

Crestmont Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|--|---|
| School Name | Crestmont Elementary School |
| Street | 1501 Sheridan Ave. |
| City, State, Zip | Roseville, CA 95661 |
| Phone Number | 916 771-1750 |
| Principal | Jeri Farmer |
| Email Address | jfarmer@rcsdk8.org |
| Website | http://www.rcsdk8.org |
| County-District-School (CDS) Code | 31-66910-6031231 |

| Entity | Contact Information |
|-----------------------|--------------------------------|
| District Name | Roseville City School District |
| Phone Number | (916) 771-1600 |
| Superintendent | Derk Garcia |
| Email Address | crestmont.rcsdk8.org |
| Website | rcsdk8.org |

School Description and Mission Statement (School Year 2019-20)

Mission:

The mission of Crestmont Elementary School is to maximize learning for each student based on the MASTER school domains, encourage a desire for learning and promote a sense of gratitude and respect for others following the PBIS guidelines.

Vision:

The Crestmont School Staff will become a collaborative community of professional learners that is:

- Committed to the continuous improvement of each student and staff member.
- Results-oriented

Focused on learning Collective Commitments:

- We will communicate the mission and vision of our School
- We will share accountability for fulfilling our mission
- We will develop and implement effective systems to support our vision
- We will use data to inform our decisions
- We will operate as a professional learning community
- We will provide training and support needed to increase the capacity of our staff to fulfill our mission and realize our vision.
- We will collaborate with staff and as grade-level teams
- We will nurture high levels of support and trust among all members of the Crestmont School Community

Teachers, parents, and students have continued to make technology a high priority at Crestmont School. Classroom and lab computers continue to be upgraded, funded through grants, PTC and site monies. Crestmont teachers have received training and support to integrate various curricular technologies into the district approved curriculum. Another major focus of the Roseville City School District and Crestmont School is MTSS, Effective First Instruction and Response to Intervention to support all students at their level of academic achievement. Teachers incorporate the elements of Effective First Instruction daily. They meet regularly in site-based learning teams to support student learning through data analysis of assessments and curriculum development. Staff members meet in Professional Learning Communities with time allocated by the Roseville City School District to improve student learning and instructional strategies.

Crestmont serves 500 students in grades transitional kindergarten through five. The passage of local Measure H Bond in 2002, afforded remodeling of site-wide infrastructure, heating, air conditioning, and construction of a multi-purpose room for assemblies and serving indoor lunches. The bond also provided improved technological access that supports Crestmont's focus on technology for students through a variety of computer programs. Classroom diversity at Crestmont has enhanced learning opportunities for every individual on campus. Students in fifth-grade classes have worked as peer tutors for the primary and intermediate special day and mainstream classes. Our English language learners benefit from differentiated instructional strategies within their mainstream curriculum. The school also encourages the arts through the Art Docent program. We also keep our students on the move, literally, through our parent/staff sponsored running club offered before school two days a week. As a MASTER School, we are focused on Mathematics, Art, Science, Technology, Enrichment, and Reading. This MASTER focus allows us to make decisions on what is best for each student.

Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 96 |
| Grade 1 | 80 |
| Grade 2 | 83 |
| Grade 3 | 73 |
| Grade 4 | 68 |
| Grade 5 | 91 |
| Total Enrollment | 491 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.6 |
| American Indian or Alaska Native | 0.4 |
| Asian | 3.3 |
| Filipino | 0.8 |
| Hispanic or Latino | 25.5 |
| Native Hawaiian or Pacific Islander | 0.8 |
| White | 58.9 |
| Two or More Races | 5.5 |
| Socioeconomically Disadvantaged | 35.6 |
| English Learners | 10 |
| Students with Disabilities | 8.8 |
| Foster Youth | 0.4 |
| Homeless | 1 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

| Teachers | School 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|---|----------------|----------------|----------------|------------------|
| With Full Credential | 20 | 20 | 19 | 495 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 51 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 9/12/19

Roseville City Elementary held a public hearing on September 6, 2018, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|--|----------------------------|--|
| Reading/Language Arts | Benchmark ELA | Yes | 0 |
| Mathematics | Houghton Mifflin 2015 | Yes | 0 |
| Science | Science MacMillan/ McGraw Hill 2008 | Yes | 0 |
| History-Social Science | History/Social Science Holt, Rinehart & Winston 2006 Pearson Scott Foresman 2007 | Yes | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

General

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Maintenance Office.

Maintenance and Repairs:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District annually inspects wheelchair lifts, tests fire extinguishers, inspects and services all playground backboards, replaces bark on playgrounds and landscaping, and services HVAC units.

Overall Summary of School Facilities Repair Status: Exemplary

The inspection included a check of possible gas leaks, mechanical systems, interior and exterior doors and windows, interior surface areas, structural damage, electrical, playground equipment, and hazardous materials. In all areas this school passed inspection.

