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Sycamore Junior High School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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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 2018-19)

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 2018-19)

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.

Highlights:
Sycamore Junior High School is home to the Buccaneers. The School was recognized as a Gold Ribbon School and 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. Sycamore Junior High focus is on the first Best Instruction with appropriate interventions to promote students' achievement. The goal is to provide First Best Instruction (FBI) in all classes, developing lessons that incorporate elements of critical thinking, communication, collaboration, creativity, and character (5 C's) into student learning.

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 some of the activities that have been offered:
* Tutoring
* After School Academic Support
* 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 1,393 students, in which about 93% 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 2017-18)

Grade Level	Number of Students
Grade 7	693
Grade 8	710
Total Enrollment	1,403

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.1
Asian	0.4
Filipino	0.3
Hispanic or Latino	95.7
Native Hawaiian or Pacific Islander	0.3
White	1.1
Socioeconomically Disadvantaged	92.8
English Learners	33.9
Students with Disabilities	11.5
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	57	53	52	1199
Without Full Credential	0	0	0	18
Teaching Outside Subject Area of Competence (with full credential)	5	0	5	146

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	5	0	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: July 2018

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.

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	Mathematics textbooks, by Carnegie Learning, were adopted in 2018-19. Course appropriate, standards-aligned instructional materials have been selected for each mathematics course. There is one textbook available per student.	Yes	0
Science	Science textbooks were adopted in 2006-07. Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2018-19. There is one textbook available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2018-19. 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 2016-17, and supplemental books continue to be adopted each year. There is one textbook available per student.	Yes	0
Health	Health textbooks were adopted in 2016-17. There is one textbook available per student.	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 9 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 carpeted 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 November 8, 2018. Sycamore has passed all Williams reviews with more than 85% completion.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: November 8, 2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Roof leaks at various locations. Deficiencies are included in the ongoing District Project List.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 8, 2018	
Overall Rating	**Exemplary**

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	20.0	19.0	46.0	44.0	48.0	50.0
Mathematics (grades 3-8 and 11)	13.0	12.0	28.0	27.0	37.0	38.0

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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1377	1354	98.33	18.92
Male	718	705	98.19	14.06
Female	659	649	98.48	24.19
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	1316	1294	98.33	18.41
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100.00	26.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	1305	1283	98.31	18.41
English Learners	836	823	98.44	5.95
Students with Disabilities	149	147	98.66	1.36
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,377	1,365	99.13	11.73
Male	718	712	99.16	10.13
Female	659	653	99.09	13.48
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	1,316	1,305	99.16	11.04
Native Hawaiian or Pacific Islander	--	--	--	--
White	15	15	100	26.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	1,305	1,294	99.16	11.29
English Learners	836	833	99.64	4.09
Students with Disabilities	149	147	98.66	2.05
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
7	21.0	19.9	17.4

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

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 be 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. Parent meetings, Parent Welcome Night, Parent Workshops, Reflective 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 through The Buccaneer Parent Center.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
Suspensions	13.4	8.2	6.0	5.6	5.8	4.8	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

School Safety Plans are reviewed, discussed, 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 Anaheim 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	28.0	16	14	26	28.0	14	17	27	28.0	11	19	23
Mathematics	29.0	13	3	34	30.0	7	17	23	33.0	5	6	32
Science	36.0		7	33	31.0	4	17	24	32.0	3	13	28
Social Science	34.0	1	8	31	34.0	1	8	31	34.0	1	9	35

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

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	450
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	0.5	N/A
Social Worker	1	N/A
Nurse	0.17	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	0	N/A
Other	2	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$11,080	$2,718	$8,362	$98,718
District	N/A	N/A	$8,163	$94,805
Percent Difference: School Site and District	N/A	N/A	2.4	4.0
State	N/A	N/A	$7,125	$85,815
Percent Difference: School Site and State	N/A	N/A	-32.0	168.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Sycamore JHS receives categorical funding from the state and the federal government. Spending of categorical funds is prioritized to meet the goals of our Single Plan for Student Achievement (SPSA). We offer a variety of supplementary services before and after school. Academic Support and tutoring 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 a 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 and 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 the classroom. Teachers collaborate with a grade level team to resolve students' needs as problems arise. Teachers document strategies used and the results of in-class support.

Tier 1-Interventions: Sycamore JH offers a wide range of programs to support the needs of every student. These include Homeroom, PBIS, Power Hour, Counselor Guidance Lessons, Parent Conferences, Academic Support, Kindness Matters, Anaheim Achieves, and Positive Activities among others.

Tier 2 Intervention: Students are 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, Bullying Intervention, Marijuana/Drug Intervention, SART/SARB, Project SAY. Students that do not respond positively to intervention will be referred to the EMT team for next steps.

Tier 3- Interventions: Educational Monitoring Team (EMT) Meetings, Parent Supporting Parents Meetings, Community Service, on-site social work/counseling services, and 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. 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 (e.g. 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, and 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. For the 2018-2019 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 that may be offered.

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.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,328	$50,747
Mid-Range Teacher Salary	$93,402	$86,127
Highest Teacher Salary	$110,430	$106,915
Average Principal Salary (Elementary)	$0	
Average Principal Salary (Middle)	$137,581	$136,636
Average Principal Salary (High)	$152,510	$150,286
Superintendent Salary	$260,000	$238,058
Percent of Budget for Teacher Salaries	36.0	34.0
Percent of Budget for Administrative Salaries	4.0	5.0

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)

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. The District and school continue to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize students' assessment results in order to target instruction to better meet the individual needs of students. Classified staff members have many opportunities to participate in training designed to enhance their effectiveness with students. All District staff members are supported in their efforts to deliver highly effective lessons. Teachers and administrators are given many opportunities to examine current instructional programs and strategies and realign with state curriculum performance and content standards. Research-based instructional strategies are reviewed and implemented.

In addition to what the district provides, Anaheim High School has weekly professional development opportunities on Tuesday's late start days. The time is utilized by departments, specialized programs, and cross-curricular articulation. All educational staff is involved in a variety of workshops and conferences.