



**School  
Accountability  
Report Card  
Reported for School  
Year 2006-07  
Published During  
2007-08**



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. *DataQuest*, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
<b>School Name</b>	Crestline Elementary School	<b>District Name</b>	Barstow Unified School District
<b>Street</b>	2020 Monterey Road Barstow, CA 92311	<b>Phone Number</b>	(760) 255-6006
<b>City, State, Zip</b>	Barstow, CA 92311-6713	<b>Web Site</b>	www.barstow.k12.ca.us
<b>Phone Number</b>	760 252-5121	<b>Superintendent</b>	Jerry Bergmans, Ph.D
<b>Principal</b>	David Finch	<b>E-mail Address</b>	jerry_bergmans@busdk12.com
<b>E-mail Address</b>	dave_finch@busdk12.com	<b>CDS Code</b>	36676116035307

### School Description and Mission Statement

This section provides information about the school's goals and programs.

Crestline Elementary School is located at 2020 Monterey Drive. The school is composed of 30 regular classrooms, a special education classroom, staff lounge, and a multi-use facility. The campus also houses the county-run special education facility, a Before and After School Child Care program, a First 5 Pre-Kindergarten Program, and a state preschool.

At Crestline we believe that all students are capable of learning, and we are committed to improving student achievement. We are meeting the challenge by employing a variety of methods to address the needs of our students. The ExCEL Model has been in place for three years. Many specialized and focused programs are in place to support the district adopted materials and the state standards. These include Corrective Reading, Waterford Reading, and Accelerated Reader and Math which are used to help students attain and excel beyond the minimum standards.

Crestline parents are one of the keys to helping students excel; they are one of the legs of a successful educational tripod. In order for students to excel and reach their greatest educational potential, they need quality teaching, community partnerships and parent involvement. In order to enhance the tools parents have for helping their children, Crestline offers the Love and Logic Program, Math and Science Nights, Latino Family Literacy Project, Raising Readers, and the Community Based English Tutoring Program. These are just a few ways that parents can be involved at the school.

Safety, cleanliness, and maintenance of facilities are high priorities at Crestline. Emergency drills are held once each month and a school safety committee conducts meetings to help ensure the safety of all students. A comprehensive safety plan is in place in the event of an earthquake or other disaster. Our custodial team works to clean the entire facility once daily. Thorough cleaning is done during holiday breaks and during summer months. Building repairs are completed on a regular basis by our district maintenance department.

At Crestline we are committed to meeting the educational challenges for our students and doing our part to ensure Better Schools, Better Barstow.

Mission Statement:

Our learning community commits to work together to be:

- \*Respectful
- \*Responsible
- \*Friendly
- \*Leaders
- \*Learners

### Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Parents are welcomed at Crestline School to participate in their children's classrooms as well as become members of the PTO, School Site Council, and helpers at various functions.

Staff members are trained in Love and Logic and Latino Family Literacy and present workshops for parents to help their children be responsible learners. Throughout the year, Crestline offers many opportunities for involvement including: Community Based English Tutoring, Bingo for Books, Family Math and Science Nights, and other programs at the school. Monthly meetings with the principal afford parents the opportunity to express their concerns and offer suggestions for improving the learning environment at Crestline.

### Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	80
Grade 1	68
Grade 2	71
Grade 3	68
Grade 4	78
Grade 5	0
Grade 6	0
Ungraded Elementary	0
<b>Total Enrollment</b>	<b>365</b>

### Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	20 %	White (not Hispanic)	16.16 %
American Indian or Alaska Native	3.56 %	Multiple or No Response	0.82 %
Asian	1.1 %	Socioeconomically Disadvantaged	66 %
Filipino	1 %	English Learners	23 %
Hispanic or Latino	55 %	Students with Disabilities	8 %
Pacific Islander	3.29 %		

Grade Level	2004-05								2005-06			2006-07		
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms	Avg. Class Size	Number of Classrooms						
		1-20	21-32	33+				1-20	21-32	33+	1-20	21-32	33+	
K	19	4		18.5	4			20	4					
1	19.6	5		16.6	5			19.3	3					
2	18.7	3		19.8	4			18.7	3					
3	18.5	4		17.8	5			17.7	3					
4	30.3		2	1	27.3		3	26			3			
5														
6														
K-3	20	1						18.5	2					
3-4														
4-8														
Other														

### Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2004-05	2005-06	2006-07
K	100	100	100
1	100	100	100
2	100	100	100
3	100	100	100

## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

Crestline School updates our Comprehensive School Safety Plan annually. The plan was last updated in May of 2007 and approved by the School Site Council.

