

# Barstow Unified School District Crestline Elementary School

Grades TK through 6  
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## 2014-15 School Accountability Report Card *Published January 2016*

Barstow Unified School District  
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www.barstow.k12.ca.us

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## Principal's Message

Thank you for your interest in Crestline Elementary School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities. The staff and students have worked hard to develop and refine a Positive Behavior Intervention and Support plan. Our school wide expected positive behaviors are:

1. Be Respectful
2. Be Responsible
3. Be Safe

Our students focus on leadership skills, wear standard uniforms and focus on academics in order to build a strong learning community. Students receive a standards-based, challenging curriculum by dedicated professional staff based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. We have made a commitment to provide the best educational program possible for Crestline Elementary School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school.

## Mission Statement

At Crestline, we work together by fostering talents to create leaders who successfully overcome life's challenges.

- C – Community Responsibility
- O – Overcoming Challenges
- L – Leadership and Learning
- T – Teamwork and Talent
- S – Success

## School Profile

Crestline Elementary School is located in the southwestern region of Barstow and serves students in grades transitional kindergarten through six following a traditional calendar. At the beginning of the 2014-15 school year, 528 students were enrolled, including 10.6% in special education, 18.8% qualifying for English Language Learner support, and 90% qualifying for free or reduced price lunch.

| Student Enrollment by Ethnicity / Grade Level<br>2014-15 |        |                           |     |
|--|--------|---------------------------|-----|
| Ethnic Group   | %      | Grade Level               | #   |
| African-Amer.  | 28.60% | Transitional Kindergarten | 0   |
| Amer. Indian or Alaskan Native                           | 0.60%  | Kindergarten              | 149 |
| Asian  | 0.40%  | Grade 1                   | 66  |
| Filipino   | 1.10%  | Grade 2                   | 75  |
| Hisp. or Latino  | 52.80% | Grade 3                   | 67  |
| Pacific Islander   | 1.50%  | Grade 4                   | 57  |
| Caucasian  | 9.10%  | Grade 5                   | 55  |
| Multi-Racial   | 5.90%  | Grade 6                   | 59  |
| Students with Disabilities                               | 10.60% | Ungraded                  | 0   |
| Economically Disadvantaged                               | 90.00% |                           |     |
| English Learners   | 18.80% |                           |     |
| Foster Youth   | 0.40%  |                           |     |
| Total Enrollment   |        |                           | 528 |

# Student Achievement

## Physical Fitness

In the spring of each year, Crestline Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

| Physical Fitness Test<br>Percentage of Students Meeting California Fitness Standards<br>2014-15 |                          |             |            |
|---|--------------------------|-------------|------------|
| Grade Tested  | Number of Standards Met: |             |            |
|   | Four of Six              | Five of Six | Six of Six |
| Fifth   | 26.8                     | 21.4        | 17.9       |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## Adequate Yearly Progress

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

| Adequate Yearly Progress (AYP)<br>Results Reported by Criteria &<br>Compared to District and State Performance<br>2014-15  |     |      |            |
|--|-----|------|------------|
| <i>Did the school, district, and state meet or exceed 2015 AYP performance criteria in each of the areas listed below?</i> |     |      |            |
| AYP Criteria   | CES | BUSD | California |
| Overall Results  | Yes | No   | Yes        |
| <i>Participation Rate</i>  |     |      |            |
| English Language Arts  | Yes | Yes  | Yes        |
| Mathematics  | Yes | Yes  | Yes        |
| <i>Percent Proficient</i>  |     |      |            |
| English Language Arts  | N/A | N/A  | N/A        |
| Mathematics  | N/A | N/A  | N/A        |
| Met Attendance Rates   | Yes | Yes  | Yes        |
| Met Graduation Rate  | N/A | No   | Yes        |

## No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2014-15, 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/](http://www.cde.ca.gov/ta/ac/ti/).

