Sycamore Junior High School
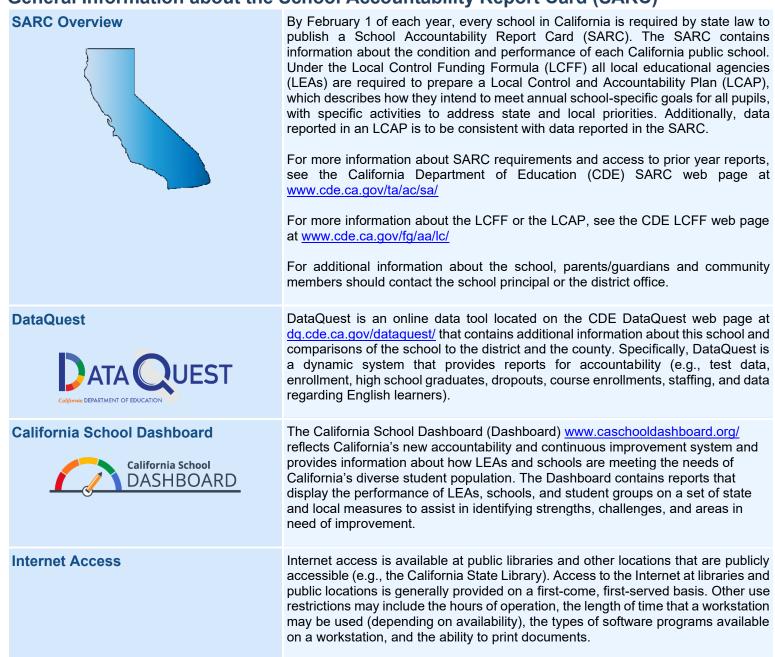## 2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2021-22 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	Enrique Romero
Email Address	romero_e@auhsd.us
School Website	https://sycamore.auhsd.us
County-District-School (CDS) Code	30664316058895

2021-22 District Contact Information

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

2021-22 School Overview

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 is a Gold Ribbon School recipient. 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 focuses 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 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 various 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

2021-22 School Overview

The intramural sports program is an arena where 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 300 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, of 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: 95.6% Hispanic, 2% White, and 2.4% other.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	670
Grade 8	655
Total Enrollment	1,325

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47
Male	53
American Indian or Alaska Native	0.5
Asian	0.5
Black or African American	0.4
Filipino	0.6
Hispanic or Latino	95.5
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.3
White	2
English Learners	36.7
Foster Youth	0.5
Homeless	8.1
Socioeconomically Disadvantaged	94.2
Students with Disabilities	15

A. Conditions of Learning	State Priority: Basic

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.6	69.4	897.9	74.4	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	3.0	0.2	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.5	8.5	49.9	4.1	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	29.5	2.5	12115.8	4.4
Unknown	11.7	22.1	226.0	18.7	18854.3	6.9
Total Teaching Positions	52.9	100.0	1206.4	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	4.5
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	4.5

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected	September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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 Houghton Mifflin Harcourt for 7-8 grades and Mc Graw Hill for 9-12 grades were adopted in 2020-21. 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, California HMH Science Dimensions was adopted in 2018-19 for 7 & 8 grades. Science textbooks that support Advanced Placement courses are adopted as needed, the most recent adoption occurring in 2021-22, Pearson Environmental Science AP Edition. There is one textbook available per student.	Yes	0
History-Social Science	History/Social science textbooks were adopted in 2018-19 and 2019-20. 7th grade-Cengage Learning-World History: Medieval and Early Modern Times, CA Student Edition	Yes	0

	8th grade- McGraw-Hill- United States History and Geography- Growth and Conflict 10th grade- McGraw-Hill-World History, Culture, and Geography: The Modern World, CA Student Edition 11th grade- McGraw-Hill- United States History and Geography- Conflict and Change 12th grade- McGraw-Hill- Principles of American Democracy. Savvas- California Economics Principles in Action There is one textbook available per student.		
Foreign Language	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
Health	Health textbooks, McGraw Hill-Teen Health for 7-8 grades, and Goodheart Wilcox-Comprehensive Health for High School 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

Sycamore Junior High School opened in 1962. The 25-acre site includes 34 regular classrooms plus16 portable classrooms. There is one computer lab. The site also has a cafeteria, a media center, a gym, and various 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 on time. A work order process is used to provide 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, occurs 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 2, 2021. Sycamore has passed all Williams reviews with more than 85% completion.

