

# Sycamore Junior High School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Sycamore Junior High School
<b>Street</b>	1801 East Sycamore Street
<b>City, State, Zip</b>	Anaheim, CA 92805-3486
<b>Phone Number</b>	(714) 999-3616
<b>Principal</b>	Gary Brown
<b>Email Address</b>	brown_g@auhsd.us
<b>Website</b>	<a href="http://sycamore.auhsd.us">http://sycamore.auhsd.us</a>
<b>County-District-School (CDS) Code</b>	30664316058895

Entity	Contact Information
District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Superintendent	Michael B. Matsuda
Email Address	webmaster@auhsd.us
Website	www.auhsd.us

## School Description and Mission Statement (School Year 2019-20)

### 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. It 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 exceptionally 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 affirmative after-school programs to help build the mind, body, and spirit. These programs also provide 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. Team sports 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 1,343 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 2018-19)

Grade Level	Number of Students
Grade 7	669
Grade 8	668
<b>Total Enrollment</b>	<b>1,337</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.1
Asian	1.2
Filipino	0.4
Hispanic or Latino	94.6
Native Hawaiian or Pacific Islander	0.4
White	2.2
Two or More Races	0.4
Socioeconomically Disadvantaged	91.8
English Learners	34.8
Students with Disabilities	12.2
Foster Youth	0.3
Homeless	5

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	53	52	54	1205
Without Full Credential	0	0	0	11
Teaching Outside Subject Area of Competence (with full credential)	0	5	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	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 2019-20)

Year and month in which data were collected: September 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 September 2018.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	English language arts textbooks, Houghton Mifflin Harcourt-Collections, were adopted in 2014-15. There is one textbook available per student.	Yes	0
<b>Mathematics</b>	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
<b>Science</b>	Science textbooks, Pearson-Essentials of Anatomy and Physiology, and Pearson-Biology were adopted in 2006-07. Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2018-19, Pearson-Campbell Biology in Focus, AP Edition. There is one textbook available per student.	Yes	0
<b>History-Social Science</b>	History/Social science textbooks were adopted in 2018-19. For our seventh-grade classes, Cengage Learning-World History: Medieval and Early Modern Times, CA Student Edition was adopted. For our 10th-grade classes, McGraw-Hill-World History, Culture, and Geography: The Modern World, CA Student Edition was adopted. There is one textbook available per student.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Foreign Language</b>	Foreign language textbooks are adopted as needed by course. Several courses adopted new textbooks, Houghton Mifflin Harcourt-Avancemos and Houghton Mifflin Harcourt-Bien Dit, in 2016-17. Additionally, supplemental books continue to be adopted each year. There is one textbook available per student.	Yes	0
<b>Health</b>	Health textbooks, McGraw Hill-Teen Health and Goodheart Wilcox-Comprehensive Health, were adopted in 2016-17. There is one textbook available per student.	Yes	0
<b>Visual and Performing Arts</b>	Visual and performing arts students have access to course appropriate textbooks and instructional materials.	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Sycamore Junior High School opened in 1962. The 25 acre site includes 34 regular classrooms plus a large number of portable classroom and facilities. There are 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 September 25, 2019. 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

**Year and month of the most recent FIT report:** September, 2019

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	19	19	44	46	50	50
Mathematics (grades 3-8 and 11)	12	10	27	28	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1347	1323	98.22	1.78	18.52
Male	679	667	98.23	1.77	13.94
Female	668	656	98.20	1.80	23.17
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	17	16	94.12	5.88	31.25
Filipino	--	--	--	--	--
Hispanic or Latino	1271	1249	98.27	1.73	17.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	32	31	96.88	3.12	35.48

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	1265	1242	98.18	1.82	17.63
English Learners	855	838	98.01	1.99	7.40
Students with Disabilities	164	163	99.39	0.61	3.68
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	62	56	90.32	9.68	10.71

