cove base in Room 26. Repair water line to all sinks in Room 33. Leaky faucet in Mechanical Room. Handles on cabinets in Room 30 need replaced. Walls are cracked in several rooms. Floor tile of washroom in Room 29 needs replaced. Tile floor on work station area of Room 30 and tile floor in back of Room 31 needs replaced. Door frame between Weight Room and Boys' Locker Room needs replaced. Ceiling water damage in Mechanical Room over electrical boxes. Replaster cracked areas and cracked wall tile in shower areas of Girls' P.E. Clogged floor drains in Girls' P.E.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[ ]	[X]	Lights need to be replaced in various areas. Broken electrical cover plate in Room 69. Electrical plug needs repair and light difusers are broken in Assistant Principal's Office. Several electrical receptacles on east wall in Room 19 are not working. Reinstall light fixture in Room 29. Reattach internet connection in Rooms 30 and 34. Cracked electrical cover in Boys' P.E. portable.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	Mirror needs replaced and plaster needs to be repaired around toilet in Men's faculty restroom in Main Office. Cracked wall tiles and broken urinal in Boys' P.E. restroom. Interior water damage and floor tile in stall at last toilet in Girls' P.E. restroom needs replaced. Repair doors in shower and toilet areas of Boys' Coach's Office restroom.
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	Roof leak in Room 27 and Boys' P.E. Portable.

**School Facility Good Repair Status (School Year 2013-14)**  
 Year and month in which data were collected: December 2013

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	Etched windows in various classrooms. Several windows need to be sealed and have broken or missing window cranks in various classrooms. Mini blinds in Rooms 17, 18, 23 and 24 need replaced. Door and panic bar in Room 19 are sticking. Replace panic bar on door in Room 20. Bottom of frame to outside access door to Boys' P.E. is rotted. Door frame at bottom of door are rotted in Girls' P.E. shower area.

**Overall Facility Rate**

Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	[X]	[ ]	[ ]

## VII. Teachers

### Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
<b>With Full Credential</b>	79	78	80	80
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

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

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	99.8	0.2
<b>High-Poverty Schools in District</b>	99.8	0.2
<b>Low-Poverty Schools in District</b>	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## VIII. Support Staff

### Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.4	656
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	1	---
Social Worker	0	---
Nurse	0.16	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist	0	---
Other	0	---

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

## IX. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

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

**Year and month in which data were collected:** August 2009

All content subject areas utilize standards-aligned, State and District adopted textbooks and instructional materials. Teachers have input into the textbook selection process at the district-level through an established curriculum cycle. Teachers are given indepth training on the instructional materials and the ancillary materials that accompany the basic textbook material. Ancillary materials support both the language needs and the learning needs of students.

This information was collected in November 2012.

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	0

## X. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,113	\$2,888	\$5,225	\$94,423
District	---	---	\$5,824	\$83,851
Percent Difference: School Site and District	---	---	-10.3	12.6
State	---	---	\$5,537	\$71,584
Percent Difference: School Site and State	---	---	-5.6	31.9

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

**Basic/Unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

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

### Types of Services Funded (Fiscal Year 2012-13)

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

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

#### Quality Education Investment Act (QEIA)

Decrease class size 25:1

Provide professional development

#### Response to Intervention (RtI):

Sycamore provides a comprehensive Response to Intervention system. The staff 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. 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**

- Academics First Program
- At-Risk Counseling
- Parent Conferences
- Homework Club
- Progress monitored by Classroom Teachers

### **Tier 2 Intervention- Students place in Intervention classes for ELA based on district and site criteria**

- Students receive support classes to address academic or behavioral needs.
- Student's progress is monitored with relevant formative assessments and data analyzed.
- Student's that do not respond positively to intervention will be referred to the BAASE team for next steps.

### **Tier 3 Interventions**

- Students receive modified curriculum based on academic needs
- Placement in intensive behavior program

### **Discipline, Academic, Attendance Review Team (BAASE) Meetings**

Discipline, Academic, and Attendance Review Team that consists of Principal, AP's, Counselors, Psychologist, , Title 1 Coordinator, Community Liaison, and appropriate personnel meetings to review academic, attendance and discipline records

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

### **Peer Assisted Leadership (PAL)**

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

- New Student Escort: The PALS job is to make new students feel comfortable on their 1st day at Sycamore; give them a tour of the school and take them to and pick them up from each class
- Peer Assistance: PAL students are trained to have a one-on-one discussion of problems/feelings students may be having; students will listen and help the fellow student through a decision making process to find a good solution
- Conflict Mediation: A mediation or conflict management is used when students are having problems with one or more individuals. PAL students are trained to mediate the conflict and help solve it in a positive way, instead of fighting.
- Community Service: Winter Project for less fortunate families, Red Ribbon Week assemblies and activities, community service each semester. At Sycamore, Red Ribbon Week includes activities, such as, door decorating, school decorating and a bookmark contest.
- School Service: School clean up; 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 2013-2014 school year, there are two 7th grade AVID classes with 64 active participants, and two 8th grade AVID classes with 71 active participants.

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. This ensures that there is a strong report with students and the AVID program, and that the writing for these students is rigorous and helps build for later academic success.

Students are exposed to universities and multicultural settings outside of their classrooms through college field-trips and multicultural field-trips. 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. 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](http://www.avidonline.org))

**Teacher and Administrative Salaries (Fiscal Year 2011-12)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,407	\$42,865
Mid-Range Teacher Salary	\$86,266	\$69,484
Highest Teacher Salary	\$99,147	\$89,290
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$123,886	\$119,946
Average Principal Salary (High)	\$136,711	\$128,378
Superintendent Salary	\$244,008	\$202,664
Percent of Budget for Teacher Salaries	40.6%	36.8%
Percent of Budget for Administrative Salaries	4.0%	4.9%

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

**XI. Instructional Planning and Scheduling**

**Professional Development**

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

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

To provide a smooth transition to the Common Core State Standards (CCSS) adapted by the state of California, The District and school strive to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers participate in a variety of District in-services as well as professional development workshops and conferences to enhance their content knowledge and instructional skills. Classified staff members have many opportunities to participate in training designed to enhance their effectiveness with students.

The district partnered with the Irvine Math Project (IMP) to design hands-on, research-based professional development, standards-based curriculum guides and unit plans aligned to the Common Core Standards, providing a different approach for mathematics instruction. Math teachers participate in monthly trainings with IMP. Additionally, weekly late-start- days are embedded in the school schedule. During this professional development period, all teachers collaborate and learn to utilize students' assessment results in order to target instruction to better meet the individual needs of students.

All District staff members are supported in their efforts to deliver highly-effective lessons. 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.