

Colton Joint Unified School District Crestmore Elementary School

Grades TK through 6
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2020-21 School Accountability Report Card *Published February 2022*

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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

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.

2021-22 Board of Education

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Educational Services
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Assistant Superintendent,
Student Services

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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, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

School Description

Crestmore Elementary School is located in the southern region of Bloomington and serves students in grades transitional kindergarten through six following a traditional calendar. At the beginning of the 2020-21 school year, 706 students were enrolled, including 9.8% in special education, 34.6% qualifying for English Language Learner support, and 88.2% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2020-21			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	48.90%	Transitional Kindergarten	0
Male	51.10%	Kindergarten	109
Non-Binary	0.00%	Grade 1	99
Amer. Indian or Alaska Native	0.10%	Grade 2	94
Asian	0.00%	Grade 3	98
Black or African-Amer.	1.00%	Grade 4	94
Filipino	0.00%	Grade 5	106
Hisp. or Latino	97.20%	Grade 6	106
Native Hawaiian or Pacific Islander	0.00%	Ungraded	0
Two or More Races	0.10%		
White	1.60%		
English Learners	34.60%		
Foster Youth	1.00%		
Homeless	0.10%		
Students Receiving Migrant Ed. Services	0.00%		
Socioeconomically Disadvantaged	88.20%		
Students with Disabilities	9.80%		
Total Enrollment			706

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 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 2020-21			
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: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported.

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	
	19-20	20-21	19-20	20-21	19-20	20-21
English-Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	49.0
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	33.8

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

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.

CAASPP Test Results in ELA by Student Group (2020-21)

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	411	NT	NT	NT	NT
Female	200	NT	NT	NT	NT
Male	211	NT	NT	NT	NT
Amer. Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African-Amer.	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hisp. or Latino	398	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	118	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	384	NT	NT	NT	NT
Students with Disabilities	48	NT	NT	NT	NT

CAASPP Test Results in Mathematics by Student Group (2020-21)

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	411	NT	NT	NT	NT
Female	200	NT	NT	NT	NT
Male	211	NT	NT	NT	NT
Amer. Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African-Amer.	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hisp. or Latino	398	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	118	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	384	NT	NT	NT	NT
Students with Disabilities	48	NT	NT	NT	NT

Note: NT values indicate that this school did not test students using the CAASPP for ELA.

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.

CAASPP Test Results in Science for All Students

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	19-20	20-21	19-20	20-21	19-20	20-21
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

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 (2020-21)

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded
All Students	108	NT	NT	NT	NT
Female	52	NT	NT	NT	NT
Male	56	NT	NT	NT	NT
Amer. Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African-Amer.	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hisp. or Latino	105	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	32	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	103	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Local Assessment Test Results

The Colton Joint Unified School District administered i-Ready local assessments for English Language Arts and Mathematics in lieu of administering the CAASPP test for the 2020-21 school year, and the results are shown below in this report.

Local Assessment Test Results in ELA by Student Group (2020-21)					
Assessment Name: i-Ready Assessment					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded*
All Students	409	390	95	5.00	28
Female	200	184	92	8.00	33
Male	209	206	99	1.00	23
Amer. Indian or Alaska Native	*	*	*	*	*
Asian	*	*	*	*	*
Black or African-Amer.	*	*	*	*	*
Filipino	0	0	0	0	0
Hisp. or Latino	396	377	95	5.00	28
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	*	*	*	*	*
White	75	74	99	1.00	29
English Learners	118	115	97	3.00	3
Foster Youth	*	*	*	*	*
Homeless	*	*	*	*	*
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	379	363	96	4.00	28
Students with Disabilities	47	46	98	2.00	9

