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2014-15 School Accountability Report Card
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2015-16
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Principal's Message

Welcome! I am proud to share our quality educational programs in the Crestmore Elementary Annual School Accountability Report Card.

Crestmore Elementary School believes that when parents, community members, students and staff work together, student achievement improves. We take pride in involving parents and community members in every aspect of our school. Interested parents may be elected to two-year leadership positions on the School Site Council and the English Learner Advisory Committee, as well as District committees. Parents are encouraged to join our Parent Teacher Association (PTA) and we welcome visitors on our campus for many special events including Parent Classes, Family Curriculum Nights, Monthly Character Trait Assemblies and Trimester Award Assemblies. Fingerprinted volunteers are invited to work with students in classrooms and to help chaperone Student Study Trips.

Crestmore Elementary is dedicated to addressing the diversified needs of all its students so that no student will be left behind in his/her quest for knowledge as we work together to improve student performance. We believe each child is unique and deserving of a rich education environment. All students have access to a standards based core curriculum in language arts, mathematics, physical education, science, social studies and English Language Development. Reading and writing are incorporated into all areas of the curriculum and homework activities to support our goal for every student to be a reader by the end of third grade. Crestmore students are encouraged to become independent, self-motivated learners through research-based instructional strategies and strong educational principles. Crestmore Elementary provides a clean, safe environment for all we serve to promote social understanding and invite parental participation as we build a community of lifelong learners.

Mission Statement

Crestmore Elementary is a Caring, Confident and Courageous Learning Community.

We believe engaging lessons and positive interactions Promote PRIDE in learning, empowering students to become successful citizens with hope for the future of our community.

School Profile

Crestmore Elementary School is located in the southern region of Bloomington and serves students in grades transitional kindergarten through six following a modified traditional calendar. At the beginning of the 2014-15 school year, 864 students were enrolled, including 7.9% in special education, 52.7% qualifying for English Language Learner support, and 93.4% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2014-15				
Ethnic Group	%		Grade Level	#
African-Amer.	1.00%		Transitional Kindergarten	24
Amer. Indian or Alaskan Native	0.10%		Kindergarten	106
Asian	0.20%		Grade 1	96
Filipino	0.00%		Grade 2	124
Hisp. or Latino	94.60%		Grade 3	131
Pacific Islander	0.10%		Grade 4	120
Caucasian	3.90%		Grade 5	113
Multi-Racial	0.00%		Grade 6	150
Students with Disabilities	7.90%		Ungraded	0
Economically Disadvantaged	93.40%			
English Learners	52.70%			
Foster Youth	0.80%			
			Total Enrollment	864

Student Achievement

Physical Fitness

In the spring of each year, Crestmore 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 disclosed 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 2014-15			
	Number of Standards Met:		
Grade Tested	Four of Six	Five of Six	Six of Six
Fifth	12.1	17.2	17.2

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.

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessments by 2014. Meeting AYP milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient. The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Criteria & Compared to District and State Performance 2014-15			
Did the school, district, and state meet or exceed 2015 AYP performance criteria in each of the areas listed below?			
AYP Criteria	CES	CJUSD	California
Overall Results	Yes	Yes	Yes
Participation Rate			
English Language Arts	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes
Percent Proficient			
English Language Arts	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Met Attendance Rates	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2014-15, Crestmore Elementary School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I

school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status 2015-16		
	CES	CJUSD
PI Status	In PI	In PI
First Year of PI	2003-2004	2004-2005
Year in PI	Year 5	Year 3
No. of Schools Currently in PI		13
% of Schools Currently in PI		48.1%

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

California Standardized Tests (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the CDE's website www.cde.ca.gov/ta/tg/sr/cstsciref.asp.

California Standards Tests for All Students in Science -- Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Crestmore Elementary School			District			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science (grades 5, 8, and 10)	39	53	53	42	45	40	59	60	56

California Standards Tests Results by Student Group in Science (School Year 2014-15)	
Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	40
All Students (School)	53
Male	54
Female	51
African-Amer.	--
Amer. Indian or Alaskan Native	--
Asian	--
Filipino	
Hisp. or Latino	54
Pacific Islander	--
Caucasian	--
Multi-Racial	
English Learners	30
Economically Disadvantaged	--
Migrant Educ.	--
Students with Disabilities	51
Foster Youth	--

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

California Assessment of Student Performance and Progress

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. 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 grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

California Assessment of Student Performance and Progress All Students Percentage of Students Meeting or Exceeding the State Standards 2014-15			
	Crestmore Elementary School	District	California
English-Language Arts/Literacy	34	33	44
Mathematics	23	19	33

Note: Students in grades 3-8 and 11 are given this test. Percentages are not calculated when the number of students is ten or less, either because the number of students in this cateogry is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

