

Barstow Unified School District Crestline Elementary School

Grades K through 4
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2007-08 School Accountability Report Card

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The statistical information disclosed in this report is obtained from the California Department of Education and the Barstow 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 12/2008. Those to prepare the school facilities section were acquired in 11/2008.

Principal's Message

I invite you to explore Crestline School's Annual School Accountability Report Card, which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing program improvement.

Crestline School's staff is committed to implementing an intensive, balanced, standard-based curriculum to ensure each child's success. A special emphasis is placed on providing an instructional program designed to boost student confidence and increase academic proficiency. Staff and parents work together to create a learning environment that has high expectations for all students, promotes students' academic and social development, teaches responsibility and pride, and models learning as a lifelong skill.

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

School Vision

Our staff fosters all students' academic success and self esteem through teacher collaboration, which will be centered around skills-based, scaffolded instruction. We envision a school in which our learning community:

*Unites to achieve a common purpose and clear SMART goals

*Work together in collaborative teams

*Seek to implement innovative strategies for improving academic success

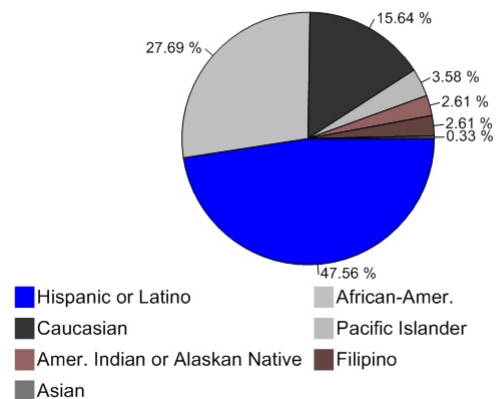
*Monitor each student's progress through frequent data analysis and communication

*Demonstrate a commitment to the academic success and well-being of all students

School Profile

Crestline Elementary School is located in the southeastern region of Barstow and serves students in grades kindergarten through four following a traditional calendar. At the beginning of the 2007-08 school year, 307 students were enrolled, including 7% in special education, 16% qualifying for English Language Learner support, and 79% qualifying for free or reduced price lunch. Crestline Elementary School achieved a 2008 Academic Performance Index (API) score of 713 and met all 2008 Adequate Yearly Progress criteria.

Percentage of Students by Ethnicity
2007-08 Enrollment: 307



Student Achievement

California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

Standardized State Assessments

Students at Crestline Elementary School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with those of other students in the state who took the same test. The STAR is comprised of the California Standards Tests (CST), Aprenda 3, and the California Alternative Performance Assessment (CAPA).

The CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

California Standardized Tests (CST)

The California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. 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. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels

	Crestline Elementary School			District			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Language Arts	23	25	31	30	32	37	42	43	46
Math	37	37	38	27	28	32	40	40	43
Science				18	24	26	35	38	46
Social Science				16	14	17	33	33	36

California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08

	Crestline Elementary School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Language Arts	20	*	*	*	35	*	35
Math	20	*	*	*	50	*	35
Science							
Social Science							

California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08

	Crestline Elementary School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Language Arts	25	36	25	29	9	
Math	41	34	32	35	9	
Science						
Social Science						

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2005	2006	2007
Statewide Rank	3	2	1
Similar Schools Rank	3	1	1

Results generated from 2005, 2006, and 2007 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison				
	API Score	Increase/Decrease in API Score		
Results	2008	2005-06	2006-07	2007-08
Schoolwide - All Students	713	-18	15	43
Ethnic Subgroups				
African-Amer.	*	*	*	*
Amer. Indian or Alaskan Native	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	759	-11	4	77
Pacific Islander	*	*	*	*
Caucasian	*	-46	*	*
Other Subgroups				
Students with Disabilities	*	*	*	*
Economically Disadvantaged	699	-29	27	53
English Learners	*	*	*	*

Results generated from 2006, 2007, and 2008 Growth API Reports

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 assessment by the year 2014. Meeting Adequate Yearly Progress (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.

For the 2007-08 AYP cycle, elementary and middle schools must achieve a 35.2% or higher proficiency rate in English/Language Arts and 37% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 620 or increasing the API growth by 1 point.

