Sycamore Hills Elementary
Home of the Stallions
Show Respect ~ Be Responsible
Show Empathy ~ Act with Integrity

Grades K through 6
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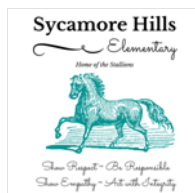
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2021-22 School Accountability Report Card
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Principal's Message

Sycamore Hills Elementary School's staff is committed to implementing an intensive, balanced, standards-based curriculum to ensure each child's success. This annual report card to the community will share valuable information about our instructional programs, academic achievements, school facilities and safety, highly qualified staff, textbooks, and finances compared to other schools and districts in the state.

A special emphasis is placed on providing an instructional program designed to boost student confidence and increase subject matter proficiency. Staff and parents work together to create a learning environment that has high expectations, promotes students' academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and its program and welcome all to support our efforts.

Mission

We, the members of the Sycamore Hills staff, in collaboration with students, parents, staff, and the community, are dedicated to developing lifelong learners who value themselves and others, contribute to their school community and are productive in a changing world.

Vision

Together we build a better tomorrow.

School Description

Sycamore Hills Elementary School is located in the southeastern region of Fontana and serves students in grades kindergarten through six following a traditional calendar. At the beginning of the 2021-22 school year, 664 students were enrolled, including 12.2% in special education, 23.6% qualifying for English Language Learner support, and 55.7% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2021-22			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	48.90%	Kindergarten	69
Male	51.10%	Grade 1	77
Non-Binary	0.00%	Grade 2	94
Amer. Indian or Alaska Native	0.30%	Grade 3	92
Asian	4.50%	Grade 4	109
Black or African-Amer.	6.60%	Grade 5	118
Filipino	0.90%	Grade 6	105
Hisp. or Latino	82.50%	Ungraded	0
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	1.40%		
White	3.80%		
English Learners	23.60%		
Foster Youth	0.20%		
Homeless	4.40%		
Students Receiving Migrant Ed. Services	0.00%		
Socioeconomically Disadvantaged	55.70%		
Students with Disabilities	12.20%		
		Total Enrollment	664

Student Achievement

Physical Fitness

In the spring of each year, Sycamore Hills Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pf.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2021-22					
Grade	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
5	99%	100%	100%	100%	100%

Note: Due to changes to the 2021-22 PFT administration, only participation results are required 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 fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	20-21	21-22	20-21	21-22	20-21	21-22
English-Language Arts/Literacy (grades 3-8 and 11)	N/A	38.0	N/A	31.0	49.0	47.0
Mathematics (grades 3-8 and 11)	N/A	22.0	N/A	17.0	33.8	33.0

Note: 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.

Percentages are not calculated when the number of students tested is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group (2021-22)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	429	427	99.53	0.47	37.94
Female	206	205	99.51	0.49	42.93
Male	223	222	99.55	0.45	33.33
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	72.73
Black or African-Amer.	29	29	100.00	0.00	44.83
Filipino	--	--	--	--	--
Hisp. or Latino	363	361	99.45	0.55	36.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	46.67
English Learners	88	88	100.00	0.00	15.91
Foster Youth	--	--	--	--	--
Homeless	17	17	100.00	0.00	35.29
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	299	299	100.00	0.00	36.79
Students with Disabilities	73	72	98.63	1.37	9.72

CAASPP Test Results in Mathematics by Student Group (2021-22)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	431	427	99.07	0.93	21.55
Female	207	205	99.03	0.97	20.49
Male	224	222	99.11	0.89	22.52
Amer. Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	72.73
Black or African-Amer.	29	29	100.00	0.00	24.14
Filipino	--	--	--	--	--
Hisp. or Latino	365	361	98.90	1.10	19.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	26.67
English Learners	89	89	100.00	0.00	8.99
Foster Youth	--	--	--	--	--
Homeless	18	18	100.00	0.00	16.67
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	301	300	99.67	0.33	19.00
Students with Disabilities	73	72	98.63	1.37	2.78

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number

of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	20-21	21-22	20-21	21-22	20-21	21-22
Science (grades 5, 8, and 10)	N/A	18.8	N/A	13.8	28.7	29.5

