

Sycamore Junior High School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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	Nancy Cortez
Email Address	Cortez_n@auhsd.us
School Website	https://sycamore.auhsd.us
Grade Span	7-8
County-District-School (CDS) Code	30664316058895

2024-25 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	https://www.auhsd.us

2024-25 School Description and Mission Statement

Mission Statement:

Sycamore Junior High School believes in the power of community and strives to nurture students' passions and aspirations in all areas of their lives.

Highlights

Sycamore Junior High School is Home to the Buccaneers. Collaborating with families and the community, the school prepares students in a nurturing, safe, and healthy learning environment for a successful future as critical thinkers and problem solvers.

2024-25 School Description and Mission Statement

In 2020, Sycamore was inaugurated as one of two Community Schools in the district, aiming to improve students' academic, emotional, and physical well-being. This year, Sycamore celebrated the opening of the Community School Resource Center—the first CSRC in the district and surrounding area. A full-time Community School Coordinator seeks and develops partnerships with community-based organizations, informed by the needs of students and their families; orchestrates services from participating agencies; manages the CSRC; and co-leads a comprehensive needs and assets assessment process, site asset mapping, and Community School Site Team with the Community School Teacher Lead.

Additionally, the Community School Coordinator is responsible for reviewing, evaluating, and presenting data to the various educational partner groups. The Community School Teacher Lead works alongside the Community School Coordinator to conduct the comprehensive needs and assets assessment process and site mapping and co-chair the Community School Site Team. Additionally, the Community School Teacher lead serves as a resource to colleagues in transforming their classrooms and the school environment into one that is student-centered, racially just, and culturally relevant. The Teacher Lead works alongside the 5Cs coach and School Leadership Team to ensure that rich learning experiences are crafted and embedded into the school day for all students. The long-term goal of the community school is to engage families and community partners through a meaningful collaborative process to ensure all students have the conditions and opportunities needed to thrive.

Sycamore JHS offers many learning opportunities to nearly 1200 seventh- and eighth-grade students. The staff is exceptionally caring, and along with their instructional expertise, teachers are skilled at developing relationships with students. Daily lessons incorporate critical thinking, communication, collaboration, creativity, and character (5 C's). The school offers a variety of quality elective classes for students to explore their interests and abilities, such as The Dual Language Academy in English-Spanish; pathways in Biotechnology, Law, and Justice, Public Safety – Law Enforcement, Career Technical Education, and Visual and Performing Arts. ,

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. Some of the activities that have been offered include Tutoring, after-school academic support, Anaheim Achieves, Student Clubs, and school sports. 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, 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 1,238 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: 93.07% Hispanic, 2.6% White, and 4.33% other. Students are served by a staff of 55 teachers, four administrators, two counselors, two Social workers, a School Psychologist, and 40 classified support staff.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	628
Grade 8	610
Total Enrollment	1,238

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.1
Male	53.9
American Indian or Alaska Native	1.5
Asian	1.3
Black or African American	1.1
Filipino	0.6
Hispanic or Latino	92.5
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.6
White	2.3
English Learners	34.2
Foster Youth	0.3
Homeless	4.7
Socioeconomically Disadvantaged	92.9
Students with Disabilities	15

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.

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)	36.60	69.36	897.90	74.43	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	0.25	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.50	8.51	49.90	4.14	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	29.50	2.45	12115.80	4.41
Unknown/Incomplete/NA	11.70	22.12	226.00	18.73	18854.30	6.86
Total Teaching Positions	52.90	100.00	1206.40	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 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)	45.80	81.78	1094.60	83.18	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.50	0.65	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.50	8.02	73.20	5.56	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	1.78	32.80	2.50	11953.10	4.28
Unknown/Incomplete/NA	4.70	8.40	106.80	8.11	15831.90	5.67
Total Teaching Positions	56.00	100.00	1316.10	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 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)	49.10	81.53	1131.10	84.42	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	12.10	0.90	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.10	5.24	55.40	4.14	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.50	2.55	41.30	3.09	11746.90	4.23
Unknown/Incomplete/NA	6.40	10.64	99.80	7.45	14303.80	5.15
Total Teaching Positions	60.30	100.00	1340.00	100.00	277698	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.10	0
Misassignments	4.50	4.30	3.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	4.50	4.50	3.1

