Sycamore Junior High School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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/.

- 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/guardians and community members should contact the school principal or the district office.

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., 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.

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	Gary Brown
E-mail Address	brown_g@auhsd.us
Web Site	http://sycamore.auhsd.us/
Grades Served	7-8
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 to prepare students for a successful future as critical thinkers and problem solvers.

Sycamore Highlights:
Sycamore Junior High School is home to the Buccaneers. In 2015, Sycamore Junior High School received the Exemplary Program Award in Arts for its Visual and Performing Arts program, which the principal called "an integral part of the fabric and culture of the school." Sycamore's VAPA staff is extremely caring, and along with their instructional expertise, they are skilled at developing relationships with students, the principal added. "The caring and concern they show students allows them to push students to try and excel in areas they never considered. VAPA students become ambassadors for the school and community through their public performances and displays of excellence." Additionally, Sycamore earned a Gold Ribbon in 2015 for fully implementing the Common Core State Standards in mathematics over the last two school years. This implementation included addressing the new standards, as well as changing the philosophy of math instruction.

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.

Demographic Information:
Sycamore Junior High School, located in Anaheim, California, serves 1,422 students, in which 94% participate in the free and reduced meal program, 35% are English Learners, and 11.4% are Students With Disabilities (SWD). The demographic profile also indicates the following regarding student subgroups: 90% Hispanic, with the next largest subgroup being 3% White.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 7	717
Grade 8	691
Total Enrollment	1,408

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.2
Asian	1.2
Filipino	0.6
Hispanic or Latino	94.4
Native Hawaiian or Pacific Islander	0.2
White	2.3
Two or More Races	0.1
Socioeconomically Disadvantaged	95.6
English Learners	31.5
Students with Disabilities	10.6
Foster Youth	0.4

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	56	55	58	1242
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	2	0	27

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	2	0
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	98.7	1.3
High-Poverty Schools in District	98.6	1.4
Low-Poverty Schools in District	99.4	0.6

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 2015-16)

Year and month in which data were collected: August 2015

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 in-depth 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 October 2015.

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, Houghton Mifflin Harcourt-Collections, were adopted in 2014-15. There is one textbook available per student.	Yes	0
Mathematics	University of California, Irvine Mathematics Project curriculum and instructional materials were adopted in 2014-15. Additionally, mathematics textbooks, by Carnegie Learning, were adopted in 2014-15. Course appropriate, standards-aligned instructional materials have been selected for each mathematics course.	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 are adopted as needed by course. Several courses adopted new textbooks in 2013-14, and supplemental books continue to be adopted each year. The oldest textbooks used by some courses 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
Science Laboratory Equipment (grades 9-12)	NA		NA

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 September 24, 2015. 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: September 24, 2015				
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			Repair to faucet in Room 31.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Several lights replaced in Registration Office, Room 20 and in the Library.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Repair to sink in the Girls' Restroom by Room 20.
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)

Year and month in which data were collected: September 24, 2015				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	22	44	44
Mathematics	18	28	33