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

CAASPP Test Results in Science by Student Group (2021-22)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	117	117	100.00	0.00	18.80
Female	59	59	100.00	0.00	16.95
Male	58	58	100.00	0.00	20.69
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African-Amer.	--	--	--	--	--
Filipino	--	--	--	--	--
Hisp. or Latino	99	99	100.00	0.00	18.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	25	25	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	80	80	100.00	0.00	11.25
Students with Disabilities	18	18	100.00	0.00	5.56

Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in *Teacher Preparation and Placement*, including the Teacher Credentials & Misassignments chart; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State

Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in *Parent Involvement.*

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in *California Assessment of Student Performance and Progress*, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in *Dropout & Graduation Rates*, including the Dropout chart; and *Graduation Requirements*, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan.*

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in *Physical Fitness*, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, the school marquee, the school website, social media, and Q-Communication (automated telephone message delivery system). Contact the school office at (909) 580-5029 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Chaperone
Classroom Helper
Parent Teacher Organization
Schoolwide Events

Committees
English Learner Advisory Council
Parent Teacher Organization
School Site Council

School Activities
Back to School Night
Family Nights
Honors Assembly
Open House
Student Led Conferences
Workshops

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Sycamore Hills Elementary School's original facilities were built in 2002; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to

communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, playground drainage upgrades were completed.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and an evening crew are assigned to Sycamore Hills Elementary School. The day custodian is responsible for:

• Cafeteria setup/cleanup
• General maintenance
• Groundskeeping
• Restroom cleaning
• Event setup/cleanup

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening crew is responsible for:

• Classroom cleaning
• Office area cleaning
• Restroom cleaning
• Trash removal

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	2002
Acreage	12
Square Footage	49920
	Quantity
Permanent Classrooms	38
Portable Classrooms	0
Restrooms (sets)	3
Multipurpose Room(s)	1
Playground(s)	2
Library/Media Center(s)	1

Facilities Inspection

The district's maintenance department inspects Sycamore Hills Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Sycamore Hills Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, November 22, 2022. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2022-23, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Tuesday, November 22, 2022			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✔		
B. Interior			✔
C. Cleanliness	✔		
D. Electrical	✔		
E. Restrooms / Fountains	✔		
F. Safety	✔		
G. Structural	✔		
H. External	✔		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(A)	Rm H2 - HVAC vent is loose
(B)	Lounge, Computer Lab, Conference Rm, Rm M1, Rm M2, Rm N1, Rm K1, Rm K2, Rm K3, Rm K4, Rm J3, Rm I1, Rm I2, Rm I4, Rm I8, Rm H7, Rm H6, Rm H5, Rm H3, Rm H2, Rm G2, Rm G3, Rm G4, Rm G5, Rm G6, Rm G8, Rm E1, Library, Staff Workroom, Lounge, MPR - Water stain ceiling tiles
	Rm J2 - Formica is broken on sink counter; water stain ceiling tiles
(D)	Rm G1 - Outlet cover is loose
	MPR - Light diffuser is cracked

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✔		

Rating Description
Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, assistant principal, and yard duty supervisors are strategically assigned to designated entrance areas and the playground. During recess, teachers monitor playground activity. The principal, assistant principal, and noon duty supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal, assistant principal, teachers, and noon duty supervisors monitor student behavior to ensure a safe and orderly departure.

Sycamore Hills Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Sycamore Hills Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in February 2022.

Classroom Environment

Discipline & Climate for Learning

Sycamore Hills Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	19-20	20-21	21-22
	School		
% Students Suspended	0.0	3.1	
% Students Expelled	0.0	0.0	
	District		
% Students Suspended	0.0	5.3	
% Students Expelled	0.0	0.1	
	State		
% Students Suspended	0.2	2.5	3.2
% Students Expelled	0.0	0.1	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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.