| Title I Program Improvement (PI) Status<br>2015-16 |           |           |
|--|-----------|-----------|
|  | CES       | BUSD      |
| PI Status  | In PI     | In PI     |
| First Year of PI                                   | 2013-2014 | 2006-2007 |
| Year in PI   | Year 1    | Year 3    |
| No. of Schools Currently in PI                     | 6         |           |
| % of Schools Currently in PI                       | 50.0%     |           |

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

## California Standardized Tests (CST)

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

| California Standards Tests for All Students in Science -- Three-Year Comparison |   |       |       |          |       |       |            |       |       |
|---|---|-------|-------|----------|-------|-------|------------|-------|-------|
|   | Percent of Students Scoring at Proficient or Advanced<br>(meeting or exceeding the state standards) |       |       |          |       |       |            |       |       |
|   | Crestline Elementary School   |       |       | District |       |       | California |       |       |
|   | 12-13   | 13-14 | 14-15 | 12-13    | 13-14 | 14-15 | 12-13      | 13-14 | 14-15 |
| Science (grades 5, 8, and 10)   | 32  | 26    | 15    | 51       | 48    | 40    | 59         | 60    | 56    |

| California Standards Tests Results by Student Group in Science<br>(School Year 2014-15) |   |
|---|---|
| Group   | Percent of Students Scoring at Proficient or Advanced<br>(meeting or exceeding the state standards) |
| All Students (District)   | 40  |
| All Students (School)   | 15  |
| Male  | 17  |
| Female  | 12  |
| African-Amer.   | --  |
| Amer. Indian or Alaskan Native  | --  |
| Asian   | --  |
| Filipino  | --  |
| Hisp. or Latino   | 20  |
| Pacific Islander  | --  |
| Caucasian   | --  |
| Multi-Racial  | --  |
| English Learners  | --  |
| Economically Disadvantaged  | --  |
| Migrant Educ.   | --  |
| Students with Disabilities  | 8   |
| Foster Youth  | --  |

Note: Scores are not shown when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

## California Assessment of Student Performance and Progress

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

| California Assessment of Student Performance and Progress<br>All Students<br>Percentage of Students Meeting or Exceeding the State Standards<br>2014-15 |                             |          |            |
|---|-----------------------------|----------|------------|
|   | Crestline Elementary School | District | California |
| English-Language Arts/Literacy  | 18                          | 30       | 44         |
| Mathematics   | 13                          | 24       | 33         |

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

### 2014-15 CAASPP Assessment Results Disaggregated by Student Groups

| English Language Arts - Grade 3 |                  |          |   |                           |    |    |    |
|---------------------------------|------------------|----------|---|---------------------------|----|----|----|
| Student Groups                  | Total Enrollment | # Tested | % Tested of All Students Total Enrollment | Percent Performance Level |    |    |    |
|                                 |                  |          |   | 1                         | 2  | 3  | 4  |
| All Students                    | 72               | 67       | 93.1                                      | 46                        | 30 | 16 | 4  |
| Male                            | 72               | 37       | 51.4                                      | 59                        | 16 | 16 | 5  |
| Female                          | 72               | 30       | 41.7                                      | 30                        | 47 | 17 | 3  |
| African-Amer.                   | 72               | 12       | 16.7                                      | 50                        | 25 | 8  | 0  |
| Hisp. or Latino                 | 72               | 37       | 51.4                                      | 49                        | 27 | 16 | 8  |
| Pacific Islander                | 72               | 0        | 0.0                                       | --                        | -- | -- | -- |
| Caucasian                       | 72               | 10       | 13.9                                      | --                        | -- | -- | -- |
| Multi-Racial                    | 72               | 8        | 11.1                                      | --                        | -- | -- | -- |
| English Learners                | 72               | 16       | 22.2                                      | 44                        | 38 | 13 | 6  |
| Economically Disadvantaged      | 72               | 65       | 90.3                                      | 46                        | 31 | 17 | 3  |
| Students with Disabilities      | 72               | 5        | 6.9                                       | --                        | -- | -- | -- |
| Foster Youth                    | --               | --       | --  | --                        | -- | -- | -- |