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 Indicator & Compared to District Performance 2007-08		
<i>Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	CES	BUSD
Overall Results	Yes	No
<i>Participation Rate - 2007-08</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient (CST Exam)</i>		
Language Arts	Yes	No
Math	Yes	No
API Score 620 or Increase API by 1 point	Yes	Yes
Graduation Rate	N/A	No

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 2007-08, Crestline 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		
	CES	BUSD
PI Status	In PI	In PI
Implementation Year	1998-1999	2006-2007
Year in PI	Year 5	Year 3
No. of Schools Currently in PI	5	
% of Schools Currently Identified for PI	38.5%	

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 school newsletters, the school marquee, and parent conferences. Contact the school office at (760) 252-5121 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper
Special Events
Book Fairs

Committees

School Site Council
Parent Teacher Organization

School Activities

Back to School Night
Open House
Math Nights
Family Hour
Bingo for Books
Community Based English Tutoring
Latino Family Literacy Project
Science Nights
Love & Logic Program

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. Crestline Elementary School's original facilities were built in 1965; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Installed Security Fences Around Campus

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 one evening custodian are assigned to Crestline Elementary School. The day custodian is responsible for:

- Restrooms
- Office Area Cleaning

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

- Restroom Cleanup
- Office Area Cleaning
- Classroom Cleaning

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

Campus Description	
Year Built	1965
	Quantity
Permanent Classrooms	30
Restrooms (student use)	3 sets
Libraries	1
Computer Labs	1
Staff Work Rooms	1
Multipurpose Rooms	1
County Medical Therapy Facility	1
County Special Education Classroom	1
Latchkey Room	2
Office	1

Deferred Maintenance

Crestline Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2007-08 school year, Crestline Elementary School received a portion of \$369,198 in deferred maintenance funds.

Facilities Inspection

The district's maintenance department inspects Crestline Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Crestline Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Thursday, September 18, 2008. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2007-08, all restrooms were fully functional and available for student use.

County Williams Inspection Results

On an annual basis, representatives from the San Bernardino County Superintendent of Schools visit Barstow 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 September 18, 2008. Results of the inspection and corrective action taken by the district are provided below.

Section 4. Interior Surfaces

- Room 29 Grade 4: ceiling tiles water damaged
- RR @ MPR: Men: Floor Dirty
- Staff Lounge Room 33: Ceiling tile water damaged

Section 5. Hazardous Materials

- Outside Room 16: Exterior paint chipping
- Outside room 27: exterior paint chipping
- Room 15: Computer Lab: Cleaning chemicals improperly stored
- Staff Lounge Room 33: Chipping paint on exterior wall.

Section 7. Fire Safety

- Library: Fire extinguisher missing
- Room 11 Grade 1: Fire extinguisher missing
- Room 15 Computer lab: Fire extinguisher missing
- Room 29 Grade 4: Fire extinguisher missing
- Room 6 Grade 2: Fire extinguisher missing

Section 8. Electrical

- Room 15 Computer Lab: Electrical cord trip hazard

Section 9. Pest/Vermin Infestation

- Room 10 Speech: Evidence of cockroaches
- RR @ MPR: Men: Evidence of cockroaches
- RR @ MPR: Women: Evidence of cockroaches

School Facility Good Repair Status			
Most Recent Inspection: Thursday, September 18, 2008			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(4)	Room 29 Grade 4: Ceiling tiles water damaged RR @ MPR: Men: Floor dirty Staff Lounge Room 33: Ceiling tile water damaged
(5)	Outside room 16: Exterior paint chipping Outside room 27: Exterior paint chipping Room 15 Computer Lab: Cleaning chemicals improperly stored Staff Lounge: Room 33: Chipping paint on exterior wall
(7)	Library: Fire extinguisher missing Room 11 Grade 1: Fire extinguisher missing Room 15 Computer Lab: Fire extinguisher missing Room 29 Grade 4: Fire extinguisher missing Room 6 Grade 2: Fire extinguisher missing
(8)	Room 15 Computer Lab: Electrical cord trip hazard
(9)	Room 10 Speech: Evidence of cockroaches RR @ MPR: Men: Evidence of cockroaches RR @ MPR: Women: Evidence of cockroaches
(11)	RR @ 16: Girls: No soap (remedied)

Overall Summary of School Facility Good Repair Status

Exemplary	Good	Fair	Poor

Rating Description

Poor: The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, teachers, and crossing guards are strategically assigned to designated entrance areas and the playground. The principal 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.