Year and month of the most recent FIT report	November, 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains:	X			

School Facility Conditions and Planned Improvements

Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1335	1109	83.07	16.93	28.4
Female	627	547	87.24	12.76	34.92
Male	708	562	79.38	20.62	22.06
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	1275	1057	82.9	17.1	27.44
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	27	23	85.19	14.81	43.48
English Learners	483	374	77.43	22.57	5.35
Foster Youth	11	10	90.91	9.09	--
Homeless	208	176	84.62	15.38	25
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1247	1034	82.92	17.08	26.5
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	199	133	66.83	33.17	2.26

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1335	1107	82.92	17.08	11.74
Female	627	537	85.65	14.35	11.92
Male	708	570	80.51	19.49	11.58
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	1275	1055	82.75	17.25	10.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	27	23	85.19	14.81	26.09
English Learners	483	368	76.19	23.81	1.90
Foster Youth	11	9	81.82	18.18	--
Homeless	208	172	82.69	17.31	9.30
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1247	1031	82.68	17.32	10.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	199	129	64.82	35.18	1.55

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
All Students	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A		N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	10.95	N/A	28.33	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	645	566	87.75	12.25	10.95
Female	296	270	91.22	8.78	10.00
Male	349	296	84.81	15.19	11.82
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	616	537	87.18	12.82	10.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	26.67
English Learners	202	169	83.66	16.34	0.59
Foster Youth	--	--	--	--	--
Homeless	66	56	84.85	15.15	10.71
Military	0	0	0	0	0
Socioeconomically Disadvantaged	610	535	87.70	12.30	10.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	89	75	84.27	15.73	1.33

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

The staff at Sycamore Junior High School believes that every student's success results from excellent communication between the school and the child's parents/guardians. Parents must be given opportunities to learn about the academic program to be in the best position to help their children. At Sycamore, we strive to create an environment in which parents feel welcome. Some activities offered at Sycamore Junior High School to engage parents to 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. 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 holds a monthly 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 related 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 in room 1.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1347	1345	257	19.1
Female	631	631	97	15.4
Male	716	714	160	22.4
American Indian or Alaska Native	6	6	0	0.0
Asian	8	8	1	12.5
Black or African American	6	6	1	16.7
Filipino	8	8	0	0.0
Hispanic or Latino	1286	1284	247	19.2
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	4	4	2	50.0
White	27	27	5	18.5
English Learners	501	501	126	25.1
Foster Youth	11	11	5	45.5
Homeless	107	106	42	39.6
Socioeconomically Disadvantaged	1291	1289	252	19.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	205	204	61	29.9

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.59	0.00	3.13	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.36	1.86	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

The School Safety Plan is reviewed, discussed, and updated annually. Input is gathered from staff, students, community resource groups, and the School Site Council to determine any needed changes. Staff members implement the Sycamore Junior High School Safety Plan. 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.

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

Counselors teach guidance lessons to help students with conflict resolution, life skills, academics, and bully prevention. Social workers provide individual social/emotional support for students in need and offer group counseling support for students with topics that include anxiety, self-esteem, and coping skills. Students are referred, or they may request to see a School Counselor for social/emotional support. 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. Implementing 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 1, 2021.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	12	8	30
Mathematics	32	4	9	29
Science	35		5	33
Social Science	33	1	9	29

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	36	14	7	29
Mathematics	38	9	3	33
Science	38	1	7	31
Social Science	31	5	12	26

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	32	21	8	29
Mathematics	34	16	8	29
Science	27	17	9	25
Social Science	24	20	16	19

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	1325

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,938	$3,876	$10,061	$99,637
District	N/A	N/A	$10,336	$97,540
Percent Difference - School Site and District	N/A	N/A	-2.7	2.1
State			$8,444	$92,222
Percent Difference - School Site and State	N/A	N/A	17.5	7.7

2020-21 Types of Services Funded

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; Social workers provide individual social/emotional support for students in need and offer group counseling support for students with topics that include anxiety, self-esteem, and coping skills.