| Mathematics - Grade 3      |                  |          |   |                           |    |    |    |
|----------------------------|------------------|----------|---|---------------------------|----|----|----|
| Student Groups             | Total Enrollment | # Tested | % Tested of All Students Total Enrollment | Percent Performance Level |    |    |    |
|                            |                  |          |   | 1                         | 2  | 3  | 4  |
| All Students               | 72               | 66       | 91.7                                      | 47                        | 30 | 21 | 2  |
| Male                       | 72               | 37       | 51.4                                      | 49                        | 35 | 14 | 3  |
| Female                     | 72               | 29       | 40.3                                      | 45                        | 24 | 31 | 0  |
| African-Amer.              | 72               | 11       | 15.3                                      | 64                        | 9  | 27 | 0  |
| Hisp. or Latino            | 72               | 37       | 51.4                                      | 41                        | 41 | 16 | 3  |
| Pacific Islander           | 72               | 0        | 0.0                                       | --                        | -- | -- | -- |
| Caucasian                  | 72               | 10       | 13.9                                      | --                        | -- | -- | -- |
| Multi-Racial               | 72               | 8        | 11.1                                      | --                        | -- | -- | -- |
| English Learners           | 72               | 16       | 22.2                                      | 25                        | 56 | 19 | 0  |
| Economically Disadvantaged | 72               | 64       | 88.9                                      | 47                        | 31 | 22 | 0  |
| Students with Disabilities | 72               | 5        | 6.9                                       | --                        | -- | -- | -- |
| Foster Youth               | --               | --       | --  | --                        | -- | -- | -- |

| English Language Arts - Grade 4 |                  |          |   |                           |    |    |    |
|---------------------------------|------------------|----------|---|---------------------------|----|----|----|
| Student Groups                  | Total Enrollment | # Tested | % Tested of All Students Total Enrollment | Percent Performance Level |    |    |    |
|                                 |                  |          |   | 1                         | 2  | 3  | 4  |
| All Students                    | 72               | 67       | 93.1                                      | 60                        | 33 | 6  | 0  |
| Male                            | 72               | 39       | 54.2                                      | 59                        | 38 | 0  | 0  |
| Female                          | 72               | 28       | 38.9                                      | 61                        | 25 | 14 | 0  |
| African-Amer.                   | 72               | 22       | 30.6                                      | 55                        | 41 | 0  | 0  |
| Amer. Indian or Alaskan Native  | 72               | 1        | 1.4                                       | --                        | -- | -- | -- |
| Hisp. or Latino                 | 72               | 31       | 43.1                                      | 68                        | 26 | 6  | 0  |
| Caucasian                       | 72               | 8        | 11.1                                      | --                        | -- | -- | -- |
| Multi-Racial                    | 72               | 5        | 6.9                                       | --                        | -- | -- | -- |
| English Learners                | 72               | 13       | 18.1                                      | 54                        | 38 | 8  | 0  |
| Economically Disadvantaged      | 72               | 65       | 90.3                                      | 60                        | 34 | 5  | 0  |
| Students with Disabilities      | 72               | 8        | 11.1                                      | --                        | -- | -- | -- |
| Foster Youth                    | --               | --       | --  | --                        | -- | -- | -- |

| Mathematics - Grade 4          |                  |          |   |                           |    |    |    |
|--------------------------------|------------------|----------|---|---------------------------|----|----|----|
| Student Groups                 | Total Enrollment | # Tested | % Tested of All Students Total Enrollment | Percent Performance Level |    |    |    |
|                                |                  |          |   | 1                         | 2  | 3  | 4  |
| All Students                   | 72               | 67       | 93.1                                      | 64                        | 25 | 7  | 0  |
| Male                           | 72               | 39       | 54.2                                      | 62                        | 33 | 5  | 0  |
| Female                         | 72               | 28       | 38.9                                      | 68                        | 14 | 11 | 0  |
| African-Amer.                  | 72               | 22       | 30.6                                      | 68                        | 18 | 9  | 0  |
| Amer. Indian or Alaskan Native | 72               | 1        | 1.4                                       | --                        | -- | -- | -- |
| Hisp. or Latino                | 72               | 31       | 43.1                                      | 65                        | 32 | 3  | 0  |
| Caucasian                      | 72               | 8        | 11.1                                      | --                        | -- | -- | -- |
| Multi-Racial                   | 72               | 5        | 6.9                                       | --                        | -- | -- | -- |
| English Learners               | 72               | 13       | 18.1                                      | 46                        | 46 | 8  | 0  |
| Economically Disadvantaged     | 72               | 65       | 90.3                                      | 65                        | 26 | 8  | 0  |
| Students with Disabilities     | 72               | 8        | 11.1                                      | --                        | -- | -- | -- |
| Foster Youth                   | --               | --       | --  | --                        | -- | -- | -- |

