

Sycamore Junior High School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

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. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

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
Web Site	www.auhsd.us/sycamore
CDS Code	30664316058895

District Contact Information	
District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Superintendent	Michael B. Matsuda
E-mail Address	webmaster@auhsd.us
Web Site	www.auhsd.us

School Description and Mission Statement (Most Recent Year)

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 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 2014-15 school year is 1406 students. Current staff is comprised of 64 teachers, 30 support staff, three 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 45 minute period classes that meet five days per week. Due to its large student population, Sycamore transitioned to a double lunch period. 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 1406 in 2014-15. 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.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 7	719
Grade 8	766
Total Enrollment	1,485

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.4
Asian	1.3
Filipino	0.6
Hispanic or Latino	93.3
Native Hawaiian or Pacific Islander	0.1
White	2.5
Two or More Races	0.3
Socioeconomically Disadvantaged	95.4
English Learners	29.8
Students with Disabilities	11.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	80	75	68	1327
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	2	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	2
Vacant Teacher Positions	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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	99.98	0.02
High-Poverty Schools in District	99.98	0.02
Low-Poverty Schools in District	100.00	0.00

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

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
Visual and Performing Arts	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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 October 15, 2014. Sycamore has passed all Williams reviews with 100% completion.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: October, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[X]	[]	Repair clocks in several rooms. Several lights are out in Room 1.
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 Facility Rating (Most Recent Year)

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	79	77	78	64	62	62	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	62
All Student at the School	78
Male	80
Female	75
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	78
Native Hawaiian or Pacific Islander	
White	76
Two or More Races	
Socioeconomically Disadvantaged	78
English Learners	47
Students with Disabilities	55
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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 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
History-Social Science	39	41	42	49	51	50	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	3	3	3
Similar Schools	8	7	7

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

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	40

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	25.6	23.9	13.6

Note: Percentages are not calculated 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

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, Parent Learning Walks, 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). To allow for an extended parental participation, Sycamore's administration initiated The Principal's Advisory Committee (PAC); this group is open to all parents and guardians of Sycamore students. Meetings are open forums and an opportunity for parents to speak freely and ask questions as they relate to their children's education and/or Sycamore Junior High School. Our community liaison works tirelessly to link the school with the community. Though The Buccaneer Parent Center, the community liaison organizes workshops that include but are not limited to: Computer Basics, Disciplina Positiva, Grip Parent Greeter Program. Parents an integral part of our school community and we work hard to provide meaningful parent engagement opportunities.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	3.5	11.6	7.6	3.2	5.8	5.4	5.7	5.1	4.4
Expulsions	0.0	0.1	0.0	0.0	0.2	0.1	0.1	0.1	0.1

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

School Safety Plan (Most Recent Year)

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 2014. The plan was discussed with staff during August 2014.

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. 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 walkies-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.

Sycamore is a PBIS (Positive Behavior Intervention and Supports) school. Sycamore’s school-wide PBIS is a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

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	---	14
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with “---” do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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	22.2	39	54	3	22	27	55		23	24	58	3
Mathematics	22.7	30	46	2	20	50	31		20	43	32	
Science	25.2	15	45	5	24	13	48		25	8	49	1
Social Science	23.8	22	40	3	21	36	35		24	16	44	1

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.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.4	619
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	1.5	---
Resource Specialist	0	---
Other	0	---

Note: Cells with "---" do not require data. 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$9,530	\$3,307	\$6,223	\$84,765
District	---	---	\$1,852	\$85,155
Percent Difference: School Site and District	---	---	236.0	-0.5
State	---	---	\$4,690	\$72,276
Percent Difference: School Site and State	---	---	32.7	17.3

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

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 27:1
Provide professional development.

Response to Intervention (RtI):

Sycamore continues to develop, implement, and monitor a comprehensive multi-tiered support system (MTSS) for identified students who need additional support. The staff has made a concerted effort to use student achievement data to identify gaps by subgroup and provide targeted academic interventions and enrichment resources for students. With a focus on "First, Best Instructional Practices," Sycamore's RTI system begins with engaging lesson plans, a focus on student literacy through reading, writing, and speaking across the curriculum. Full implementation of PBIS provides a strong Tier 1 foundation for student behavior in the classroom, on campus, and beyond. Strong community partnerships provide support for students throughout each tier of the MTSS.

The following is a brief description of Sycamore's tiered system of intervention and support.

- Tier 1 – Identification: First, best instruction through engaging lessons and focus on student literacy. Students receive support within classroom. Teachers collaborate with grade level team to resolve students' needs as problems arise. Teachers document strategies used and the results in class supports.
- Tier 1-Interventions: Sycamore JH offers a wide range of programs to support the needs of every student. These include: Homeroom, PBIS, Start on Time, Power Hour, Counselor Guidance Lessons, Parent Conferences, Homework Club Kindness Matters, GRIP, Tiger Woods Learning Center, Anaheim Achieves, and Positive Activities among others.
- Tier 2 Intervention: Students placed in intervention classes for ELA based on district and site criteria. They receive support classes to address academic or behavioral needs. Student's progress is monitored with relevant formative assessments and data analyzed. Some interventions used at Sycamore are: Parent conference with all teachers, Mission Organization, Time Management Training, Social Skills Lessons, Mentor Program, GRIP Curriculum, Bullying Intervention, Marijuana/Drug Intervention, SART/SARB, Project SAY, GRIP Girl's Club, Student's that do not respond positively to intervention will be referred to the EMT team for next steps.
- Tier 3 Interventions: Students receive intensive literacy support based on identified need such as: Placement in intensive behavior program (Academy), Learning Skills Class, Educational Monitoring Team (EMT) Meetings, Parent Supporting Parents Meetings, GRIP Strike Team, Community Service, On site social work/counseling services, Outside counseling/community services referral

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:

- 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)

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,150	\$42,957
Mid-Range Teacher Salary	\$85,797	\$69,613
Highest Teacher Salary	\$98,662	\$89,407
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$126,652	\$120,526
Average Principal Salary (High)	\$136,840	\$129,506
Superintendent Salary	\$243,016	\$207,044
Percent of Budget for Teacher Salaries	41	37
Percent of Budget for Administrative Salaries	4	5

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

Professional Development

Collaboration is fundamental in the implementation of the curriculum and standards. 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. Each teacher documents at least 40 hours of professional development.