

# Colton Joint Unified School District Alice Birney Elementary School

Grades TK through 6  
Jessica Gomez, Principal  
jessica\_gomez@cjusd.net



1050 East Olive Street  
Colton, CA 92324  
PH: (909) 580-5017 FAX: (909) 433-9474  
www.cjusd.net/birney  
CDS #: 36676866101034

## 2019-20 School Accountability Report Card *Published February 2021*

Colton Joint Unified School District  
1212 Valencia Drive  
Colton, CA 92324-1798  
(909) 580-5000  
www.cjusd.net

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This report contains information that may or may not have occurred either in person or via online platform in the 2019-20 and 2020-21 school years due to the closure of school sites in March 2020 for the COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

## Principal's Message

I'd like to welcome you to Alice Birney Elementary School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Alice Birney Elementary School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Alice Birney Elementary School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

## Mission

Alice Birney Elementary School is a community of:

Goal-Driven, Respectful, and Responsible Citizens modeling, encouraging, and reinforcing a safe and positive environment for everyone, everywhere, everyday.

## School Description

Alice Birney Elementary School is located in the northeastern region of Colton and serves students in grades transitional kindergarten through six following a traditional calendar. At the beginning of the 2019-20 school year, 630 students were enrolled, including 5.7% in special education, 38.4% qualifying for English Language Learner support, and 96.8% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2019-20			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African-Amer.	3.20%	Transitional Kindergarten	0
Amer. Indian or Alaska Native	0.00%	Kindergarten	101
Asian	0.60%	Grade 1	82
Filipino	0.30%	Grade 2	81
Hisp. or Latino	94.30%	Grade 3	95
Native Hawaiian or Pacific Islander	0.00%	Grade 4	82
White	1.60%	Grade 5	99
Two or More Races	0.00%	Grade 6	90
Students with Disabilities	5.70%	Ungraded	0
Socioeconomically Disadvantaged	96.80%		
English Learners	38.40%		
Foster Youth	0.30%		
Homeless	6.80%		
Total Enrollment			630

## Student Achievement

### Physical Fitness

In the spring of each year, Alice Birney Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart reported in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2019-20			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Fifth	N/A	N/A	N/A

Note: Cells with N/A values do not require data as the 2019-2020 data are not available.

Note: Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

### 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/](http://www.cde.ca.gov/ta/tg/ca/).

CAASPP Test Results in ELA and Mathematics - All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	18-19	19-20	18-19	19-20	18-19	19-20
English-Language Arts/Literacy (grades 3-8 and 11)	26.0	N/A	39.0	N/A	50.0	N/A
Mathematics (grades 3-8 and 11)	15.0	N/A	25.0	N/A	39.0	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in ELA by Student Group (2019-20)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African-Amer.	N/A	N/A	N/A	N/A	N/A
Amer. Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hisp. or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Ed. Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

CAASPP Test Results in Mathematics by Student Group (2019-20)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African-Amer.	N/A	N/A	N/A	N/A	N/A
Amer. Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hisp. or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Ed. Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students						
Science (grades 5, 8, and 10)	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	18-19	19-20	18-19	19-20	18-19	19-20
	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group (2019-20)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African-Amer.	N/A	N/A	N/A	N/A	N/A
Amer. Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hisp. or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Ed. Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## 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 Assignment*, 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, school newsletters, the school website, digital school newsletters, monthly calendars, Blackboard Connect (automated telephone message delivery system), Facebook, Twitter, Instagram, Remind 101, and the CJUSD app. Contact the school office at (909) 580-5017 for more information on how to become involved in your child's learning environment.