| English Language Arts - Grade 5 |                  |          |   |                           |    |    |    |
|---------------------------------|------------------|----------|---|---------------------------|----|----|----|
| Student Groups                  | Total Enrollment | # Tested | % Tested of All Students Total Enrollment | Percent Performance Level |    |    |    |
|                                 |                  |          |   | 1                         | 2  | 3  | 4  |
| All Students                    | 57               | 56       | 98.2                                      | 66                        | 18 | 16 | 0  |
| Male                            | 57               | 31       | 54.4                                      | 68                        | 16 | 16 | 0  |
| Female                          | 57               | 25       | 43.9                                      | 64                        | 20 | 16 | 0  |
| African-Amer.                   | 57               | 13       | 22.8                                      | 77                        | 23 | 0  | 0  |
| Amer. Indian or Alaskan Native  | 57               | 1        | 1.8                                       | --                        | -- | -- | -- |
| Filipino                        | 57               | 1        | 1.8                                       | --                        | -- | -- | -- |
| Hisp. or Latino                 | 57               | 29       | 50.9                                      | 59                        | 14 | 28 | 0  |
| Caucasian                       | 57               | 6        | 10.5                                      | --                        | -- | -- | -- |
| Multi-Racial                    | 57               | 6        | 10.5                                      | --                        | -- | -- | -- |
| English Learners                | 57               | 12       | 21.1                                      | 83                        | 8  | 8  | 0  |
| Economically Disadvantaged      | 57               | 50       | 87.7                                      | 70                        | 16 | 14 | 0  |
| Students with Disabilities      | 57               | 9        | 15.8                                      | --                        | -- | -- | -- |
| Foster Youth                    | --               | --       | --  | --                        | -- | -- | -- |

| Mathematics - Grade 5          |                  |          |   |                           |    |    |    |
|--------------------------------|------------------|----------|---|---------------------------|----|----|----|
| Student Groups                 | Total Enrollment | # Tested | % Tested of All Students Total Enrollment | Percent Performance Level |    |    |    |
|                                |                  |          |   | 1                         | 2  | 3  | 4  |
| All Students                   | 57               | 56       | 98.2                                      | 80                        | 16 | 4  | 0  |
| Male                           | 57               | 31       | 54.4                                      | 77                        | 16 | 6  | 0  |
| Female                         | 57               | 25       | 43.9                                      | 84                        | 16 | 0  | 0  |
| African-Amer.                  | 57               | 13       | 22.8                                      | 92                        | 8  | 0  | 0  |
| Amer. Indian or Alaskan Native | 57               | 1        | 1.8                                       | --                        | -- | -- | -- |
| Filipino                       | 57               | 1        | 1.8                                       | --                        | -- | -- | -- |
| Hisp. or Latino                | 57               | 29       | 50.9                                      | 83                        | 10 | 7  | 0  |
| Caucasian                      | 57               | 6        | 10.5                                      | --                        | -- | -- | -- |
| Multi-Racial                   | 57               | 6        | 10.5                                      | --                        | -- | -- | -- |
| English Learners               | 57               | 12       | 21.1                                      | 100                       | 0  | 0  | 0  |
| Economically Disadvantaged     | 57               | 50       | 87.7                                      | 84                        | 12 | 4  | 0  |
| Students with Disabilities     | 57               | 9        | 15.8                                      | --                        | -- | -- | -- |
| Foster Youth                   | --               | --       | --  | --                        | -- | -- | -- |

