

# Colton Joint Unified School District Crestmore Elementary School

Grades TK through 6  
Michelle Bonilla, Principal  
michelle\_bonilla@cjusd.net



18870 Jurupa Avenue  
Bloomington, CA 92316  
PH: (909) 580-5010 FAX: (909) 872-6408  
www.cjusd.net/crestmore  
CDS #: 36676866035604

## 2018-19 School Accountability Report Card *Published February 2020*

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

### Website Address

www.cjusd.net

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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 Description

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 2018-19 school year, 767 students were enrolled, including 9.8% in special education, 35.7% qualifying for English Language Learner support, and 85.1% qualifying for free or reduced price lunch.

Student Enrollment by Student Group / Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African-Amer.	1.00%	Transitional Kindergarten	0
Amer. Indian or Alaska Native	0.10%	Kindergarten	119
Asian	0.00%	Grade 1	108
Filipino	0.00%	Grade 2	102
Hisp. or Latino	95.60%	Grade 3	118
Native Hawaiian or Pacific Islander	0.00%	Grade 4	111
White	3.00%	Grade 5	89
Two or More Races	0.30%	Grade 6	120
Students with Disabilities	9.80%	Ungraded	0
Socioeconomically Disadvantaged	85.10%		
English Learners	35.70%		
Foster Youth	1.40%		
Homeless	4.20%		
Total Enrollment			767

## 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 2018-19			
Grade Level Tested	Percentage of Students Meeting Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
Fifth	12.4	19.1	15.7

*Note: Percentages are not calculated and double dashes (--) appear in the table 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.*

### 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	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy (grades 3-8 and 11)	46.0	42.0	40.0	39.0	50.0	50.0
Mathematics (grades 3-8 and 11)	37.0	34.0	25.0	25.0	38.0	39.0

*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.*

CAASPP Test Results in ELA by Student Group (2018-19)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	437	432	98.86	1.14	41.67
Male	244	241	98.77	1.23	37.76
Female	193	191	98.96	1.04	46.60
Black or African-Amer.	--	--	--	--	--
Amer. Indian or Alaska Native					
Asian					
Filipino					
Hisp. or Latino	416	411	98.80	1.20	40.88
Native Hawaiian or Pacific Islander					
White	17	17	100.00	0.00	70.59
Two or More Races					
English Learners	259	255	98.46	1.54	32.55
Socioeconomically Disadvantaged	407	403	99.02	0.98	40.20
Students with Disabilities	49	49	100.00	0.00	10.20
Students Receiving Migrant Ed. Services					
Foster Youth	--	--	--	--	--
Homeless	11	9	81.82	18.18	33.33

CAASPP Test Results in Mathematics by Student Group (2018-19)					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Meeting or Exceeding State Standards
All Students	436	433	99.31	0.69	34.41
Male	243	241	99.18	0.82	34.85
Female	193	192	99.48	0.52	33.85
Black or African-Amer.	--	--	--	--	--
Amer. Indian or Alaska Native					
Asian					
Filipino					
Hisp. or Latino	415	412	99.28	0.72	33.98
Native Hawaiian or Pacific Islander					
White	17	17	100.00	0.00	52.94
Two or More Races					
English Learners	258	255	98.84	1.16	27.06
Socioeconomically Disadvantaged	406	403	99.26	0.74	32.51
Students with Disabilities	49	48	97.96	2.04	14.58
Students Receiving Migrant Ed. Services					
Foster Youth	--	--	--	--	--
Homeless	11	10	90.91	9.09	20.00

*Note: ELA/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.*

*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.*

*Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested*

is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students						
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for including in the 2018-19 SARC posting due February 1, 2020. These data will be included in the SARC 2019-20 posting due February 1, 2021.

## 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 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

## 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
<b>Quantity</b>	
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 Tuesday, July 09, 2019. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2019-20, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status Most Recent Inspection: Tuesday, July 09, 2019			
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)	Rm K2 - Stained ceiling tile (WO #45896)
	Rm 16 - Wire mold end cap not installed (WO #45902)
	Rm 20 - Ceiling tile have holes in them (WO #45903)
	Rm 23 - Stained ceiling tile (WO #45908)
	Rm 29 - Carpet edging is loose (WO #45915)
	Rm 31 - Stained ceiling tile (WO #45918); carpet edging loose (WO #45919)
	Rm 33 - Stained ceiling tile (WO #45920); carpet edging coming loose (WO #45921)
	Rm 40 - Carpet has runs in it (WO #45925)
	Rm 41 - Carpet has runs in it (WO #45926)
	Rm 43 - Cove base coming off the wall (WO #45928)
(D)	Rm 7 - Wire mold end cap not installed (WO #45898)
	Rm 38 - Electrical box coming off the wall (WO #45922); open box on east wall (WO #45923)
(E)	Rm K1 - RR toilet clogged (WO #45895)
	Rm 9 - Drinking fountain does not shut off completely (WO #45900)
(F)	Rms 22 & 29 - Spray bottle under sink
(H)	Rm K3 - Door does not close on its own (WO #45897)
	RR by Rm 12 - Boys' - Door does not close on its own (WO #45901)
	Rm 21 - Front door does not close on its own (WO #45905); back door does not close on its own (WO #45906)
	Rm 24 - Door does not close on its own (WO #45911)
	Rm 26 - Door does not close on its own (WO #45913)
	Rm 30 - Door does not close on its own (WO #45917)
	Rm 39 - Door does not close on its own (WO #45924)
	Rm 41 - Door does not close on its own (WO #45927)

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 8/22/2019. Results of the inspection and corrective action taken by the district are provided in the table below.