Crestline 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 Crestline 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 by school staff in November 2008 and updated in November 2008. Staff responsibilities and safety plan updates were discussed with staff in November 2008.

Classroom Environment

Instructional Time

All instructional time offered at Crestline Elementary School either meets or exceeds California's Education Code requirements. For the 2007-08 school year, Crestline Elementary School offered 180 days of instruction comprised of 140 regular days and 40 modified days. Modified days were used for parent conferences and professional development.

The table below is a comparison of the instructional minutes offered and the state's instructional time requirements.

Instructional Minutes 2007-08		
Grade Level	Actual Minutes Offered	State Requirement
K	60,000	36,000
1-3	57,300	50,400
4	57,300	54,000

Discipline & Climate for Learning

Crestline Elementary School's discipline policies are based upon Love & Logic, which is used as a guide to develop school rules, develop behavior management programs, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss

consequences for poor or disruptive behavior in the classroom. Crestline Elementary School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

At the beginning of the school year, school rules, disciplinary policies, and behavioral expectations are shared with students in the classroom by their teacher, in the student handbook, at schoolwide assemblies led by administrators, and in parent newsletters. Students are reminded throughout the school year of their individual responsibility to make good choices in behavior in morning announcements, in the classroom, and in parent newsletters.

Administrators and teachers reinforce students demonstrating good citizenship, positive behavior, and student achievement on a daily basis. Crestline Elementary School sponsors the following behavioral incentives: Student of the Week, Lunch with the Principal, and the Sunshine Ticket Program. Academic honors include Honor Roll, Principal's Honor Roll, and Most Improved awards.

Extracurricular and enrichment programs held after school promote academic achievement and create increased interest in school. Crestline Elementary School offers the Science Fair, the Spelling Bee, afterschool tutoring, GATE (Gifted & Talented Education), and Girls & Boys Town Social Skills.

Suspensions & Expulsions			
	CES		
	05-06	06-07	07-08
Suspensions (#)	23	62	27
Suspensions (%)	5.44 %	16.99 %	8.79 %
Expulsions (#)	0	0	0
Expulsions (%)	0.00 %	0.00 %	0.00 %
BUSD Elementary Schools			
Suspensions (#)	1060	1057	999
Suspensions (%)	26.01 %	27.01 %	26.41 %
Expulsions (#)	11	18	15
Expulsions (%)	0.27 %	0.46 %	0.40 %

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.

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.

Class Size Distribution Self-Contained Classes				
Grade	2005-06			
	Avg. Class Size	Number of Classrooms		
K	18.5	1-20	21-32	33+
1	16.6	5		
2	19.8	4		
3	17.8	5		
4	27.3		3	
Grade	2006-07			
	Avg. Class Size	Number of Classrooms		
K	19.5	4		
1	19.3	3		
2	18.7	3		
3	17.7	3		
4	26.0		3	
Combo K-3	18.5	2		
Grade	2007-08			
	Avg. Class Size	Number of Classrooms		
K	16.7	3		
1	17.0	4		
2	18.3	3		
3	15.3	3		
4	25.0		2	
Combo K-3	16.0	2		

Combo classes are any combination of the grades shown.

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Crestline Elementary School revolve around the California State Content Standards and Frameworks. Professional development activities support adoption of new curriculum and implementation of new programs. 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. During the 2007-08 school year, Crestline Elementary School held two (2) staff development days devoted to:

- Data analysis
- Instructional strategies
- Rosetta Stone & Compass Learning
- Unwrapping Standards
- Student Discipline

Crestline 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. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Instructional Materials

All textbooks used in the core curriculum at Crestline 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 six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, October 14, 2008, the Barstow Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution # 11--2008-2009 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 the core subject areas, districts are required to disclose in their SARCs the sufficiency of instruction materials used for health, foreign language, and visual/performing arts curricula. During the 2008-09 school year, Barstow Unified School District certifies that each student, including English learners, enrolled in a health, foreign language, and/or visual/performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Grades
History-Social Science		
2006	Pearson Scott Foresman, <i>History-Social Science for California</i>	K-4
Language Arts		
2007	Houghton Mifflin Company, <i>Houghton Mifflin Reading: A Legacy of Literacy</i>	K-4
Math		
2008	Houghton Mifflin, <i>California Math</i>	K-4
Science		
2007	Pearson Scott Foresman, <i>California Science</i>	K-4

School Leadership

Crestline Elementary School's principal works closely with the leadership team and school staff in providing a well-balanced, standards-based curriculum. Principal David Finch is responsible for the day-to-day operations of the school and overall instructional program. Coordinating efforts with the principal is the Leadership Team, comprised of the principal and grade level representatives. The Leadership Team meets regularly throughout the year to discuss operational and curricular issues and address staff development needs.