| English Language Arts - Grade 6 |                  |          |   |                           |    |    |    |
|---------------------------------|------------------|----------|---|---------------------------|----|----|----|
| Student Groups                  | Total Enrollment | # Tested | % Tested of All Students Total Enrollment | Percent Performance Level |    |    |    |
|                                 |                  |          |   | 1                         | 2  | 3  | 4  |
| All Students                    | 58               | 52       | 89.7                                      | 31                        | 37 | 29 | 4  |
| Male                            | 58               | 25       | 43.1                                      | 36                        | 28 | 32 | 4  |
| Female                          | 58               | 27       | 46.6                                      | 26                        | 44 | 26 | 4  |
| African-Amer.                   | 58               | 19       | 32.8                                      | 37                        | 26 | 32 | 5  |
| Asian                           | 58               | 1        | 1.7                                       | --                        | -- | -- | -- |
| Hisp. or Latino                 | 58               | 28       | 48.3                                      | 32                        | 43 | 21 | 4  |
| Pacific Islander                | 58               | 1        | 1.7                                       | --                        | -- | -- | -- |
| Caucasian                       | 58               | 3        | 5.2                                       | --                        | -- | -- | -- |
| English Learners                | 58               | 9        | 15.5                                      | --                        | -- | -- | -- |
| Economically Disadvantaged      | 58               | 44       | 75.9                                      | 32                        | 34 | 32 | 2  |
| Students with Disabilities      | 58               | 6        | 10.3                                      | --                        | -- | -- | -- |
| Foster Youth                    | --               | --       | --  | --                        | -- | -- | -- |

| Mathematics - Grade 6      |                  |          |   |                           |    |    |    |
|----------------------------|------------------|----------|---|---------------------------|----|----|----|
| Student Groups             | Total Enrollment | # Tested | % Tested of All Students Total Enrollment | Percent Performance Level |    |    |    |
|                            |                  |          |   | 1                         | 2  | 3  | 4  |
| All Students               | 58               | 52       | 89.7                                      | 40                        | 42 | 15 | 2  |
| Male                       | 58               | 25       | 43.1                                      | 32                        | 48 | 20 | 0  |
| Female                     | 58               | 27       | 46.6                                      | 48                        | 37 | 11 | 4  |
| African-Amer.              | 58               | 19       | 32.8                                      | 37                        | 47 | 16 | 0  |
| Asian                      | 58               | 1        | 1.7                                       | --                        | -- | -- | -- |
| Hisp. or Latino            | 58               | 28       | 48.3                                      | 50                        | 36 | 11 | 4  |
| Pacific Islander           | 58               | 1        | 1.7                                       | --                        | -- | -- | -- |
| Caucasian                  | 58               | 3        | 5.2                                       | --                        | -- | -- | -- |
| English Learners           | 58               | 9        | 15.5                                      | --                        | -- | -- | -- |
| Economically Disadvantaged | 58               | 44       | 75.9                                      | 39                        | 45 | 16 | 0  |
| Students with Disabilities | 58               | 6        | 10.3                                      | --                        | -- | -- | -- |
| Foster Youth               | --               | --       | --  | --                        | -- | -- | -- |

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

## Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

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

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

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

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

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

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

## Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through the school marquee, school newsletters, the school website, 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
- Social Events
- Book Fair

**Committees**

- English Learner Advisory Council
- Parent Teacher Organization
- School Site Council

**School Activities**

- Back to School Night
- Spelling Bee
- Math Nights
- Science Fair
- Bingo 4 Books
- Family Literacy Night
- Splash Day

**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:

- Replacement of all exterior doors
- Reseeding grass in front of the school
- Upgrades to landscape in front of the school

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:

- Cafeteria setup/cleanup
- General grounds maintenance
- Office area cleaning
- Restroom cleaning