Data collected during the 2020-2021 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

Suspensions and Expulsions by Student Group (2021-22)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	3.1	0.0
Female	0.8	0.0
Male	5.4	0.0
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	2.8	0.0
Black or African-Amer.	9.3	0.0
Filipino	0.0	0.0
Hisp. or Latino	2.9	0.0
Native Hawaiian or Pacific Islander	0.0	0.0
Two or More Races	0.0	0.0
White	0.0	0.0
English Learners	3.9	0.0
Foster Youth	0.0	0.0
Homeless	0.0	0.0
Students Receiving Migrant Ed. Services	0.0	0.0
Socioeconomically Disadvantaged	3.5	0.0
Students with Disabilities	6.9	0.0

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
	2019-20			
	Avg. Class Size	Number of Classes		
Grade		1-20	21-32	33+
K	22.0		4	
1	23.0		4	
2	21.0	2	3	
3	21.0	1	5	
4	23.0		4	
5	25.0	1	4	
6	25.0	1	4	
	2020-21			
	Avg. Class Size	Number of Classes		
Grade		1-20	21-32	33+
K	10.0	7		
1	11.0	8		
2	13.0	7		
3	10.0	10	1	
4	11.0	8	1	
5	11.0	10		
6	12.0	9		
	2021-22			
	Avg. Class Size	Number of Classes		
Grade		1-20	21-32	33+
K	17.0	3	1	
1	19.0	2	2	
2	23.0		4	
3	19.0	2	3	1
4	19.0	1	4	
5	24.0	1	4	
6	21.0	1	2	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

Pupil Engagement

Chronic Absenteeism

The following chart identifies the chronic absenteeism rates by student group for Sycamore Hills Elementary School for the 2021-22 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism By Student Group (2021-22)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	768	701	280	39.9
Female	382	345	133	38.6
Male	386	356	147	41.3
Amer. Indian or Alaska Native	4	4	0	0.0
Asian	36	31	5	16.1
Black or African-Amer.	54	48	17	35.4
Filipino	7	7	2	28.6
Hisp. or Latino	623	575	239	41.6
Native Hawaiian or Pacific Islander	2	0	0	0.0
Two or More Races	11	10	4	40.0
White	31	26	13	50.0
English Learners	182	169	77	45.6
Foster Youth	5	4	2	50.0
Homeless	33	32	19	59.4
Students Receiving Migrant Ed. Services	0	0	0	0.0
Socioeconomically Disadvantaged	541	502	211	42.0
Students with Disabilities	102	99	46	46.5

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Sycamore Hills Elementary School revolve around the California State Content Standards and Frameworks. During the 2021-22 school year, Sycamore Hills Elementary School held staff development training devoted to:

• English Language Development (ELD)
• Educational Technology
• English Language Arts & Mathematics Critical and Creative Thinking Skills

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Sycamore Hills Elementary School supports ongoing professional growth throughout the year on minimum days and collaboration days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2020-21, 2021-22, and 2022-23 school years, Sycamore Hills Elementary School's teachers had the opportunity to attend the following events hosted by the Colton Joint Unified School District:

2020-21 Training:
• Alludi (Online, Self-Paced PD for All Staff)
• CA Induction Program
• Colton Cohort (Orenda Data Review Sessions)
• Distance Learning Strategies (including Technology Tools) Equity
• Instructional Leadership Teams (Focused on Strategies to Support English Learners)
• Quality Teaching for English Learners (QTEL)

2021-22 Training:
• SBSS Standards for Math Practices
• Cognitive Coaching
• HSS Alive

• TEL
• Trauma Resource Institute
• Web Training

2022-23 Training:
• Educational Technology
• Parent Project
• Science Training
• Dual Immersion CABE
• Positive Behavior Interventions and Supports (PBIS)
• Restorative Practices
• Differentiating Instruction
• LETRS Training
• DIBELS Training
• Professional Learning Group

Sycamore Hills Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2020-21	2021-22	2022-23
3	2	3