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00	0
Local Assignment Options	0.00	0.00	1.5
Total Out-of-Field Teachers	0.00	1.00	1.5

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.30	7.5	5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0.2

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

2024-25 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 September 13, 2024

Year and month in which the data were collected	September 13, 2024
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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. All were adopted during the 2020-2021 school year. Math 7/7H & Math 7: Houghton Mifflin Harcourt - Into Math Grade 7 Math 8/8H & Math 8: Houghton Mifflin Harcourt - Into Math Grade 8 Integrated Math I: McGraw Hill - Reveal Math Integrated I Integrated Math II: McGraw Hill - Reveal Math Integrated Math II Integrated Math III: McGraw Hill - Reveal Math Integrated Math III Integrated Math 1-2 HP: McGraw Hill - Reveal Math Integrated I & McGraw Hill - Reveal Math Integrated II Integrated Math 2-3 HP: McGraw Hill - Reveal Math Integrated II & McGraw Hill - Reveal Math Integrated III	Yes	0
Science	Science textbooks, California HMH Science Dimensions was adopted in 2018-19 for 7 & 8 grades.	Yes	0

	Science textbooks for grades 7 and 8 Integrated Science were adopted in 2018-19: HMH CA Science Dimensions. The e-text and one consumable textbook is available per student.		
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 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.	Yes	0
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. Below is the list of districtwide World Language adopted instructional materials: American Sign Language 1: Master ASL! 1, ISBN: 9781881133209, Adopted: 2017/2018 American Sign Language 2 and American Sign Language 3: Signing Naturally 3, ISBN: 9781581211351, Adopted: 2017/2018 American Sign Language 4: Translating from English, ISBN: 9781581211009, Adopted 2017/2018 Arabic 1: Al-Asas for Teaching Arabic to Non-Native Speakers 1, ISBN: 9781933269092, Adopted 2019/2020 Arabic 2: Al-Asas for Teaching Arabic to Non-Native Speakers 2, ISBN: 9781933269108, Adopted 2019/2020 Arabic 3 and Arabic 4: Al-Asas for Teaching Arabic to Non-Native Speakers 3, ISBN: 9781933269115, Adopted 2019/2020 French 1: Chemins 1, ISBN: 9781543362237, Adopted: 2023/2024 French 2: Chemins 2, ISBN: 9781543362299, Adopted 2023/2024 French 3: Chemins 3, ISBN: 9781543362312, Adopted: 2023/2024 French 4: Chemins 4, ISBN: 9781543362336, Adopted: 2023/2024 AP French Language and Culture: Themes, ISBN: 9781680040272, Adopted: 2015/2016 Japanese 1: Adventures In Japanese 1, ISBN: 781622910564, Adopted: 2015/2016 Japanese 2: Adventures in Japanese 2, ISBN: 9781622910663, Adopted: 2015/2016 Japanese 3: Adventures in Japanese 3, ISBN: 9780887173995, Adopted: 2003/2004 Japanese 4: Adventures in Japanese 4, ISBN: 9780887274428, Adopted: 2003/2004	Yes	0