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian 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                         | 1965 |
| Acreage                            | -    |
| Square Footage                     | -    |
| Quantity                           |      |
| Permanent Classrooms               | 26   |
| Portable Classrooms                | 6    |
| Restrooms (sets)                   | 3    |
| Library                            | 1    |
| Computer Lab                       | 1    |
| County Medical Therapy Facility    | 1    |
| County Special Education Classroom | 1    |
| Latchkey Rooms                     | 2    |
| Multipurpose Room                  | 1    |
| Office                             | 1    |
| Staff Work Room                    | 1    |

**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 Tuesday, December 08, 2015. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

| School Facility Good Repair Status                 |               |      |      |
|--|---------------|------|------|
| Most Recent Inspection: Tuesday, December 08, 2015 |               |      |      |
| Item Inspected                                     | Repair Status |      |      |
|  | Good          | Fair | Poor |
| A. Systems   | ✓             |      |      |
| B. Interior  | ✓             |      |      |
| C. Cleanliness                                     | ✓             |      |      |
| D. Electrical                                      | ✓             |      |      |
| E. Restrooms / Fountains                           | ✓             |      |      |
| F. Safety  | ✓             |      |      |
| G. Structural                                      | ✓             |      |      |
| H. External  | ✓             |      |      |

| Overall Summary of School Facility Good Repair Status |      |      |      |
|---|------|------|------|
| Exemplary   | Good | Fair | Poor |
| ✓   |      |      |      |

**Rating Description**

*Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.*

**County Williams Settlement School Inspection Results**

On an annual basis, representatives from the County Office of Education 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 9/1/2015. Results of the inspection and corrective action taken by the district are provided in the table below.



| School Facility Inspection Results<br>County Inspection Completed:<br>9/1/2015 |   |  |
|--|---|--|
| Area Impacted  | Deficiency Noted  | Corrective Action Taken                                      |
| Category: Overall Cleanliness  |   |  |
| 14 and 28  | Unsecured items are stored too high.  | Remedied during inspection.                                  |
| Category: Hazardous Materials (Interior & Exterior)                            |   |  |
| 18   | Materials labeled "keep out of reach of children" are within reach of children.   | Remedied during inspection.                                  |
| Category: Electrical (Interior & Exterior)                                     |   |  |
| 18, Library, and Restrooms by Room 17  | 18 - Electrical outlet / junction box covers or light switch covers are damaged or missing. Library and Restrooms by Room 17 - Lighting covers are missing, damaged or loose. | Remedied September 2015.                                     |
| Category: Interior Surfaces (Walls, Floors, & Ceilings)                        |   |  |
| 19 and 27 Band Room  | Ceiling tiles are damaged, loose, missing or stained.   | 19 - Remedied during inspection. 27 - Remedied October 2015. |
| Category: Playgrounds/ School Grounds  |   |  |
| Parking Lot - East Middle  | Significant cracks, trip hazards, holes or deterioration.   | Has not been remedied.                                       |
| Category: Structural Damage  |   |  |
| Restrooms by Room 33   | Damage to skirting, siding and/or exterior vents.   | Remedied November 2015.                                      |
| Category: Restroom   |   |  |
| Restrooms by Room and by Rooms 11 and 12                                       | Restrooms by Room 4 - Electric hand dryers are damaged or broken. Restrooms by Rooms 11 and 12 - Sink is leaking.   | Remedied September 2015.                                     |

## 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. During recess, teachers supervise playground activity. The principal and noon supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal, teachers, and crossing guards 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 and updated in June 2015. Staff responsibilities and safety plan updates were discussed with staff in August 2015.

## Classroom Environment

### Discipline & Climate for Learning

Crestline Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures

are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

| Suspensions & Expulsions |            |        |        |
|--------------------------|------------|--------|--------|
|                          | 12-13      | 13-14  | 14-15  |
|                          | CES        |        |        |
| # of Students Suspended  | 73         | 80     | 77     |
| # of Students Expelled   | 0          | 0      | 0      |
|                          | BUSD       |        |        |
| # of Students Suspended  | 791        | 706    | 696    |
| # of Students Expelled   | 6          | 4      | 0      |
|                          | California |        |        |
| # of Students Suspended  | 329370     | 279383 | 243603 |
| # of Students Expelled   | 8266       | 6611   | 5692   |