Local Assessment Test Results in Mathematics by Student Group (2020-21)					
Assessment Name: i-Ready Assessment					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	Percent Met or Exceeded*
All Students	409	384	94	6.00	14
Female	200	186	93	7.00	13
Male	209	198	95	5.00	15
Amer. Indian or Alaska Native	*	*	*	*	*
Asian	*	*	*	*	*
Black or African-Amer.	*	*	*	*	*
Filipino	0	0	0	0	0
Hisp. or Latino	396	371	94	6.00	14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	*	*	*	*	*
White	75	73	97	3.00	7
English Learners	118	113	96	4.00	2
Foster Youth	*	*	*	*	*
Homeless	*	*	*	*	*
Military	0	0	0	0	0
Students Receiving Migrant Ed. Services	0	0	0	0	0
Socioeconomically Disadvantaged	379	355	94	6.00	14
Students with Disabilities	47	45	96	4.00	0

*At or above the grade-level standard in the context of the local assessment administered.

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.

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, school newsletters, the Remind App, 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

Committees

- English Learner Advisory Council
- District English Learner Advisory Council
- School Site Council
- District Advisory Council

School Activities

- Back to School Night
- Parent Classes
- Assemblies
- Parent & Family Curricular Activities

Note: The above events were planned for the school year and will occur as Department of Public Health allows due to the ongoing COVID-19 pandemic.

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.

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
Library	1
Administration Building(s)	1
Computer Lab (in permanent classroom)	1
Intervention Rooms (part of portables)	2
Multipurpose Room/Cafeteria(s)	1
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, November 29, 2021 - Tuesday, December 07, 2021. During fiscal year 2021-22, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Monday, November 29, 2021			
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)	Room 14 - HVAC units vibrating or excessively noisy
(B)	4 Office, Room 10, Room 26, Room 40 & Room 43 - Ceiling tiles are stained
	Library RMS 34 & 35 & Room 23 - Ceiling tiles missing, damaged or loose; ceiling tiles are stained
	Room 12 - Carpeting damaged or stained
	Room 14, Room 16 & Room 32 - Ceiling tiles missing, damaged or loose
(D)	Room 33 - Electrical outlet covers or light switch covers are damaged or missing

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 8/19/2021. Results of the inspection and corrective action taken by the district are provided in the table below.

School Facility Inspection Results County Inspection Completed: 8/19/2021		
Area Impacted	Deficiency Noted	Corrective Action Taken
Category: Pest/ Vermin Infestation		
Grounds	Major evidence of pest infestation	.
Category: Playgrounds/ School Grounds		
Playground	Play/sports equipment is broken, damaged or deteriorating	.
Category: Restroom		
Staff Restrooms by Room 31	Paper towel dispensers empty	Remedied 8/19/21

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, the breakfast area and 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 2021.

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			
	18-19	19-20	20-21
School			
% Students Suspended	1.6	0.0	
% Students Expelled	0.0	0.0	
District			
% Students Suspended	5.0	0.0	
% Students Expelled	0.1	0.0	
State			
% Students Suspended	3.5	2.5	0.2
% Students Expelled	0.8	0.1	0.0

Note: 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.

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.

Suspensions and Expulsions by Student Group (2020-21)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.0	0.0
Female	0.0	0.0
Male	0.0	0.0
Non-Binary	0.0	0.0
Amer. Indian or Alaska Native	0.0	0.0
Asian	0.0	0.0
Black or African-Amer.	0.0	0.0
Filipino	0.0	0.0
Hisp. or Latino	0.0	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	0.0	0.0
Foster Youth	0.0	0.0
Homeless	0.0	0.0
Students Receiving Migrant Ed. Services	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0
Students with Disabilities	0.0	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				
2018-19				
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	24.0		5	
1	24.0		4	
2	23.0		5	
3	24.0		5	
4	24.0		4	
5	30.0		3	
6	30.0		4	
2019-20				
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	13.0	8	1	
1	23.0		4	
2	21.0	1	4	
3	20.0	1	4	
4	23.0		4	
5	27.0		4	
6	29.0		4	
2020-21				
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	9.0	12		
1	11.0	9		
2	10.0	9		
3	10.0	10		
4	11.0	9		
5	15.0	7		
6	15.0	7		

