

Sycamore Junior High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 and 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 and the county. 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 (School Year 2016-17)

| 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/ |
| 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 (School Year 2016-17)

Sycamore JHS Mission Statement:

We at Sycamore Junior High School, in collaboration with families and the community, prepare students in a nurturing, safe, and healthy learning environment, 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 (VAPA) 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, while developing skills and attitudes that will enable them to succeed educationally. Funding for these programs has come from a variety of sources including federal 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
- * GEAR UP
- * 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 1,435 students, in which 91% participate in the free and reduced meal program, and 34% are English Learners. The demographic profile also indicates the following regarding student subgroups: 95% Hispanic, 3% White, and 2% other.

Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 7 | 733 |
| Grade 8 | 702 |
| Total Enrollment | 1,435 |

Student Enrollment by Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.6 |
| American Indian or Alaska Native | 0.1 |
| Asian | 0.9 |
| Filipino | 0.5 |
| Hispanic or Latino | 95.3 |
| Native Hawaiian or Pacific Islander | 0.2 |
| White | 2.4 |
| Two or More Races | 0.1 |
| Socioeconomically Disadvantaged | 92.5 |
| English Learners | 34.2 |
| Students with Disabilities | 11.7 |
| 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 |
|--|---------|---------|---------|----------|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| With Full Credential | 55 | 58 | 57 | 1250 |
| Without Full Credential | 0 | 0 | 0 | 4 |
| Teaching Outside Subject Area of Competence (with full credential) | 2 | 0 | 5 | 59 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|--|----------|----------|----------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 2 | 0 | 5 |
| 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 2015-16)

| 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 | 98.0 | 2.0 |
| High-Poverty Schools in District | 98.2 | 1.8 |
| Low-Poverty Schools in District | 97.0 | 3.0 |

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: September 2016

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 September 2016.

| Subject | 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 2015-16, 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 August 23, 2016. 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 of the most recent FIT report: August 23, 2016 | | | | |
| 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 | | | Hole in wall by Room 29. Repair work is in progress. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| 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)

| Year and month of the most recent FIT report: August 23, 2016 | | | | |
|---|-----------|------|------|------|
| 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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|--------------------------------|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts/Literacy | 22 | 26 | 44 | 47 | 44 | 48 |
| Mathematics | 18 | 18 | 29 | 29 | 34 | 36 |

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 Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

| Student Group | Grade | Number of Students | | Percent of Students | |
|-------------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 7 | 711 | 701 | 98.6 | 22.1 |
| | 8 | 708 | 695 | 98.2 | 29.5 |
| Male | 7 | 359 | 352 | 98.0 | 17.7 |
| | 8 | 357 | 353 | 98.9 | 26.4 |
| Female | 7 | 352 | 349 | 99.2 | 26.4 |
| | 8 | 351 | 342 | 97.4 | 32.8 |
| Black or African American | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| American Indian or Alaska Native | 7 | -- | -- | -- | -- |
| Asian | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| Filipino | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| Hispanic or Latino | 7 | 678 | 669 | 98.7 | 21.0 |
| | 8 | 676 | 664 | 98.2 | 28.5 |
| Native Hawaiian or Pacific Islander | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |

| Student Group | Grade | Number of Students | | Percent of Students | |
|---|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| White | 7 | 16 | 16 | 100.0 | 37.5 |
| | 8 | 17 | 16 | 94.1 | 68.8 |
| Two or More Races | 8 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 7 | 656 | 647 | 98.6 | 21.2 |
| | 8 | 653 | 642 | 98.3 | 28.5 |
| English Learners | 7 | 250 | 245 | 98.0 | |
| | 8 | 201 | 194 | 96.5 | 2.1 |
| Students with Disabilities | 7 | 89 | 87 | 97.8 | 1.1 |
| | 8 | 70 | 69 | 98.6 | |
| Students Receiving Migrant Education Services | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| Foster Youth | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

| Student Group | Grade | Number of Students | | Percent of Students | |
|----------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 7 | 711 | 697 | 98.0 | 16.8 |
| | 8 | 708 | 693 | 97.9 | 18.6 |
| Male | 7 | 359 | 349 | 97.2 | 16.3 |
| | 8 | 357 | 352 | 98.6 | 18.8 |
| Female | 7 | 352 | 348 | 98.9 | 17.3 |
| | 8 | 351 | 341 | 97.2 | 18.5 |
| Black or African American | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| American Indian or Alaska Native | 7 | -- | -- | -- | -- |
| Asian | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| Filipino | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |

| Student Group | Grade | Number of Students | | Percent of Students | |
|---|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| Hispanic or Latino | 7 | 678 | 665 | 98.1 | 16.0 |
| | 8 | 676 | 662 | 97.9 | 17.6 |
| Native Hawaiian or Pacific Islander | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| White | 7 | 16 | 16 | 100.0 | 31.3 |
| | 8 | 17 | 16 | 94.1 | 50.0 |
| Two or More Races | 8 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 7 | 656 | 644 | 98.2 | 15.9 |
| | 8 | 653 | 641 | 98.2 | 17.0 |
| English Learners | 7 | 250 | 243 | 97.2 | 0.8 |
| | 8 | 201 | 194 | 96.5 | 2.1 |
| Students with Disabilities | 7 | 89 | 87 | 97.8 | 3.5 |
| | 8 | 70 | 69 | 98.6 | 1.5 |
| Students Receiving Migrant Education Services | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| Foster Youth | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Science for All Students