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

## Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

| Class Size Distribution<br>Self-Contained Classes |                 |                      |       |     |
|---|-----------------|----------------------|-------|-----|
|   |                 | 2012-13              |       |     |
| Grade   | Avg. Class Size | Number of Classrooms |       |     |
|   |                 | 1-20                 | 21-32 | 33+ |
| K   | 26.0            |                      | 9     |     |
| 1   | 26.0            |                      | 8     |     |
| 2   | 28.0            |                      | 6     |     |
| 3   | 29.0            |                      | 9     |     |
| 4   | 31.0            |                      | 6     |     |
| 5   | 22.0            |                      | 6     |     |
| 6   | 22.0            |                      | 6     |     |
| Other   | 27.0            | 1                    |       |     |
|   |                 | 2013-14              |       |     |
| Grade   | Avg. Class Size | Number of Classrooms |       |     |
|   |                 | 1-20                 | 21-32 | 33+ |
| K   | 25.0            |                      | 15    |     |
| 1   | 30.0            |                      | 6     |     |
| 2   | 29.0            |                      | 9     |     |
| 3   | 28.0            |                      | 6     |     |
| 4   | 28.0            |                      | 9     |     |
| 5   | 27.0            |                      | 6     |     |
| 6   | 26.0            |                      | 9     |     |
|   |                 | 2014-15              |       |     |
| Grade   | Avg. Class Size | Number of Classrooms |       |     |
|   |                 | 1-20                 | 21-32 | 33+ |
| K   | 30.0            |                      | 15    |     |
| 1   | 26.0            |                      | 6     |     |
| 2   | 24.0            |                      | 9     |     |
| 3   | 28.0            |                      | 9     |     |
| 4   | 29.0            |                      | 6     |     |
| 5   | 28.0            |                      | 6     |     |
| 6   | 30.0            |                      | 6     |     |

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

# Curriculum & Instruction

## Staff Development

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

- ELD Instructional Strategies
- Grade Level PLC's for Data Analysis
- Positive Behavior Interventions and Supports (PBIS)
- Social Emotional Learning
- Step-Up to Writing
- Use of Technology in the Classroom

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. Crestline Elementary School supports ongoing professional growth throughout the year on early release days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2014-15 school year, Crestline Elementary School's teachers attended the following events hosted by the Barstow Unified School District:

- Crisis Prevention Intervention (CPI) Training
- English/Language Arts (ELA) Curriculum Guides
- Report Cards/Specification and Technology Scope and Sequence
- Think Central Go Math!

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. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

| Staff Development Days<br>Three-Year Trend |         |         |
|--|---------|---------|
| 2012-13                                    | 2013-14 | 2014-15 |
| 1  | 4       | 3       |

## Instructional Materials

All textbooks used in the core curriculum at Crestline Elementary School are aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 22, 2015, 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 #13-2015-2016 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 2015-16 school year, Barstow

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>  |   |                          |
| 2010                          | Houghton Mifflin/HSP, <i>California Excursions</i>                                  | 0 %                      |
| <b>History-Social Science</b> |   |                          |
| 2005                          | Pearson Scott Foresman, <i>Scott Foresman History-Social Science for California</i> | 0 %                      |
| <b>Mathematics</b>            |   |                          |
| 2014                          | Houghton Mifflin Harcourt School Publishers, <i>California Go Math</i>              | 0 %                      |
| <b>Science</b>                |   |                          |
| 2007                          | Pearson Scott Foresman, <i>Scott Foresman California Science</i>                    | 0 %                      |

## Professional Staff

### 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<br>(Nonteaching Professional Staff)<br>2014-15 |              |     |
|---|--------------|-----|
|   | No. of Staff | FTE |
| Academic Counselor  | 0            | 0   |
| Counselor (Contract Position)   | 1            | 0.2 |
| Health Clerk  | 1            | 1.0 |
| Nurse   | 1            | *   |
| Psychologist  | 1            | *   |
| Speech Therapist  | 1            | 0.2 |