2014-15 CAASPP Assessment Results Disaggregated by Student Groups

English Language Arts - Grade 3							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	1	2	3	4
All Students	133	130	97.7	46	27	16	11
Male	133	58	43.6	55	19	17	9
Female	133	72	54.1	39	33	15	13
African-Amer.	133	1	0.8	--	--	--	--
Amer. Indian or Alaskan Native	133	1	0.8	--	--	--	--
Hisp. or Latino	133	122	91.7	46	28	16	10
Caucasian	133	6	4.5	--	--	--	--
English Learners	133	75	56.4	48	24	19	9
Economically Disadvantaged	133	123	92.5	48	26	15	11
Students with Disabilities	133	9	6.8	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 3							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	1	2	3	4
All Students	133	131	98.5	46	30	19	5
Male	133	59	44.4	49	25	20	5
Female	133	72	54.1	43	33	18	6
African-Amer.	133	1	0.8	--	--	--	--
Amer. Indian or Alaskan Native	133	1	0.8	--	--	--	--
Hisp. or Latino	133	123	92.5	46	30	18	6
Caucasian	133	6	4.5	--	--	--	--
English Learners	133	76	57.1	45	32	18	5
Economically Disadvantaged	133	123	92.5	47	28	20	6
Students with Disabilities	133	9	6.8	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 4							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	1	2	3	4
All Students	120	119	99.2	39	29	18	14
Male	120	56	46.7	41	32	20	7
Female	120	63	52.5	37	25	17	21
African-Amer.	120	2	1.7	--	--	--	--
Hisp. or Latino	120	113	94.2	37	30	19	14
Caucasian	120	4	3.3	--	--	--	--
English Learners	120	44	36.7	50	34	11	5
Economically Disadvantaged	120	110	91.7	41	28	17	14
Students with Disabilities	120	9	7.5	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 4							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	1	2	3	4
All Students	120	120	100.0	38	45	12	5
Male	120	56	46.7	43	45	11	2
Female	120	64	53.3	34	45	13	8
African-Amer.	120	2	1.7	--	--	--	--
Hisp. or Latino	120	114	95.0	39	44	11	5
Caucasian	120	4	3.3	--	--	--	--
English Learners	120	45	37.5	49	42	9	0
Economically Disadvantaged	120	111	92.5	39	46	11	5
Students with Disabilities	120	9	7.5	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 5							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	117	115	98.3	36	23	25	17
Male	117	61	52.1	34	31	21	13
Female	117	54	46.2	37	13	30	20
African-Amer.	117	3	2.6	--	--	--	--
Hisp. or Latino	117	108	92.3	35	23	24	18
Caucasian	117	4	3.4	--	--	--	--
English Learners	117	49	41.9	59	20	20	0
Economically Disadvantaged	117	109	93.2	38	23	25	15
Students with Disabilities	117	14	12.0	71	14	14	0
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 5							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	117	116	99.1	38	26	17	19
Male	117	61	52.1	41	25	15	20
Female	117	55	47.0	35	27	20	18
African-Amer.	117	3	2.6	--	--	--	--
Hisp. or Latino	117	109	93.2	38	25	18	19
Caucasian	117	4	3.4	--	--	--	--
English Learners	117	50	42.7	54	30	14	2
Economically Disadvantaged	117	110	94.0	39	25	18	17
Students with Disabilities	117	14	12.0	79	14	7	0
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 6							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	149	144	96.6	33	32	31	4
Male	149	77	51.7	39	31	27	3
Female	149	67	45.0	25	33	36	6
African-Amer.	149	3	2.0	--	--	--	--
Hisp. or Latino	149	138	92.6	32	32	32	4
Pacific Islander	149	1	0.7	--	--	--	--
Caucasian	149	2	1.3	--	--	--	--
English Learners	149	59	39.6	58	29	14	0
Economically Disadvantaged	149	134	89.9	34	33	30	4
Students with Disabilities	149	15	10.1	80	13	7	0
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 6							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	149	144	96.6	53	33	13	2
Male	149	77	51.7	56	29	13	3
Female	149	67	45.0	49	37	12	1
African-Amer.	149	3	2.0	--	--	--	--
Hisp. or Latino	149	138	92.6	53	32	13	2
Pacific Islander	149	1	0.7	--	--	--	--
Caucasian	149	2	1.3	--	--	--	--
English Learners	149	59	39.6	69	25	5	0
Economically Disadvantaged	149	134	89.9	54	32	12	1
Students with Disabilities	149	15	10.1	87	13	0	0
Foster Youth	--	--	--	--	--	--	--

Note: 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.

The number of students tested includes students that did not receive a score; 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 students with scores.