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|--------------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 77 | 57 | 43 | 61 | 56 | 51 | 60 | 56 | 54 |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

| Student Group | Total Enrollment | # of Students with Valid Scores | % of Students with Valid Scores | % of Students Proficient or Advanced |
|---------------------------------|------------------|---------------------------------|---------------------------------|--------------------------------------|
| All Students | 709 | 693 | 97.7 | 43.0 |
| Male | 358 | 351 | 98.0 | 46.7 |
| Female | 351 | 342 | 97.4 | 39.2 |
| Hispanic or Latino | 677 | 662 | 97.8 | 41.7 |
| White | 17 | 16 | 94.1 | 81.3 |
| Socioeconomically Disadvantaged | 654 | 641 | 98.0 | 42.6 |
| English Learners | 202 | 193 | 95.5 | 9.8 |
| Students with Disabilities | 70 | 68 | 97.1 | 22.1 |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 7 | 21.2 | 23.7 | 20 |

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 (School Year 2016-17)

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 Junior High School 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 activity 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 Family and Community Engagement Specialist works tirelessly to link the school with the community. Though The Buccaneer Parent Center, the Family and Community Engagement Specialist organizes workshops that include, but are not limited to: Computer Basics, Disciplina Positiva, and Grip Parent Greeter Program. Parents are an integral part of our school community!

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 | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 7.6 | 7.4 | 13.4 | 5.4 | 5.4 | 5.6 | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2016-17)

School Safety Plans are reviewed and updated on an annual basis. Input is gathered from staff, students and community resource groups along with the School Site Council in order to determine any needed changes. The Sycamore Junior High School Safety Plan is implemented by staff members. No less than four safety/evacuation drills are conducted throughout the school year. Students, teachers, and other faculty members are required to participate in these drills.

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 Behavioral Interventions 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. Sycamore JHS received the Gold Award Statewide Recognition for implementing PBIS with fidelity to the national framework.

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.

Federal Intervention Program (School Year 2016-17)

| 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 | 13 |
| 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 | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | 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 | 23 | 24 | 58 | 3 | 23 | 25 | 42 | 5 | 23 | 25 | 42 | 5 |
| Mathematics | 20 | 43 | 32 | | 23 | 19 | 35 | 7 | 23 | 19 | 35 | 7 |
| Science | 25 | 8 | 49 | 1 | 29 | 5 | 30 | 14 | 29 | 5 | 30 | 14 |
| Social Science | 24 | 16 | 44 | 1 | 25 | 15 | 36 | 4 | 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 2015-16)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 3 | 466 |
| Counselor (Social/Behavioral or Career Development) | 0 | N/A |
| Library Media Teacher (Librarian) | 0.05 | N/A |
| Library Media Services Staff (Paraprofessional) | 1 | N/A |
| Psychologist | 1 | N/A |
| Social Worker | 0.05 | 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 2014-15)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$11,048 | \$3,513 | \$7,535 | \$93,393 |
| District | N/A | N/A | \$8,344 | \$90,749 |
| Percent Difference: School Site and District | N/A | N/A | -9.7 | 2.9 |
| State | N/A | N/A | \$5,677 | \$77,824 |
| Percent Difference: School Site and State | N/A | N/A | 32.7 | 20.0 |

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

Types of Services Funded (Fiscal Year 2015-16)

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. 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 2016-2017 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 2014-15)

| Category | District Amount | State Average for Districts In Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$49,833 | \$46,184 |
| Mid-Range Teacher Salary | \$90,682 | \$75,179 |
| Highest Teacher Salary | \$104,163 | \$96,169 |
| Average Principal Salary (Elementary) | | |
| Average Principal Salary (Middle) | \$133,509 | \$124,243 |
| Average Principal Salary (High) | \$138,901 | \$137,939 |
| Superintendent Salary | \$225,500 | \$217,637 |
| Percent of Budget for Teacher Salaries | 38% | 35% |
| 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. This is in addition to two non-student days and weekly late-start meetings, which are scheduled each year for professional learning activities. New teachers are also required to participate in the Beginning Teacher Support and Assessment (BTSA) program. 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 a 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.