### School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Crestline school has an instructional program that is tied closely to the California Content Standards. Staff members work collaboratively to provide a well-rounded and challenging curriculum in which the students can reach the highest academic achievement levels.

Crestline uses the state adopted curricular programs throughout the instructional day. Additional programs are implemented to meet the diverse academic needs of our students. Some of these additional programs include:

ExCEL Model of Scaffolded Instruction, Bingo for Books, Corrective Reading, Waterford Early Literacy Program, Love and Logic Parent Training Classes, Trimester Award Assemblies, Annual Science Fair, Annual Spelling Bee, After School Tutoring Programs, GATE, Annual Math Night, Back to School Night, Girls and Boys Town Social Skills, Before and After School Child Care, PTO, Full Day Kindergarten, First 5 Pre-Kindergarten, and a County Class.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
<b>Suspensions</b>	11.9	5.4	17	42.5	38.5	35.7
<b>Expulsions</b>	0	0	0	1.1	1.1	0.8

### III. School Facilities

#### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Crestline Elementary School is located at 2020 Monterey Drive in Barstow, CA. The school is composed of 30 regular classrooms, one special education classroom, staff lounge, and a multi-use facility. The campus also houses the county-run special education facility and a Before and After School Child Care program.

Safety, cleanliness, and maintenance of facilities are high priorities at Crestline. Emergency drills are held once each month, and a school safety committee conducts meetings to help ensure the safety of all students. A comprehensive safety plan is in place in the event of an earthquake or other disaster.

School cleanliness is also a concern. Our custodial team works to clean the entire facility once daily. Thorough cleaning is done during holiday breaks and summer months. Building repairs are completed on a regular basis by our district maintenance department.

No deficiency of facilities was observed by County representatives on their walk on 9-19-07. No complaints were reported on the quarterly reports filed by the district with the county during 07-08.

#### School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. "Good repair" means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to a Facility Inspection Tool developed by the State of California Office of Public School Construction.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[ ]	[ ]	
Mechanical Systems	[X]	[ ]	[ ]	
Windows/Doors/Gates (interior and exterior)	[X]	[ ]	[ ]	
Interior Surfaces (walls, floors, and ceilings)	[X]	[ ]	[ ]	
Hazardous Materials (interior and exterior)	[X]	[ ]	[ ]	Exterior chipping paint – room 16 and 33 – repaired 10/29/07
Structural Damage	[X]	[ ]	[ ]	
Fire Safety	[X]	[ ]	[ ]	Fire extinguishers missing – room 11,26,29
Electrical (interior and exterior)	[X]	[ ]	[ ]	
Pest/Vermin Infestation	[X]	[ ]	[ ]	
Drinking Fountains (inside and outside)	[X]	[ ]	[ ]	
Restrooms	[X]	[ ]	[ ]	
Sewer	[X]	[ ]	[ ]	
Playground/School Grounds	[X]	[ ]	[ ]	
Roofs	[X]	[ ]	[ ]	
Overall Cleanliness	[X]	[ ]	[ ]	

#### Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	[ ]	[X]	[ ]	[ ]

## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
<b>With Full Credential</b>	22	22	20	306
<b>Without Full Credential</b>	1	2	1	36
<b>Teaching Outside Subject Area of Competence</b>		0		N/A

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
<b>Misassignments of Teachers of English Learners</b>	0	1	
<b>Total Teacher Misassignments</b>	0	1	
<b>Vacant Teacher Positions</b>	0	1	

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	95.2 %	4.8 %
<b>All Schools in District</b>	85 %	15 %
<b>High-Poverty Schools in District</b>	82 %	18 %
<b>Low-Poverty Schools in District</b>	%	%

### Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

In the past several years, Crestline School has been fortunate to find qualified substitute teachers to meet its needs. The district maintains a list of qualified substitutes who are available when the regular classroom teacher is absent.

### Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

The teacher evaluation process used in the Barstow Unified School District was designed in cooperation with the Barstow Education Association, under the guidelines of Senate Bill 815, and approved and adopted by the Board of Trustees. Teachers that are on permanent status are evaluated at least once every two years. Teachers with 10 years of experience in the district may opt, with their principal, to be evaluated every 5 years. Probationary teachers are evaluated annually. The following areas are addressed in each evaluation: Student Progress, Instructional Strategies, Instruction of the District's Adopted Curriculum, Maintenance of an appropriate learning environment, and completion of related duties.

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	439
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. This table displays availability to each pupil, including English learners, of a standards-aligned (kindergarten and grades one through twelve) and state-adopted (kindergarten and grades one through eight) or locally-adopted (grades nine through twelve) textbook or instructional materials, or both, to use in class and to take home.

The information was collected during September, 2007

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	K-5: Houghton Mifflin, 2003 6-12: McDougal Littell, 2001	0
Mathematics	K-5: Scott Foresman, 2001 6 <sup>th</sup> : <i>Mathematics Structure and Method, Course I</i> , McDougal Littell, 2001 7 <sup>th</sup> : <i>Mathematics Structure and Method, Course II</i> , McDougal Littell, 2001 8 <sup>th</sup> : <i>Algebra</i> , McDougal Littell, 2000 9-12: <i>Algebra 1 and 2, Geometry</i> , McDougal Littell, 1998 <i>Calculus of a Single Variable</i> , and <i>Pre Calculus with Limits</i> , Houghton Mifflin, 2006 and 1997	0
Science	K-5: Scott Foresman, 2008 6-8: Pearson-Prentice Hall, 2008 9-12: <i>Chemistry</i> (2008), <i>Conceptual Physics</i> (2006), <i>Biology</i> (2008) – Prentice Hall, <i>Physics</i> – Holt, 2007	0
History-Social Science	K-5: Scott Foresman, 2006 6-8: McDougal Littell, 2006 9-12: <i>Economics</i> - McGraw Hill 2004 <i>American Government: Continuity and Change</i> – Pearson Longman 2004 <i>World History: The Modern World</i> – Prentice Hall 2006 <i>The Americans: Reconstruction to the 21<sup>st</sup> Century</i> , McDougal Littell 2006	0
Foreign Language	French: <i>Discovery French</i> – ECM/ Paradigm German: <i>Deutsch Aktuell</i> – ECM/ Paradigm Spanish: <i>Paso a Paso</i> – Scott Foresman	0

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$7494	\$2672	\$4822	\$53,361
District	N/A	N/A	\$7033	\$49,779
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$4,943	\$58,776
Percent Difference – School Site and State	N/A	N/A		

### Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Supplemental Materials  
 Interventions  
 Reading Specialist  
 Instructional Assistants  
 Literacy Coach  
 Attendance prizes and incentives  
 Corrective Reading  
 PTO funding for field trips and special projects  
 Waterford Early Literacy Program  
 Love and Logic Program  
 Boys and Girls Town Social Skills Model

### Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,743	\$38,479
Mid-Range Teacher Salary	\$53,361	\$60,306
Highest Teacher Salary	\$69,486	\$74,193
Average Principal Salary (Elementary)	\$81,715	\$92,985
Average Principal Salary (Middle)	\$83,760	\$98,305
Average Principal Salary (High)	\$91,871	\$107,384
Superintendent Salary	\$124,476	\$155,314
Percent of Budget for Teacher Salaries	39 %	41 %
Percent of Budget for Administrative Salaries	6 %	6 %



## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School						District			State	
	2005	2006	2007	2005	2006	2007	2005	2006	2007		
English-Language Arts	21	23	25	29	30	32	40	42	43		
Mathematics	38	37	37	27	27	28	38	40	40		
Science				12	18	24	27	35	38		
History-Social Science				18	16	14	32	33	33		

### CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	19	21		
American Indian or Alaska Native	*	*		
Asian	*	*		
Filipino				
Hispanic or Latino	22	37		
Pacific Islander	*	*		
White (not Hispanic)	33	49		
Male	18	35		
Female	33	39		
Economically Disadvantaged	22	33		
English Learners	11	34		
Students with Disabilities	0	16		
Students Receiving Migrant Education Services				

### Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

### NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School						District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	13	23	21	29	30	33	41	42	42			
Mathematics	38	40	36	39	40	40	52	53	53			

### NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	6	19
American Indian or Alaska Native	*	*
Asian	*	*
Filipino		
Hispanic or Latino	21	38
Pacific Islander	*	*
White (not Hispanic)	38	50
Male	19	38
Female	23	32
Economically Disadvantaged	17	30
English Learners	13	40
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

### Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

The District has developed criterion-referenced tests in the areas of reading/language arts and math. These tests are administered each trimester and allow teachers the opportunity to assess what students know and what needs to be retaught for mastery. CRT scores are indicated on the individual student report card.

### California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Grade Level	Percent of Students Meeting Fitness Standards
5	

## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004-05	2005-06	2006-07
Statewide	2	3	2
Similar Schools	1	3	1

### API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	52	-18	15	674
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	94	-11	4	685
Pacific Islander				
White (not Hispanic)	11	-46		
Socioeconomically Disadvantaged	64	-29	27	650
English Learners	N/A			
Students with Disabilities	N/A			

### State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

During the 2006/07 school year, Crestline Elementary School participated in the SAIT Program. Staff worked with the San Bernardino County Superintendent's Office in updating the school plan, restructuring the academic programs as needed, and school culture activities.

ExCEL Scaffolding Model, Read Naturally, Waterford Early Literacy Program and Corrective Reading Programs are in place to help ensure success for our students who struggle in reading. Paraeducators work with small groups of students within the ExCEL Model to support reading and math concepts. The library is available to all students. A Literacy Coach works with teacher to ensure fidelity to the instructional models which have been implemented. To support teachers in their classrooms, she provides release time for observing, staff development, resources, and modeling of lessons.

Ongoing staff development is provided throughout the year to support the instructional programs at Crestline. Weekly collaboration time is used for planning instruction, looking at data, and refining programs to better meet the diverse needs of our students.

## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

### AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	No	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	No

### Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1998-1999	2006-2007
Year in Program Improvement	Year 5	Year 2
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	38.5

## XI. Instructional Planning and Scheduling

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

The school plan is used to review and implement an effective instructional program. The school plan is updated on an annual basis so that it truly reflects the academic program at the school. This update is based on student progress and is approved by the School Site Council. School leadership is shared among the Principal, Leadership Team, Resource Personnel, staff committees and the School Site Council. The principal provides leadership through:

- Supervision and Evaluation of Certificated and Classified Staff
- Providing Staff Development Opportunities
- Working with the School Site Council to update and implement the school plan
- Working with all staff and parents to provide an effective instructional program
- Communicating with staff and parents through bulletins and monthly newsletters

### Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

To ensure continued professional growth, the District provides pre-service training for all new employees; buy back days for the development of strategies and techniques designed to better instruct students; and the opportunity to attend workshops and conferences during the year that will assist in the attainment of school-wide goals.

Crestline staff members also participate in many staff development opportunities. Wednesday afternoons are dedicated to collaboration and staff development. Ongoing support and training for the ExCEL Model, Love and Logic Program, Corrective Reading, Boys and Girls Town Social Skills is provided to ensure consistency of these programs. Most teachers have completed the state-sponsored AB466 training in the Houghton Mifflin Language Arts and Scott Foresman Mathematics Programs.

### Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	60,120	36,000
1	57,420	50,400
2	57,420	50,400
3	57,420	50,400
4	57,420	54,000
5		54,000
6		54,000

### Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Crestline School has regular minimum days scheduled each Wednesday. These days are scheduled by the Barstow Unified School District and are in place to provide time for teacher collaboration and professional development. To ensure that students are meeting the state requirements for instructional time, the 90-minutes from our early-out day are placed into the schedule on the other days of the instructional week.