Level 1 = Standard not met; Level 2 = Standard nearly met; Level 3 = Standard met; Level 4 = Standard exceeded

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 – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in California Assessment of Student Performance and Progress, including the CST Results and CAASPP charts; and College Preparation & Work Readiness, including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Engagement – State Priority 5: Covered in Dropouts and in Graduation Requirements, including Dropout & Graduation Rates and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

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, school newsletters, the school marquee, monthly calendar, and Blackboard Connect (automated telephone message delivery system). Contact the school office at (909) 580-5010 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Chaperone
Classroom Helper
Helping Hands

Committees
English Learner Advisory Council
District English Learner Advisory Council
School Site Council
District Advisory Council

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. Crestmore Elementary School's original facilities were built in 1955; 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 next 12 months, slurry coating the blacktop will be 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 Crestmore Elementary School. The day custodian is responsible for:

• Cafeteria setup/cleanup
• Office area cleaning
• Restroom cleaning
• Kitchen 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

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

Campus Description	
Year Built	1955
Acreage	10
Square Footage	49736
	Quantity
Permanent Classrooms	17
Portable Classrooms	23
Restrooms (sets)	4
Multipurpose Room/Cafeteria	1
Library	1
Administration Building	1
Computer Lab (in permanent classroom)	1
Intervention Rooms (part of portables)	2
Staff Lounge/Work Room (part of MPR)	1
Teacher Resource Room (in administration building)	1

Facilities Inspection

The district's maintenance department inspects Crestmore Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Crestmore 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 Monday, October 05, 2015. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Monday, October 05, 2015			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✔		
B. Interior	✔		
C. Cleanliness	✔		
D. Electrical	✔		
E. Restrooms / Fountains		✔	
F. Safety	✔		
G. Structural	✔		
H. External	✔		

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.

County Williams Settlement School Inspection Results

On an annual basis, representatives from the County Office of Education visit Colton Joint Unified School District's schools that are in the API Decile Ranks 1 - 3. The inspection is designed to evaluate and verify that school facilities conditions are in "good repair" and that any deficiencies are accurately reported in the School Accountability Report Cards. The most recent facility inspection completed by the county took place on 8/21/2015. Results of the inspection and corrective action taken by the district are provided in the table below.

School Facility Inspection Results County Inspection Completed: 8/21/2015		
Area Impacted	Deficiency Noted	Corrective Action Taken
Category: Drinking Fountains (Interior & Exterior)		
12, 13, 14, 17, 19, 26, 32 and K1/TK	Sink/fountain is not working properly.	Remedied during visit.
Category: Hazardous Materials (Interior & Exterior)		
25	Cleansers not stored properly.	Remedied during visit.
Category: Interior Surfaces (Walls, Floors, & Ceilings)		
25	Flooring has damage from cracks, tears, and/or holes.	Replaced floor tile 10/7/15.
Category: Electrical (Interior & Exterior)		
25	TVs or electrical equipment are improperly mounted or unsecured.	Remedied during visit.
Category: Restroom		
RR Next to Rm. 16 and Rm. 12	RR Next to Rm. 16 - Toilet is damaged, broken, or clogged. RR Next to Rm. 12 - Soap dispensers damaged, broken or missing.	Remedied during visit.

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

Crestmore 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 Crestmore 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 March 2015.

Classroom Environment

Discipline & Climate for Learning

Crestmore 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			
	12-13	13-14	14-15
	CES		
# of Students Suspended	9	2	1
# of Students Expelled	0	0	0
	CJUSD		
# of Students Suspended	1224	1054	908
# of Students Expelled	32	31	35
	California		
# of Students Suspended	329370	279383	243603
# of Students Expelled	8266	6611	5692

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

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.

Class Size Distribution Self-Contained Classes				
	2012-13			
	Avg. Class	Number of Classrooms		
Grade	**Size**	**1-20**	**21-32**	**33+**
K	20.0	5	1	
1	20.0	4	2	
2	20.0	4	2	
3	20.0	6		
4	28.0		5	
5	30.0		4	
6	30.0		4	
	2013-14			
	Avg. Class	Number of Classrooms		
Grade	**Size**	**1-20**	**21-32**	**33+**
K	23.0	1	3	
1	23.0		5	
2	23.0		6	
3	24.0		5	
4	28.0		4	
5	29.0		5	
6	30.0		4	
	2014-15			
	Avg. Class	Number of Classrooms		
Grade	**Size**	**1-20**	**21-32**	**33+**
K	22.0	2	4	
1	24.0		4	
2	24.0		5	
3	23.0	1	5	
4	30.0		4	
5	28.0		4	
6	30.0		5	

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

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Crestmore Elementary School revolve around the Common Core State Standards. During the 2014-15 school year, Crestmore Elementary School held staff development training devoted to:

• Common Core State Standards
• Explicit Direct Instruction
• English Language Development Training
• Positive Behavior Interventions and Supports
• Technology Training

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. Crestmore 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 2014-15 school year, Crestmore Elementary School's teachers attended the following events hosted by the Colton Joint Unified School District:

- Collaboration
- Common Core: ELA and Math
- GATE Workshops: Working w/GATE Students
- Google Apps: Using Google in the Classroom
- Transition Teams: Pacing Guides

Crestmore 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.