*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 Crestmore Elementary School for the 2020-21 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 (2020-21)					
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate	
All Students	778	731	135	18.5	
Female	376	355	61	17.2	
Male	402	376	74	19.7	
Amer. Indian or Alaska Native	1	1	0	0.0	
Asian	1	1	0	0.0	
Black or African-Amer.	9	7	1	14.3	
Filipino	0	0	0	0.0	
Hisp. or Latino	750	709	134	18.9	
Native Hawaiian or Pacific Islander	0	0	0	0.0	
Two or More Races	1	1	0	0.0	
White	16	12	0	0.0	
English Learners	260	252	50	19.8	
Foster Youth	15	13	2	15.4	
Homeless	5	4	1	25.0	
Students Receiving Migrant Ed. Services	0	0	0	0.0	
Socioeconomically Disadvantaged	680	643	128	19.9	
Students with Disabilities	83	80	16	20.0	

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Crestmore Elementary School revolve around the California State Content Standards and Frameworks. During the 2020-21 school year, Crestmore Elementary School held staff development training devoted to:

- English Language Development Training
- Next Generation Science Standards (NGSS)
- 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 met 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 2019-20, 2020-21, and 2021-22 school years, Crestmore Elementary School's teachers had the opportunity to attend the following events hosted by the Colton Joint Unified School District:

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 (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

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.

Number of School Days Dedicated to Staff Development and Continuous Improvement		
2019-20	2020-21	2021-22
3	3	2

Instructional Materials

All textbooks used in the core curriculum at Crestmore 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). The TK materials are from the district's most recent local adoption as there is no state board adoption list for these materials.

On Thursday, September 16, 2021, 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. 22-01 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 SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2021-22 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		
2017	McGraw Hill, <i>Reading Wonders</i>	0 %
2017	McGraw Hill Education, <i>World of Wonders Developing Early Learners</i>	0 %
History-Social Science		
2017	McGraw Hill Education, <i>World of Wonders Developing Early Learners</i>	0 %
2021	Teachers' Curriculum Institute, <i>History Alive! California Middle Schools Program</i>	0 %
Mathematics		
2016	Houghton Mifflin Harcourt, <i>Go Math!</i>	0 %
2017	McGraw Hill Education, <i>World of Wonders Developing Early Learners</i>	0 %
Science		
2020	Accelerate Learning, <i>STEMScopes</i>	0 %
2020	Amplify Education, Inc., <i>Amplify Science</i>	0 %
2017	McGraw Hill Education, <i>World of Wonders Developing Early Learners</i>	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.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2020-21		
	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	0.3
Psychologist	1	0.3
Speech Therapist	1	0.3

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 Crestmore 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 Crestmore 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 (2019-20)	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						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An Authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (Considered "ineffective" under ESSA) Authorization/Assignment (2019-20)	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator (2019-20)	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments / Indicator (2019-20)	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)	

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: 2019-20 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2019-20		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$51,358	\$50,897
Mid-Range Teacher Salary	\$81,477	\$78,461
Highest Teacher Salary	\$105,187	\$104,322
Superintendent Salary	\$233,203	\$297,037
Average Principal Salaries:		
Elementary School	\$128,744	\$131,863
Middle School	\$139,643	\$137,086
High School	\$153,777	\$151,143
Percentage of Budget:		
Teacher Salaries	32%	32%
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 2019-20 school year, Colton Joint Unified School District spent an average of \$13,689 of total general funds to educate each student (based on 2019-20 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 2019-20 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
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Local: Locally defined
- State COVID Relief Funding
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title IV

Expenditures Per Pupil and School Site Teacher Salaries 2019-20					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$6,664	N/A	N/A	N/A	N/A
Restricted	\$371	N/A	N/A	N/A	N/A
Unrestricted	\$6,293	\$6,903	91.16	\$8,444	74.53
Average Teacher Salary	\$86,273	\$85,939	100.39	\$84,665	101.90

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 Crestmore 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 December 2021.