	<p>Korean 1: EPIC Korean 1, ISBN: 9781636849409, Adopted: 2022/2023</p> <p>Korean 2: EPIC Korean 2, ISBN: 9781636849423, Adopted: 2022/2023</p> <p>Korean 3: EPIC Korean 3, ISBN: 9781636849447, Adopted: 2023/2024</p> <p>Korean 4: EPIC Korean 4, ISBN: 9781636849461, Adopted: 2022-2023</p> <p>Mandarin 1 and Mandarin 2: Zhen Bang! 1, ISBN: 9780821981368, Adopted: 2015/2016</p> <p>Mandarin 3 and Mandarin 4: Zhen Bang! 2, ISBN: 9780821988237, Adopted: 2015/2016</p> <p>Spanish 1: Senderos 1, ISBN: 9781543357936, Adopted: 2023/2024</p> <p>Spanish 2: Senderos 2, ISBN: 9781543358070, Adopted: 2023/2024</p> <p>Spanish 3: Senderos 3, ISBN: 9781543358131, Adopted: 2023/2024</p> <p>Spanish 4: Senderos 4, ISBN: 9781543358193, Adopted: 2023/2024</p> <p>Spanish for Spanish Speakers 1: Cajas de Cartón (The Circuit), ISBN: 9780618226160 (Novel), La Casa De Mango Street (The House on Mango Street), ISBN: 9780679755265 (Novel), El Color de Mis Palabras, ISBN: 9781930332751 (Novel), Esperanza Renace (Esperanza Rising), ISBN: 9780439398855 (Novel), Adopted: 2017</p> <p>Spanish for Spanish Speakers 2: Antes de Ser Libres, ISBN: 9780375815454 (Novel), Caramelo, ISBN: 9781400030996 (Novel), Senderos Fronterizos (Breaking Through), ISBN: 9780618226184 (Novel), La Travesia de Enrique (Enrique's Journey), ISBN: 9780553535549 (Novel), Voces Sin Fronteras (Voices without Frontiers), ISBN: 9781400077199 (Novel), Adopted: 2017</p> <p>Spanish for Spanish Speakers 3: Más Allá de Mí, ISBN: 9780547250311 (Novel), El Alquimista (The Alchemist), ISBN: 9780062511409 (Novel), Cuando Era Puertorriqueña (When I was Puerto Rican), ISBN: 9780679756774 (Novel), Los de Abajo, ISBN: 9780140266214 (Novel), Me Llamo Rigoberta Menchu, ISBN: 9789682313158 (Novel), Adopted: 2017</p> <p>AP Spanish Literature & Culture: Azulejo, ISBN: 9781938026225, Adopted: 2022/2023</p> <p>AP Spanish Language & Culture: Temas, ISBN: 9781543301380, Adopted: 2022/2023 and Abriendo Puertas, ISBN: 9780618222070, Adopted: 2012/2013</p> <p>IB Spanish: Temas Para Español B, ISBN: 9781543310658, Adopted: 2019/2020</p> <p>Vietnamese 1 and Vietnamese 2: Tiếng Việt Mến Yêu A, ISBN: 9780997751208, Adopted 2018/2019</p> <p>Vietnamese 3: Tiếng Việt Mến Yêu B, ISBN: 9780997751215, Adopted 2019/2020</p> <p>Vietnamese 4H and Vietnamese 5H: Tiếng Việt Mến Yêu C, ISBN: 9780997751222, Adopted 2019/2020</p> <p>Vietnamese 6H: Tiếng Việt Mến Yêu D, ISBN: 9780997751231, Adopted 2019/2020</p>		
Health	Health textbooks, McGraw Hill-Teen Health for 7-8 grades, 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)	N/A	N/A	NA
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Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Sycamore Junior High School opened in 1962. The 25-acre site includes 34 regular classrooms plus 16 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 October 21 - 23, 2024. Sycamore has passed all Williams reviews with more than 85% completion.

Year and month of the most recent FIT report	October, 2024
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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			There are cracks on the wall in the Boy's Locker Room, and in the Gym. Action to be Taken: Promptly fix the cracks on the wall in the Boy's Locker Room, and in the Gym.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			The asphalt is cracked – by the lunch tables between the portables. Planned Action to be Taken: Promptly fix the asphalt that is cracked by the lunch tables between the portables.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Both faculty portables restrooms have cracked linoleum floor in the corner. Planned Action to be Taken: Fix cracked linoleum floor in the corner, of both faculty portable restrooms.

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).

College and Career Ready

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	18	18	42	42	46	47
Mathematics (grades 3-8 and 11)	6	6	24	24	34	35

2023-24 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1249	1218	97.52	2.48	18.04
Female	577	568	98.44	1.56	21.20
Male	672	650	96.73	3.27	15.28
American Indian or Alaska Native	19	18	94.74	5.26	11.11
Asian	16	15	93.75	6.25	80.00
Black or African American	12	12	100.00	0.00	8.33
Filipino	--	--	--	--	--
Hispanic or Latino	1155	1127	97.58	2.42	16.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	30	29	96.67	3.33	41.38
English Learners	421	404	95.96	4.04	0.99
Foster Youth	--	--	--	--	--
Homeless	75	71	94.67	5.33	14.08
Military	73	70	95.89	4.11	10.00
Socioeconomically Disadvantaged	1157	1129	97.58	2.42	17.07
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	190	184	96.84	3.16	4.35