\* as needed

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

### Teacher Assignment

During the 2014-15 school year, Crestline Elementary School had 19 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

| Percentage of Core Classes<br>2014-15 |   |   |
|---------------------------------------|---|---|
|                                       | Taught by<br>NCLB-Compliant<br>Teachers | Taught by non-<br>NCLB- Compliant<br>Teachers |
| Crestline Elementary School           | 90.0 %                                  | 10.0 %  |
| <b>District Totals</b>                |   |   |
| All Schools                           | 90.0 %                                  | 10.0 %  |
| High-Poverty                          | 90.0 %                                  | 10.0 %  |
| Low-Poverty                           | 0.0 %                                   | 0.0 %   |

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

| Teacher Credentials & Assignments   |       |       |       |       |
|---|-------|-------|-------|-------|
|   | CES   |       |       | BUSD  |
|   | 13-14 | 14-15 | 15-16 | 15-16 |
| Total Teachers  | 21    | 21    | 21    | 238   |
| Teachers with full credentials  | 21    | 19    | 21    | 226   |
| Teachers without full credentials   | 0     | 2     | 0     | 12    |
| Teachers teaching outside subject area of competence (with full credential) | 0     | 0     | 0     | 17    |
| Teacher misassignments for English learners                                 | 0     | 0     | 0     | 1     |
| Total teacher misassignments  | 0     | 0     | 0     | 1     |
| Vacant teacher positions  | 0     | 1     | 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: 2013-14 salary comparison data was the most recent data available at the time this report was published.)

| Salary Comparison<br>2013-14       |           |   |
|------------------------------------|-----------|---|
|                                    | BUSD      | State Average of<br>Districts in Same<br>Category |
| Beginning Teacher Salary           | \$38,290  | \$42,315  |
| Mid-Range Teacher Salary           | \$58,810  | \$66,451  |
| Highest Teacher Salary             | \$80,702  | \$85,603  |
| Superintendent Salary              | \$145,230 | \$189,899   |
| <b>Average Principal Salaries:</b> |           |   |
| Elementary School                  | \$90,058  | \$105,079   |
| <b>Percentage of Budget:</b>       |           |   |
| Teacher Salaries                   | 34%       | 39%   |
| Administrative Salaries            | 5%        | 6%  |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Expenditures Per Student

For the 2013-14 school year, Barstow Unified School District spent an average of \$8,289 of total general funds to educate each student (based on 2013-14 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state

levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](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, Barstow Unified School District receives state and federal categorical funding for special programs. For the 2013-14 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- Common Core State Standards Implementation
- Education Protection Account
- Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Federal Funds
- Other Local: Locally defined
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Vocational Programs

| Expense of Education Per Pupil<br>2013-14 |                           |          |                              |   |                              |
|---|---------------------------|----------|------------------------------|---|------------------------------|
|   | Dollars Spent per Student |          |                              |   |                              |
|   | CES                       | BUSD     | % Diff.<br>School &<br>Dist. | State Avg.,<br>Dist. Same<br>Size &<br>Type | % Diff.<br>School &<br>State |
|   |                           |          |                              |   |                              |
| ADA*                                      | 548                       | N/A      | N/A                          | N/A   | N/A                          |
| Total**                                   | \$4,643                   | N/A      | N/A                          | N/A   | N/A                          |
| Restr.†                                   | \$720                     | N/A      | N/A                          | N/A   | N/A                          |
| Unrestr.††                                | \$3,924                   | \$4,139  | 94.79                        | \$5,348                                     | 73.37                        |
| Avg. Teacher Salary                       | \$70,681                  | \$64,481 | 109.62                       | \$69,257                                    | 102.06                       |

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

\* Average Daily Attendance

## SARC Data

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about 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 AYP, CST & CAASPP 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 Barstow Branch Library, a branch of San Bernardino County Library.

Address: 304 E. Buena Vista, Barstow

Phone Number: (760) 256-4850

WebSite: <http://www.sbcounty.gov/library/home/>

Number of Computers Available: 16

### Disclosure

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 November 2015. Data to prepare the school facilities section were acquired in December 2015.