### Opportunities to Volunteer

- Chaperone Field Trips
- Classroom Helper
- Schoolwide Events

### Committees

English Learner Advisory Council  
 Parent Teacher Association  
 School Site Council

### School Activities

Back to School Night  
 ESL Classes  
 Parent Workshops  
 Student Recognition Assemblies  
 Various Family Nights

## 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. Alice Birney Elementary School's original facilities were built in 1953; 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, the following improvements have been completed:

- Installation of solar panels
- Removal of bushes and the addition of wood chips and plants

Every morning before school begins, the custodian inspect 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 Alice Birney Elementary School. The day custodian is responsible for:

- Overall campus operations and safety
- Kitchen cleanup
- Cafeteria cleanup
- Trash removal

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

- Classroom cleaning
- Trash removal
- Restroom cleanup
- Office cleanup

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

Campus Description	
Year Built	1953
Acreage	9.12
Square Footage	58512.3
Quantity	
Permanent Classrooms	9
Portable Classrooms	23
Restrooms (sets)	5
Library	1
Classroom iPad Tubs	12
Mobile Labs - (Chromebook Carts)	22
Mobile Labs - (iPad Carts)	4
Multipurpose Room/Cafeteria(s)	1
Playground(s)	1
Teacher Lounge/Staff Work Room(s)	1

### Facilities Inspection

The district's maintenance department inspects Alice Birney Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Alice Birney 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 Thursday, September 03, 2020. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2020-21, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status			
Most Recent Inspection: Thursday, September 03, 2020			
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
(B)	Room 16 - Ceiling tile not installed (WO #55230) Room 34 - Cove base coming off east wall (WO #55233) RR by Room 39, Staff - Floor lifting (WO #55235); Doors need painting (WO #55236)
(D)	Room 16 - Blank cover needed by whiteboard (WO #55231) Room 17 - Light by entrance blinking (WO #55231) Room 30 - Blank cover by whiteboard not installed (WO #55232)
(G)	Room 15 - Outside of room has a cracked board (WO #55229)

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

## County Williams Settlement School Inspection Results

On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate sufficiency of instructional materials and to ensure that school site facilities are in good repair. At the time of publishing, a facilities inspection had not been conducted for the 2020-21 school year as this site was not offering in-person instruction due to COVID-19. A visit will be conducted once the site resumes in-person learning.

School Facility Inspection Results County Inspection Completed:		
Area Impacted	Deficiency Noted	Corrective Action Taken

## 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, administrators and noon supervisors are strategically assigned to designated entrance areas and the playground. During recess, teachers supervise playground activity. Administrators and noon supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, administrators and teachers monitor student behavior to ensure a safe and orderly departure.

Alice Birney 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 Alice Birney 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 October 2020.

## Classroom Environment

### Discipline & Climate for Learning

Alice Birney 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			
	17-18	18-19	19-20
	<b>School</b>		
% Students Suspended	4.1	2.5	
% Students Expelled	0.0	0.0	
	<b>District</b>		
% Students Suspended	4.6	5.0	
% Students Expelled	0.1	0.1	
	<b>State</b>		
% Students Suspended	3.5	3.5	2.5
% Students Expelled	0.1	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 prior years.*

## 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				
		2017-18		
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	18.0	5		
1	24.0		4	
2	22.0		4	
3	24.0		4	
4	24.0		4	
5	29.0		4	
6	29.0		4	
		2018-19		
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	22.0	1	4	
1	23.0		3	
2	24.0		4	
3	20.0	1	2	
4	23.0		4	
5	28.0		3	
6	30.0		3	
		2019-20		
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	13.0	8		
1	21.0	1	3	
2	20.0	3	1	
3	24.0		4	
4	21.0		3	
5	25.0		4	
6	30.0		3	

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

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Alice Birney Elementary School revolve around the California State Content Standards and Frameworks. During the 2019-20 school year, Alice Birney Elementary School held staff development training devoted to:

- Data Analysis
- English Learner Strategies
- Next Generation Science Standards (NGSS)
- Technology Use in the Classroom

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. Alice Birney Elementary School supports ongoing professional growth throughout the year on minimum days and grade level 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 session 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 2018-19, 2019-20, and 2020-21 school years, Alice Birney Elementary School's teachers had the opportunity to attend the following events hosted by the Colton Joint Unified School District:

#### 2018-19 Training:

- Data Analysis
- Educational Technology
- Illuminate Training
- Instructional Leadership Teams (Focused on Strategies to Support English Learners)
- LETRS (Specific Training in Beginning Reading Skills, Focus on Phonemic Awareness)
- Mathematics
- Next Generation science Standards (NGSS)