Staff Development Days Three-Year Trend		
2012-13	2013-14	2014-15
3	3	3

Instructional Materials

All textbooks used in the core curriculum at Crestmore Elementary School are currently being aligned to the Common Core State Standards. 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 six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Thursday, September 03, 2015, 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. 16-06 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 2015-16 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		
2012	Houghton Mifflin, *Houghton Mifflin Reading - Medallion Edition*	0 %
2002	Houghton Mifflin, *Reading California*	0 %
2012	Houghton Mifflin Harcourt School Publishers, *Splash into Pre-K Program*	0 %
History-Social Science		
2006	Macmillan/McGraw-Hill, *California Vistas*	0 %
Mathematics		
2009	Glencoe/McGraw-Hill, *California Math Triumphs*	0 %
2008	Pearson Scott Foresman, *Scott Foresman - Addison Wesley enVisionMath California*	0 %
Science		
2007	Macmillan/McGraw-Hill, *Macmillan/McGraw-Hill California Science*	0 %

Professional Staff

Counseling & Support Staff

Crestmore 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 Crestmore 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.

Counselors & Support Personnel (Nonteaching Professional Staff) 2014-15		
	No. of Staff	FTE
Academic Counselor	0	0
Counselor	1	0.5
Health Assistant	1	0.3
Library Media Technician	1	0.5
Nurse	1	0.3
Psychologist	1	0.3
Speech Therapist	1	0.5

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 2014-15 school year, Crestmore Elementary School had 36 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2014-15		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB- Compliant Teachers
Crestmore Elementary School	100.0 %	0.0 %
District Totals		
All Schools	99.0 %	1.0 %
High-Poverty	99.0 %	1.0 %
Low-Poverty	0.0 %	0.0 %

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Teacher Credentials & Assignments				
	CES			CJUSD
	13-14	14-15	15-16	15-16
Total Teachers	35	36	35	1055
Teachers with full credentials	35	36	35	1055
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area of competence (with full credential)	0	0	0	9
Teacher misassignments for English learners	0	0	0	0
Total teacher misassignments	0	0	0	0
Vacant teacher positions	0	0	0	4

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: 2013-14 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2013-14		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	$41,484	$43,165
Mid-Range Teacher Salary	$65,812	$68,574
Highest Teacher Salary	$84,961	$89,146
Superintendent Salary	$171,159	$234,382
Average Principal Salaries:		
Elementary School	$101,996	$111,129
Percentage of Budget:		
Teacher Salaries	41%	38%
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 2013-14 school year, Colton Joint Unified School District spent an average of $8,243 of total general funds to educate each student (based on 2013-14 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 2013-14 school year, the district received categorical, special education, and support programs funds for:

• After School Learning & Safe Neighborhood Partnerships
• California Clean Energy Jobs Act
• Common Core State Standards Implementation
• Education Protection Account
• Lottery: Instructional Materials
• Medi-Cal Billing Option
• Other Local: Locally defined
• Quality Education Investment Act
• Special Education
• State Lottery
• Title I
• Title II
• Title III
• Title IV
• Title X, McKinney-Vento Homeless Assistance
• Vocational Programs

Expense of Education Per Pupil 2013-14					
	Dollars Spent per Student				
	CES	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	813	N/A	N/A	N/A	N/A
Total**	$5,072	N/A	N/A	N/A	N/A
Restr.†	$762	N/A	N/A	N/A	N/A
Unrestr.††	$4,310	$5,105	84.44	$5,348	80.60
Avg. Teacher Salary	$67,000	$69,525	96.37	$72,971	91.82

Note: Cells with N/A values do not require data.
* Average Daily Attendance

SARC Data

DataQuest
DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about Crestmore Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to AYP, CAASPP, CST results, enrollment, and staffing.

Public Internet Access Location
Parents may access Crestmore Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Crestmore Elementary School is Colton Public Library - Main Library, a branch of Colton Public Library.

Address: 656 N. Ninth St., Colton
Phone Number: (909) 370-5084
WebSite: http://www.ci.colton.ca.us/Pages/librarywelcome.htm
Number of Computers Available: 12

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 December 2015.