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.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	721	712	98.8	50	30	17	3
	8	691	669	96.8	42	35	22	1
Male	7		356	49.4	50	30	17	2
	8		340	49.2	49	32	19	0
Female	7		356	49.4	49	30	16	4
	8		329	47.6	35	37	26	2
Black or African American	7		5	0.7	--	--	--	--
	8		6	0.9	--	--	--	--
American Indian or Alaska Native	7		1	0.1	--	--	--	--
	8		2	0.3	--	--	--	--
Asian	7		6	0.8	--	--	--	--
	8		11	1.6	27	36	27	9
Filipino	7		4	0.6	--	--	--	--
	8		5	0.7	--	--	--	--
Hispanic or Latino	7		673	93.3	51	31	16	3
	8		629	91.0	42	34	22	1
Native Hawaiian or Pacific Islander	7		1	0.1	--	--	--	--
	8		2	0.3	--	--	--	--
White	7		19	2.6	32	5	37	26
	8		14	2.0	36	36	21	7
Two or More Races	7		3	0.4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	7		676	93.8	51	30	16	2
	8		632	91.5	43	34	22	1
English Learners	7		211	29.3	89	10	0	0
	8		171	24.7	86	12	1	0
Students with Disabilities	7		70	9.7	94	6	0	0
	8		65	9.4	80	18	0	0
Students Receiving Migrant Education Services	7		5	0.7	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	7	721	714	99.0	53	29	13	5
	8	691	671	97.1	54	27	13	6
Male	7		357	49.5	50	29	15	6
	8		342	49.5	58	25	11	5
Female	7		357	49.5	56	30	10	4
	8		329	47.6	50	29	16	6
Black or African American	7		5	0.7	--	--	--	--
	8		6	0.9	--	--	--	--
American Indian or Alaska Native	8		2	0.3	--	--	--	--
Asian	7		6	0.8	--	--	--	--
	8		11	1.6	36	36	9	18
Filipino	7		4	0.6	--	--	--	--
	8		5	0.7	--	--	--	--
Hispanic or Latino	7		676	93.8	54	29	12	4
	8		630	91.2	54	27	14	5
Native Hawaiian or Pacific Islander	7		1	0.1	--	--	--	--
	8		2	0.3	--	--	--	--
White	7		19	2.6	26	26	32	16
	8		15	2.2	53	20	13	7

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Two or More Races	7		3	0.4	--	--	--	--
Socioeconomically Disadvantaged	7		678	94.0	55	29	13	4
	8		635	91.9	54	27	14	5
English Learners	7		212	29.4	88	9	3	0
	8		173	25.0	89	9	1	1
Students with Disabilities	7		70	9.7	90	9	1	0
	8		66	9.6	89	8	0	0
Students Receiving Migrant Education Services	7		5	0.7	--	--	--	--
Foster Youth	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	77	77	57	61	61	56	59	60	56

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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	56
All Students at the School	57
Male	56
Female	58
Black or African American	--
American Indian or Alaska Native	--
Asian	63
Filipino	--
Hispanic or Latino	57
Native Hawaiian or Pacific Islander	--
White	81
Socioeconomically Disadvantaged	19
English Learners	22
Students with Disabilities	55
Foster Youth	--

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 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	20.80	20.90	16.60

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, Parent Leadership Academy 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 coffee with the principal; 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	11.60	7.58	7.40	5.79	5.42	5.36	5.07	4.36	3.80
Expulsions	0.13	0.00	0.00	0.20	0.13	0.02	0.13	0.10	0.09

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 2015. The plan was discussed with staff during August 2015

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 three 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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	No	Yes

Federal Intervention Program (School Year 2015-16)

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	N/A	14
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	27	55		23	24	58	3	23	25	42	5
Mathematics	20	50	31		20	43	32		23	19	35	7
Science	24	13	48		25	8	49	1	29	5	30	14
Social Science	21	36	35		24	16	44	1	25	15	36	4

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	474
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0.16	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values 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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$9,810	$3,157	$6,653	$89,878
District	N/A	N/A	$7,743	$88,375
Percent Difference: School Site and District	N/A	N/A	-14.1	1.7
State	N/A	N/A	$5,348	$74,908
Percent Difference: School Site and State	N/A	N/A	24.4	20.0

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

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.

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, Parents On a Mission, 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

Student Council (STUCO)
STUCO is an elective class open to both 7th and 8th grade students. STUCO students are involved in the following services:

• 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 2015-2016 school year, there are two 7th grade AVID classes with 77 active participants, and two 8th grade AVID classes with 75 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, STUCO 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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$48,618	$44,363
Mid-Range Teacher Salary	$88,470	$71,768
Highest Teacher Salary	$101,623	$92,368
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	$126,979	$121,276
Average Principal Salary (High)	$133,651	$133,673
Superintendent Salary	$245,000	$210,998
Percent of Budget for Teacher Salaries	41%	36%
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 (Most Recent Three Years)

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 California Approved State Standards , providing a different approach for mathematics instruction. Math teachers participate in workshop training 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.