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1348	1333	98.89	1.11	10.06
Male	680	675	99.26	0.74	9.20
Female	668	658	98.50	1.50	10.94
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	17	16	94.12	5.88	43.75
Filipino	--	--	--	--	--
Hispanic or Latino	1272	1259	98.98	1.02	9.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	32	31	96.88	3.12	19.35
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	1266	1251	98.82	1.18	9.20
English Learners	856	848	99.07	0.93	4.01
Students with Disabilities	164	163	99.39	0.61	0.61
Students Receiving Migrant Education Services					



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	62	59	95.16	4.84	5.17

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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## 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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	19.1	27.6	17.4

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

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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. Parents must 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. Some activities offered at Sycamore Junior High School to engage parents include: Parent meetings, 7th-grade orientation, Aeries and Communication Workshops, Back to School Night, Reflective Parent Reflective Learning Walks, AUHSD Parent Leadership Conference, Parent Leadership Academy Parent Book Club, Campus Tours, Servathon, Disciplina Positiva, Farmers Markets, Parenting groups, Cookies with the Counselors, Love and Logic Parenting Class, ESL classes for adults, and parent conferences are just Parents can also be actively involved in the school through the Parent-Teacher Association (PTA), School Site Council (SSC), and the English Learner Advisory Committee (ELAC). To allow for 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 public forums and an opportunity for parents to speak freely and ask questions as they relate to their children's education and 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	8.2	6.0	2.6	5.8	4.8	3.1	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

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The School Safety Plan is reviewed, discussed, and updated annually. Input is gathered from staff, students, and community resource groups along with the School Site Council 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.

The homeroom advisory period provides a place for each student to feel welcomed, appreciated, and cared for in a small community where the advisory teacher strives to know every student by name, face, and story. It also provides on-going instruction to reinforce and enhance support, empowerment, boundaries and expectations, constructive use of time, commitment to learning, positive values, social competencies, and a positive identity. Positive Behavior Intervention and Support (PBIS) ensures that expectations are clear and that students receive positive reinforcement for their behavior. The majority of our staff is trained in Capturing Kids' Hearts.

Social worker and Counselors teach skills through guidance lessons to help students with conflict resolution, life skills, academics, and bully prevention. Additionally, Sycamore offers training for students and parents related to the prevention of drug use, gangs, alcohol and substance abuse, bullying, harassment, graffiti, and tobacco use. Implementation of the Sycamore’s discipline flow chart and the district discipline task force recommendations have significantly reduced referrals related to fights and suspensions. This plan was reviewed and approved on March 2, 2019.

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

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	28	14	17	27	28	11	19	23	29	12	8	30
Mathematics	30	7	17	23	33	5	6	32	32	4	9	29
Science	31	4	17	24	32	3	13	28	35		5	33
Social Science	34	1	8	31	34	1	9	35	33	1	9	29

\*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.

**Ratio of Academic Counselors to Pupils (School Year 2018-19)**

Title	Ratio
Academic Counselors*	668.5

\*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.

**Student Support Services Staff (School Year 2018-19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

\*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 2017-18)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,993	\$3,262	\$8,731	\$99,971
District	N/A	N/A	\$9,085	\$93,017.00
Percent Difference - School Site and District	N/A	N/A	-4.0	7.2
State	N/A	N/A	\$7,506.64	\$88,538.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>Percent Difference - School Site and State</b>	N/A	N/A	15.1	12.1

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 2018-19)

Sycamore JHS receives categorical funding from the state and the federal government. Spending categorical funds is prioritized to meet the goals of our Student 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, all staff emphasizes the practice of communication, creativity, critical thinking, collaboration, and character (5C's) the 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, Academic Support, 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 conferences with all teachers, Mission Organization, Time Management Training, Parents on a Mission, Social Skills Lessons, Bullying Intervention, Pathways, 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.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$51,841	\$52,466
<b>Mid-Range Teacher Salary</b>	\$94,336	\$87,373
<b>Highest Teacher Salary</b>	\$111,534	\$109,803
<b>Average Principal Salary (Elementary)</b>	\$0	\$

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$137,671	\$142,025
Average Principal Salary (High)	\$148,730	\$153,904
Superintendent Salary	\$260,000	\$241,221
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	4%	5%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

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.