School Facility Inspection Results County Inspection Completed: 8/22/2019		
Area Impacted	Deficiency Noted	Corrective Action Taken
<b>Category: Hazardous Materials (Interior &amp; Exterior)</b>		
22	Materials labeled "keep out of reach of children" are within reach of children	Remedied 8/22/19
41	Cleansers not stored properly	Remedied 8/22/19
41	Spray bottle or container is not labeled to their contents	Remedied 8/22/19
<b>Category: Interior Surfaces (Walls, Floors, &amp; Ceilings)</b>		
41	Carpeting damaged, rippled, or stained	
<b>Category: Electrical (Interior &amp; Exterior)</b>		
41	Computer cords not secured properly	Remedied 8/22/19
<b>Category: Restroom</b>		
Boys' Restroom by Room 31	Toilet seats are loose or damaged	Remedied 8/22/19
Girls' Restroom by Room 31	Toilet seats are loose or damaged	Remedied 8/22/19
Main Office Area	Toilet seats are loose or damaged	Remedied 8/22/19
Nurse's Office	Toilet seats are loose or damaged	Remedied 8/22/19
Staff Restrooms by Room 31	Toilet seats are loose or damaged	Remedied 8/22/19
<b>Category: Overall Cleanliness</b>		
K1	Unsecured items are stored too high and pose a safety hazard	Remedied 8/22/19
<b>Category: Fire Safety</b>		
Multi-purpose Room	Wheel chair lift is inaccessible	Remedied 8/22/19
<b>Category: Playgrounds/ School Grounds</b>		
Playground	Play/sports equipment is broken, damaged or deteriorating	

### 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 2019.

## 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			
	16-17	17-18	18-19
	<b>School</b>		
% Students Suspended	1.4	0.3	1.6
% Students Expelled	0.0	0.0	0.0
	<b>District</b>		
% Students Suspended	4.6	4.6	5.0
% Students Expelled	0.1	0.1	0.1
	<b>State</b>		
% Students Suspended	3.6	3.5	3.5
% Students Expelled	0.1	0.1	0.1

### 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				
		2016-17		
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	24.0		5	
1	23.0		5	
2	24.0		5	
3	23.0		4	
4	23.0		4	
5	28.0		5	
6	26.0		5	
		2017-18		
Grade	Avg. Class Size	Number of Classes		
		1-20	21-32	33+
K	24.0		6	
1	24.0		4	
2	24.0		5	
3	22.0		5	
4	24.0		3	
5	30.0		4	
6	30.0		4	
		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	

*\*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 Crestmore Elementary School revolve around the California State Content Standards and Frameworks. During the 2018-19 school year, Crestmore Elementary School held staff development training devoted to:

- English Language Development Training
- Next Generation Science Standards (NGSS)
- Project Based Learning
- 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 2018-19 school year, Crestmore Elementary School's teachers attended the following events hosted by the Colton Joint Unified School District:

#### 2017-18 Trainings:

- EdTech
- English Language Arts Adopting
- English Language Development
- Mathematics
- Positive Behavior Interventions and Supports (PBIS)
- Social Studies Adoption Training
- Technology Training
- Writing

#### 2018-19 Trainings:

- 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 Trainings:

- LETRS Training
- Colton Cohort (Orenda Data Review Sessions)
- Equity Institute
- Instructional Leadership Teams (Focused on strategies to support English Learners)
- Next Generation Science Standards (NGSS)
- Student Services Summit (Focusing on supporting student social and emotional health and wellness)

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		
2017-18	2018-19	2019-20
3	3	3

### Instructional Materials

All textbooks used in the core curriculum at Crestmore Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials for English Language Arts and Mathematics 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 adoption cycle for core content materials (English/language arts, math, science, and social science).

The History-Social Science and Science instructional materials are not from the most current state-board adopted list of materials, but the materials in use are aligned to state standards. The district is currently reviewing options for new science materials with implementation in 2020/21 and will be reviewing options for new history/social science materials in 2020/21 with implementation in 2021/22. 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 05, 2019, 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. 20-03 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 2019-20 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, <i>California Wonders</i>	0 %
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 %
<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>		
2007	Macmillan/McGraw-Hill, <i>California 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) 2018-19		
	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	0.5

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 2018-19 school year, Crestmore Elementary School had 34 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
	17-18	18-19	19-20	19-20
Total Teachers	34	34	31	920
Teachers With Full Credentials	34	34	31	920
Teachers Without Full Credentials	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (With Full Credential)	0	0	0	4
Misassignments of Teachers of English Learners	0	0	0	0
Total Teacher Misassignments*	0	0	0	0
Vacant Teacher Positions	0	0	0	3

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: 2017-18 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2017-18		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$48,646	\$48,612
Mid-Range Teacher Salary	\$77,175	\$74,676
Highest Teacher Salary	\$99,632	\$99,791
Superintendent Salary	\$231,260	\$275,796
<b>Average Principal Salaries:</b>		
Elementary School	\$123,962	\$125,830
Middle School	\$125,262	\$131,167
High School	\$147,280	\$144,822
<b>Percentage of Budget:</b>		
Teacher Salaries	36%	34%
Administrative Salaries	6%	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 2017-18 school year, Colton Joint Unified School District spent an average of \$11,812 of total general funds to educate each student (based on 2017-18 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 2017-18 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- California Clean Energy Jobs Act
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I
- Title II
- Title III

Expenditures Per Pupil and School Site Teacher Salaries 2017-18					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$6,210	N/A	N/A	N/A	N/A
Restricted	\$478	N/A	N/A	N/A	N/A
Unrestricted	\$5,732	\$6,490	88.32	\$7,507	76.35
Average Teacher Salary	\$80,234	\$82,085	97.75	\$82,403	97.37

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

## 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, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

### 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 section were acquired in December 2019. Data to prepare the school facilities section were acquired in November 2019.