2023-24 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1249	1208	96.72	3.28	5.81
Female	577	562	97.40	2.60	4.81
Male	672	646	96.13	3.87	6.68
American Indian or Alaska Native	19	18	94.74	5.26	5.56
Asian	16	15	93.75	6.25	46.67
Black or African American	12	12	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	1155	1116	96.62	3.38	5.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	30	30	100.00	0.00	17.86
English Learners	421	401	95.25	4.75	0.25
Foster Youth	--	--	--	--	--
Homeless	75	72	96.00	4.00	5.63
Military	73	70	95.89	4.11	2.86
Socioeconomically Disadvantaged	1157	1119	96.72	3.28	5.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	190	184	96.84	3.16	1.63

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.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	8.76	8.64	28.38	28.30	30.29	30.73

2023-24 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	610	602	98.69	1.31	8.85
Female	282	278	98.58	1.42	7.94
Male	328	324	98.78	1.22	9.63
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	567	559	98.59	1.41	8.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	18	18	100.00	0.00	33.33
English Learners	214	212	99.07	0.93	0.47
Foster Youth	0	0	0	0	0
Homeless	35	35	100.00	0.00	5.71
Military	43	42	97.67	2.33	2.38
Socioeconomically Disadvantaged	564	558	98.94	1.06	8.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	97	96	98.97	1.03	3.13

2023-24 Career Technical Education Programs

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	871
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	97	98	97	97	98

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.

2024-25 Opportunities for Parental Involvement

Sycamore Junior High School staff believes 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 where 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. 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). Sycamore holds a monthly Coffee with the Principal to allow for extended parental participation and yearly lunch with a loved one. This activity is open to all parents and guardians of Sycamore students. Meetings are public forums that enable parents to speak freely and ask questions about 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 Family Center..

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate				3.6	4.1	4.1	7.8	8.2	8.9
Graduation Rate				92.4	91.0	93.2	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1315	1291	328	25.4
Female	608	601	143	23.8
Male	707	690	185	26.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	20	18	3	16.7
Asian	16	16	3	18.8
Black or African American	14	14	7	50.0
Filipino	--	--	--	--
Hispanic or Latino	1213	1192	303	25.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	34	33	10	30.3
English Learners	466	454	142	31.3
Foster Youth	--	--	--	--
Homeless	85	81	26	32.1
Socioeconomically Disadvantaged	1239	1218	317	26.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	206	202	68	33.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
6.99	9.04	8.67	2.75	3.78	4.06	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.67	0.00
Female	8.39	0.00
Male	8.91	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	10.00	0.00
Asian	0.00	0.00
Black or African American	7.14	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.82	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.88	0.00
English Learners	10.52	0.00
Foster Youth	0.00	0.00
Homeless	12.94	0.00
Socioeconomically Disadvantaged	8.88	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.68	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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, and

2024-25 School Safety Plan

students, teachers, and other faculty members must participate.

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 bullying prevention. Social workers provide individual social/emotional support for students in need and offer group counseling support for students with 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 on preventing 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 February 13, 2025.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	20	39	21	7
Mathematics	26	12	27	12
Science	24	24	21	11
Social Science	23	24	21	12

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	19	31	38	
Mathematics	22	22	32	4
Science	22	26	32	1
Social Science	22	26	26	5

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	23	27	9	22
Mathematics	25	16	14	19
Science	26	15	18	15
Social Science	25	17	14	18

2023-24 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	2

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	2
Nurse	1
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	1
Other	0

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher 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	\$11,566	\$8,628	\$2,938	\$108,207
District	N/A	N/A	10,142	\$110,806
Percent Difference - School Site and District	N/A	N/A	-110.2	-2.4
State	N/A	N/A	\$10,771	\$105,265
Percent Difference - School Site and State	N/A	N/A	-114.3	2.8

Fiscal Year 2023-24 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, EL Monitoring, and tutoring are some examples of support services for struggling students. 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 and 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 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 briefly describes 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, and 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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$61,034	\$62,635
Mid-Range Teacher Salary	\$104,665	\$101,698
Highest Teacher Salary	\$133,937	\$128,982
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$149,493	\$162,013
Average Principal Salary (High)	\$161,969	\$182,697
Superintendent Salary	\$328,935	\$298,748
Percent of Budget for Teacher Salaries	31.58	30.11
Percent of Budget for Administrative Salaries	3.97	4.78

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 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	10	4	4