Principal David Finch has been in the educational field for 19 years and serving Crestline Elementary School for eight years (as of 2007-08). Previous positions held in other schools include: assistant principal, classroom teacher, and teacher on special assignment. Principal David Finch holds a bachelor's degree in Ornamental Horticulture and a master's degree in Educational Administration.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

Students with special gifts and talents need more challenging curriculum and instruction. The Gifted and Talented Education (GATE) program is offered to students in grades 3 through 4 who have been identified as academically gifted through district-administered assessments. Students receive differentiated instruction from class teacher. Instruction is provided by teachers who are GATE Trained.

For students whose primary language is not English and who have limited English proficiency, Crestline Elementary School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. English learners are clustered in the class room by language fluency level to receive differentiated instruction from class teacher. Instruction focuses on reinforcement of class lessons, reading intervention, and targeted support in areas of need. Some students may receive English Language Development instruction as a supplement to their regular language arts instruction. ELD instruction is provided through a team-teaching approach. For designated time periods, students regroup based on language fluency to receive targeted instruction at their proficiency level. Crestline Elementary School's teachers utilize Hampton Brown's Into English, English at your Command, the EL component of Houghton Mifflin, and Rosetta Stone's Language series, a state-approved reading intervention program and textbook adoption. Crestline Elementary School's teachers monitor progress of English Learners continually and adjust individualized instruction to meet current learning levels. English learners are assessed annually using the CELDT exam (California English Language Development Test); results are used to evaluate student progress, intervention programs, and teaching strategies.

Crestline Elementary School's special education program is staffed by a special education teacher. Instruction is provided in the least restrictive environment and based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class with small group and individualized instruction in-class and in the resource room. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary. Crestline Elementary School takes advantage of the district's participation in the Desert/Mountain Special Education Local Plan Area (SELPA), which provide a pool of professional resources and expertise in the field of special education.

Crestline Elementary School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using STAR test results, district benchmark assessments, and end-of-unit exams, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject

area, a Student Study Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

- Afterschool Tutoring
- Math Intervention Program
- Language Arts Intervention Program

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on district benchmark assessments, daily classwork, homework, and end-of-unit tests to measure ongoing academic progress and adjust instructional needs.

Professional Staff

Substitute Teachers

Crestline Elementary School occasionally experiences difficulties finding substitute teachers to fill vacancies. On those occasions when a substitute teacher is not available, the absent teacher's class is separated and students are placed in a classroom of the same grade level to receive instruction by a fully credentialed teacher.

A pool of substitutes are available through a county pool that is comprised primarily of aspiring teachers, retirees, and teachers holding a 30-day substitute permit. Substitutes must have:

- A bachelor's degree
- Passed the CBEST (California Basic Education Skills Test)

Teacher Evaluations

Evaluation procedures and criteria for Crestline Elementary School's teachers are defined in the district's collective bargaining agreement. Evaluation criteria are based on the California Standards of the Teaching Profession:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Temporary and probationary teachers are evaluated twice annually; permanent/tenured teachers are evaluated once every year. Tenured teachers whose previous evaluations either met or exceeded standards may be evaluated at least every five years if agreed upon by the teacher and school principal. Evaluations are conducted by the principal, who has been trained and certified to perform teacher evaluations.

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to prepare an improvement plan in collaboration with the school administrator; teacher's evaluations are conducted annually until a satisfactory evaluation is obtained. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

Counseling & Support Staff

Crestline 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 Crestline 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) 2007-08		
	No. of Staff	FTE
Health Clerk	1	0.5
Psychologist*	1	0.1
Speech Para Educator*	1	0.1
Speech Therapist*	1	0.1
Counselor	0	0.0

*as needed
FTE = Full-Time Equivalent

Teacher Assignment

During the 2007-08 school year, Crestline Elementary School had 20 teachers who met all credential requirements in accordance with state guidelines. All of Crestline Elementary School's teachers supplement their regular credential with a credential to teach English language learners.