#### 2019-20 Training:

- LETRS Training
- Colton Cohort (Orenda Data Review Sessions)
- Equity Institute
- Instructional Leadership Teams (Focused on Strategies to Support English Learners)
- National Institute for School Leadership
- Next Generation Science Standards (NGSS) and Science Adoptions
- Student Services Summit (Focusing on Supporting Student Social and Emotional Health and Wellness)

#### 2020-21 Training

- Alludo (On-line, 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)
- National Institute for School Leadership (Administrative Training)

- Next Generation Science Standards (NGSS) and Science Adoptions
- Strategies to Support English Learners and English Language Development

Alice Birney 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		
2018-19	2019-20	2020-21
3	3	3

### Instructional Materials

All textbooks used in the core curriculum at Alice Birney 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 24, 2020, 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. 21-07 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 2020-21 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
<b>English Language Arts</b>		
2017	McGraw Hill Education, <i>World of Wonders Developing Early Learners</i>	0 %
<b>History-Social Science</b>		
2006	Macmillan/McGraw-Hill, <i>California Vistas</i>	0 %
2017	McGraw Hill Education, <i>World of Wonders Developing Early Learners</i>	0 %
2020	Studies Weekly, <i>California Studies Weekly</i>	0 %
<b>Mathematics</b>		
2016	Houghton Mifflin Harcourt, <i>Go Math!</i>	0 %
2017	McGraw Hill Education, <i>World of Wonders Developing Early Learners</i>	0 %
<b>Science</b>		
2020	Accelerate Learning, <i>STEMScopes</i>	0 %
2020	Amplify Education, Inc., <i>Amplify Science: California Integrated Course Model</i>	0 %
2017	McGraw Hill Education, <i>World of Wonders Developing Early Learners</i>	0 %

## Professional Staff

### Counseling & Support Staff

Alice Birney 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 Alice Birney 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) 2019-20		
	No. of Staff	FTE
Academic Counselor	0	0
Counselor	1	1.0
Health Assistant	1	0.8
Library Media Technician	1	0.8
Nurse	1	0.2
Psychologist	1	0.5
Speech Therapist	1	0.2
Speech/Language/Hearing Specialist	1	0.2

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 Assignment

During the 2019-20 school year, Alice Birney Elementary School had 29 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

	Teacher Credentials & Assignments			
	School			District
	18-19	19-20	20-21	20-21
Total Teachers	30	29	28	995
Teachers With Full Credentials	30	29	28	995
Teachers Without Full Credentials	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (With Full Credential)	0	0	0	8
Misassignments of Teachers of English Learners	0	0	0	0
Total Teacher Misassignments*	0	0	0	8
Vacant Teacher Positions	0	0	0	12

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## 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: 2018-19 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2018-19		
	District	State Average of Districts in Same Category
	Beginning Teacher Salary	\$50,105
Mid-Range Teacher Salary	\$79,490	\$77,680
Highest Teacher Salary	\$102,621	\$102,143
Superintendent Salary	\$254,135	\$284,736
<b>Average Principal Salaries:</b>		
Elementary School	\$125,624	\$128,526
Middle School	\$134,480	\$133,574
High School	\$152,250	\$147,006
<b>Percentage of Budget:</b>		
Teacher Salaries	34%	33%
Administrative Salaries	5%	5%

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 2018-19 school year, Colton Joint Unified School District spent an average of \$12,390 of total general funds to educate each student (based on 2018-19 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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 2018-19 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
- Career and Technical Education Programs
- Classified School Employee Professional Development Block Grant
- Education Protection Account
- Lottery: Instructional Materials
- Low Performing Students Block Grant
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Local: Locally defined
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title IV

Expenditures Per Pupil and School Site Teacher Salaries 2018-19					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$6,827	N/A	N/A	N/A	N/A
Restricted	\$421	N/A	N/A	N/A	N/A
Unrestricted	\$6,407	\$6,693	95.72	\$13,080	48.98
Average Teacher Salary	\$82,974	\$82,937	100.04	\$83,052	99.91

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 Alice Birney 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.

### 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 February 2021.