

Colton Joint Unified School District

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 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 in 77Tj /F2 7mall for statistical

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						
Science (grades 5, 8, and 10)	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	20-21	21-22	20-21	21-22	20-21	21-22
	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 Standards & Practices and *Instructional Materials*

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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

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		

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

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