Response to Intervention (RTI): 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. Social workers provide individual social/emotional support for students in need and offer group counseling support for students with topics that include anxiety, self-esteem, and coping skills.

Response to Intervention (RTI):
Sycamore continues developing, implementing, and monitoring 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. Focusing on First, Best Instructional Practices, all staff emphasizes communication, creativity, critical thinking, collaboration, and character (5C's) 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 EMT.
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.
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. Students' 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$52,748	$54,687
Mid-Range Teacher Salary	$95,987	$92,222
Highest Teacher Salary	$113,485	$114,208
Average Principal Salary (Elementary)	$143,647	$143,647
Average Principal Salary (Middle)	$143,647	$145,785
Average Principal Salary (High)	$156,132	$162,322
Superintendent Salary	$267,196	$258,950
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

Teachers participate in a variety of District in-services and professional development workshops and conferences to enhance their content knowledge and instructional skills. This is in addition to four professional development days and weekly late-start meetings scheduled each year for professional learning activities. New teachers are also required to participate in a teacher induction program. The District and school continue to train teachers in strategies to deliver a differentiated curriculum with depth and complexity. Teachers learn to utilize assessment results to target instruction to meet each student's individual needs better. 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, Sycamore Junior High School has weekly professional development opportunities on Thursday's late start days. This time is utilized by departments, specialized programs, and cross-curricular articulation. All educational staff is involved in a variety of workshops. SJHS in conjunction with GEAR UP will develop and provide professional development to support teachers in developing sustainable strategies to increase student achievement in the areas of Project-Based Learning (PBL's) and Implementation of engaging lessons that implement the 5 C's (Collaboration, Creativity, Critical Thinking, Communication, and Character). The school provides opportunities for teachers to develop skills in the use of district-supported technologies.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	6

Anaheim Union High School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information	
District Name	Anaheim Union High School District
Phone Number	(714) 999-3511
Superintendent	Michael B. Matsuda
Email Address	webmaster@auhsd.us
District Website Address	https://www.auhsd.us

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	14162	11693	82.57	17.43	49.54
Female	6805	5827	85.63	14.37	54.90
Male	7356	5866	79.74	20.26	44.20
American Indian or Alaska Native	26	24	92.31	7.69	29.17
Asian	1936	1831	94.58	5.42	83.17
Black or African American	283	220	77.74	22.26	45.79
Filipino	526	487	92.59	7.41	76.45
Hispanic or Latino	9759	7855	80.49	19.51	38.56
Native Hawaiian or Pacific Islander	63	48	76.19	23.81	50.00
Two or More Races	357	281	78.71	21.29	61.96
White	1212	947	78.14	21.86	58.06
English Learners	2903	2121	73.06	26.94	5.28
Foster Youth	92	59	64.13	35.87	18.97
Homeless	1916	1424	74.32	25.68	33.63
Military	38	30	78.95	21.05	66.67
Socioeconomically Disadvantaged	11255	9181	81.57	18.43	43.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1812	1120	61.81	38.19	10.47

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	14161	11490	81.14	18.86	29.66
Female	6805	5734	84.26	15.74	29.61
Male	7355	5756	78.26	21.74	29.72
American Indian or Alaska Native	26	24	92.31	7.69	25.00
Asian	1936	1820	94.01	5.99	75.30
Black or African American	284	223	78.52	21.48	21.72
Filipino	526	478	90.87	9.13	54.76
Hispanic or Latino	9757	7676	78.67	21.33	16.38
Native Hawaiian or Pacific Islander	63	44	69.84	30.16	20.45
Two or More Races	357	271	75.91	24.09	42.22
White	1212	954	78.71		34.04
English Learners	2902	2048	70.57	29.43	3.29
Foster Youth	92	64	69.57	30.43	9.84
Homeless	1914	1376	71.89	28.11	15.56
Military	38	28	73.68	26.32	46.43
Socioeconomically Disadvantaged	11254	9003	80.00	20.00	22.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1812	1090	60.15	39.85	4.82

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A		N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.