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 and not taught by NCLB-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 2007-08		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Crestline Elementary School	95.0 %	5.0 %
District Totals		
All Schools	90.0 %	10.0 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Teacher Credentials & Assignments				
	CES			BUSD
	05-06	06-07	07-08	07-08
Total Teachers	24	21	20	342
Teachers with full credentials	22	20	20	301
Teachers without full credentials	2	1	0	41
Teachers in alternate routes to certification	2	1	0	25
Pre-Internship	0	0	0	0
Teachers with emergency permits	1	0	0	13
Teachers with waivers	0	0	0	6
Teachers teaching outside subject area	0	0	0	30
Total teacher misassignments	0	2	0	54
Teacher misassignments for English learners	0	1	0	24
Other misassignments of certificated staff	0	1	0	30
Teacher vacancies	0	1	3	67

Teacher Credentials & Assignments (cont'd)		
	CES	BUSD
	08-09	08-09
Total teacher misassignments		
Teacher misassignments for English learners		
Other misassignments of certificated staff		
Teacher vacancies		

Teacher Education Levels 2007-08		
	CES	BUSD
Doctorate	0.0 %	0.9 %
Master's degree plus 30 or more semester hours	30.0 %	28.4 %
Master's degree	15.0 %	15.8 %
Bachelor's degree plus 30 or more semester hours	50.0 %	43.6 %
Bachelor's degree	5.0 %	11.4 %
Less than Bachelor's degree	0.0 %	0.0 %

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: 2006-07 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2006-07		
	State Average of Districts in Same Category	
	BUSD	
Beginning Teacher Salary	\$37,175	\$39,692
Mid-Range Teacher Salary	\$57,097	\$62,830
Highest Teacher Salary	\$78,351	\$80,472
Superintendent Salary	\$135,864	\$166,547
Average Principal Salaries:		
Elementary School	\$87,435	\$98,460
Percentage of General Fund Expenditures for:		
Teacher Salaries	39.2%	40.2%
Administrative Salaries	5.7%	5.8%

Expenditures Per Student

For the 2006-07 school year, Barstow Unified School District spent an average of \$7,786 of total general funds to educate each student (based on 2006-07 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 <http://www.cde.ca.gov/ds/fd/ec/> and <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, Barstow Unified School District receives state and federal categorical funding for special programs. For the 2006-07 school year, the district received categorical, special education, and support programs funds for:

- Cal-SAFE
- Community Based Tutoring
- Economic Impact Aid
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented
- High Priority Schools
- Instructional Materials
- Peer Assistance & Review
- Pupil Retention Grant
- Regional Occupation Centers and Programs
- School Improvement Program
- School Safety
- School & Library Improvement Block Grant
- Special Education
- Special Education Transportation
- Staff Development
- Targeted Instruction Improvement Grant
- Title I
- Title II
- Title III – Limited English Proficient
- Title IV
- Title V – Innovative Education Strategies
- Tobacco Use and Prevention Education
- Vocational and Applied Technology

Expense of Education Per Pupil 2006-07					
	Dollars Spent per Student				
	State Avg., Dist. Same Size & Type			% Diff. School & Dist.	
	CES	BUSD			
ADA*	346	6402	N/A	N/A	N/A
Total**	\$6,180	\$8,339	74.11	N/A	N/A
Restr.†	\$1,419	\$2,831	50.11	N/A	N/A
Unrestr.††	\$4,761	\$5,508	86.44	\$5,300	89.83
Avg. Teacher Salary	\$54,291	\$54,291	100.00	\$62,157	87.34

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool location at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Crestline 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 API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access Crestline Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Crestline Elementary School is the Barstow Library, located at 304 E Buena Vista St, Barstow, CA 92311 .

Hours: Monday 12pm-8pm Tuesday 10am-6pm
Wednesday 12pm-8pm Thursday 10am-6pm
Friday 10am-6pm and Saturday 9am-5pm
Phone Number: (760) 256-4850
Number of Computers Available: 12
Printers Available: Yes