Instructional Materials

All textbooks used in the core curriculum at Sycamore Hills Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's eight-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Thursday, September 15, 2022, the Colton Joint Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 23-10 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2022-23 school year, Colton Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2022	Benchmark Education, *Ready to Advance*	0 %
2017	McGraw Hill, *Reading Wonders*	0 %
History-Social Science		
2022	Benchmark Education, *Ready to Advance*	0 %
2021	Teachers' Curriculum Institute, *Social Studies Alive! California Series*	0 %
Mathematics		
2022	Benchmark Education, *Ready to Advance*	0 %
2016	Houghton Mifflin Harcourt, *Go Math!*	0 %
Science		
2020	Accelerate Learning, *STEMScopes*	0 %
2020	Amplify Education, Inc., *Amplify Science*	0 %
2022	Benchmark Education, *Ready to Advance*	0 %

Professional Staff

Counseling & Support Staff

Sycamore Hills Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Sycamore Hills Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2021-22		
	No. of Staff	FTE
Academic Counselor	0	0
Counselor	1	1.0
Health Assistant	1	0.75
Library Media Technician	1	0.75
Nurse	1	0.2
Psychologist	1	0.4
Speech Therapist	1	0.4

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Preparation and Placement

The charts below identify the number of teachers at Sycamore Hills Elementary School, Colton Joint Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Sycamore Hills Elementary School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Teacher Preparation and Placement Authorization / Assignment (2021-22)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Teacher Preparation and Placement Authorization / Assignment (2020-21)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.5	98.9	888.7	92.1	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	6.0	0.6	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.3	1.1	14.3	1.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	23.3	2.4	12115.8	4.4
Unknown	0.0	0.0	32.4	3.4	18854.3	6.9
Total Teaching Positions	30.8	100.0	965.0	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 memeber 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 in authorized to provide to students.

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2021-22)	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2020-21)	Number
Permits and Waivers	0.0
Misassignments	0.3
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.3

Credentialed Teachers Assigned Out-of_Field (Considered "out-of-field" under ESSA) / Indicator (2021-22)	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assigment Options	
Total Out-of-Field Teachers	

Credentialed Teachers Assigned Out-of_Field (Considered "out-of-field" under ESSA) / Indicator (2020-21)	Number
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assigment Options	0.0
Total Out-of-Field Teachers	0.0

Class Assignments / Indicator (2021-22)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

Class Assignments / Indicator (2020-21)	Percent
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	1.7
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

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

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2020-21 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2020-21	District	State Average of Districts in Same Category
Beginning Teacher Salary	$52,385	$51,081
Mid-Range Teacher Salary	$83,107	$77,514
Highest Teacher Salary	$107,291	$105,764
Superintendent Salary	$240,465	$298,377
Average Principal Salaries:		
Elementary School	$133,775	$133,421
Middle School	$142,721	$138,594
High School	$156,144	$153,392
Percentage of Budget:		
Teacher Salaries	32.64%	31.6%
Administrative Salaries	5.28%	4.97%

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

Expenditures Per Student

For the 2020-21 school year, Colton Joint Unified School District spent an average of $13,891 of total general funds to educate each student (based on 2020-21 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Colton Joint Unified School District receives state and federal categorical funding for special programs. For the 2020-21 school year, the district received categorical, special education, and support programs funds for:

• After School Education & Safety (ASES)
• After School Kids Code Grant Pilot Program
• California Clean Energy Jobs Act
• Career and Technical Education Programs
• Career Technical Education Incentive Grant Program

• COVID Relief Funding
• Education Protection Account
• Lottery: Instructional Materials
• Mental Health-Related Services
• On-Behalf Pension Contributions
• Other Federal Funds
• Other Local: Locally defined
• Special Education
• State COVID Relief Funding
• State Lottery
• Strong Workforce Program
• Title I
• Title II
• Title III
• Title IV

Expenditures Per Pupil and School Site Teacher Salaries 2020-21	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	$6,368	N/A	N/A	N/A	N/A
Restricted	$297	N/A	N/A	N/A	N/A
Unrestricted	$6,071	$6,268	96.86	$6,594	92.08
Average Teacher Salary	$97,284	$87,236	111.52	$85,368	113.96

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

SARC Data

DataQuest
DataQuest is an online data tool located on the CDE DataQuest web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about Sycamore Hills Elementary School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school 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
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.

Disclosure
The statistical information disclosed in this report is obtained from the California Department of Education and the Colton Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in January 2023.