Cleaning Process and Schedule:

The District has adopted cleaning standards for all schools in the District. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget:

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repairs or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Since 2008-2009 the State has suspended the program due to State Budget Reductions. The District still maintains its own program.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 12/2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|------------------|---|
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |
| Overall Rating | Exemplary | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 57 | 64 | 64 | 65 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 51 | 48 | 53 | 53 | 38 | 39 |

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 239 | 233 | 97.49 | 2.51 | 63.52 |
| Male | 121 | 117 | 96.69 | 3.31 | 58.97 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Female | 118 | 116 | 98.31 | 1.69 | 68.10 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 72 | 70 | 97.22 | 2.78 | 65.71 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 139 | 135 | 97.12 | 2.88 | 60.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 101 | 98 | 97.03 | 2.97 | 55.10 |
| English Learners | 39 | 38 | 97.44 | 2.56 | 57.89 |
| Students with Disabilities | 20 | 19 | 95.00 | 5.00 | 26.32 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 239 | 235 | 98.33 | 1.67 | 47.66 |
| Male | 121 | 119 | 98.35 | 1.65 | 52.10 |
| Female | 118 | 116 | 98.31 | 1.69 | 43.10 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Hispanic or Latino | 72 | 71 | 98.61 | 1.39 | 38.03 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 139 | 136 | 97.84 | 2.16 | 50.74 |
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 101 | 100 | 99.01 | 0.99 | 42.00 |
| English Learners | 39 | 39 | 100.00 | 0.00 | 33.33 |
| Students with Disabilities | 20 | 19 | 95.00 | 5.00 | 15.79 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | | | |

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents are a vital part of Crestmont School. They actively participate in the School Site Council, English Learner Advisory Committee, Parent/Teacher Club, Art Docent, and as volunteers in the classrooms, library, and technology center. The Crestmont staff feels it is important to keep parents and guardians informed during the school year. Parents receive information regarding school activities weekly and through monthly newsletters published by school and PTC, as well as through classroom communication by teachers and through the Remind App, School Messenger System, provided by the Roseville City School District. The PTC coordinates parent volunteer opportunities through the annual Carnival, Holiday Shop, Daughters and Dudes Dance, Mother/Son Sports Night, Family Movie Nights, skate nights, and the Jog-a-thon. Jessica Cranston is the PTC President, (916)771-1750 or at <http://www.crestmontptc.org>. Follow Crestmont on RCSD Crestmont.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

| Rate | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|-------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 2.8 | 2.2 | 0.2 | 3.2 | 3.2 | 2.4 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

Crestmont School has a School Site Safety Committee, which meets each year to review the safety needs of the school and make necessary recommendations. In addition, the Roseville City School District has a Safety Committee comprised of certificated and classified employees that meet annually and makes reviews of our school facility. Both the Crestmont School Site Safety Committee and the District Safety Committee have stated that Crestmont School is safe and clean. The Roseville City School District has developed a Crisis Response Plan that outlines procedures to be followed in the event of an emergency affecting the school site. The plan includes procedures for coordinating resources to respond to any emergency including natural disasters, environmental health issues, accidents, or intruders. Staff members have been assigned roles and are trained to work efficiently with each other and with other public service officers to ensure the safety of students and staff. The Crestmont School Site Council Reviews the plan annually by March 1, and makes appropriate changes and updates when necessary. There are monthly fire drills. Duck and Cover and Lockdown drills are done throughout the school year. Date of review of the Crisis Response Plan in January 2020. Date last discussed with the staff: January 2020. The Crestmont School staff, students, and parents participate in the PBIS Program. Each month an individual PBIS skill is highlighted and students are recognized for their positive behavior and actions at the PBIS cart drawings.

Lockdown process and procedures are fully developed. We will be practicing Lockdowns three times this school year with various students out at recess, etc.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 | 2016-17 | 2016-17 | 2016-17 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 |
|----------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K | 21 | 6 | 19 | | 22 | 6 | 19 | | 23 | | 19 | |
| 1 | 21 | 6 | 12 | | 25 | | 18 | | 25 | | 18 | |
| 2 | 24 | | 18 | | 25 | | 18 | | 22 | 6 | 18 | |
| 3 | 26 | | 18 | | 26 | | 18 | | 24 | | 18 | |
| 4 | 31 | | 18 | | 28 | | 18 | | 23 | | 18 | |
| 5 | 29 | | 18 | | 29 | | 18 | | 30 | | 18 | |
| Other** | | | | | | | | | | | | |

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|-----------------------------|-------|
| Academic Counselors* | .0 |

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

Student Support Services Staff (School Year 2018-19)

| Title | Number of FTE* Assigned to School |
|--|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Speech/Language/Hearing Specialist | .5 |
| Resource Specialist (non-teaching) | 1.0 |
| Other | 1.5 |

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$8,920 | \$2,421 | \$6,498 | \$83,579 |
| District | N/A | N/A | \$6,998 | \$83,683 |
| Percent Difference - School Site and District | N/A | N/A | -7.4 | -0.1 |
| State | N/A | N/A | \$7,506.64 | \$82,663.00 |
| Percent Difference - School Site and State | N/A | N/A | 12.2 | -0.1 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

The annual funding plan concentrates on providing students with materials, tools and experiences to enrich their education. Goals and progress are reviewed annually as a staff, to focus on our student needs when planning the budget.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$43,144 | \$45,741 |
| Mid-Range Teacher Salary | \$84,200 | \$81,840 |
| Highest Teacher Salary | \$98,032 | \$102,065 |
| Average Principal Salary (Elementary) | \$120,297 | \$129,221 |
| Average Principal Salary (Middle) | \$131,327 | \$132,874 |
| Average Principal Salary (High) | \$0 | \$128,660 |
| Superintendent Salary | \$210,286 | \$224,581 |
| Percent of Budget for Teacher Salaries | 44% | 36% |
| Percent of Budget for Administrative Salaries | 6% | 5% |

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

Professional Development (Most Recent Three Years)

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 8 | 8 | 8 |

In alignment with the Roseville City School District board goals, the Professional Development Advisory Committee (PDAC) plan was developed to create a comprehensive three-year professional development plan for the District. Training is provided to administrators and teachers that align with this plan during four professional development days. In addition, the school sites are provided three additional professional development days to focus on school site goals.

Other areas of professional development at Crestmont include: The focus this year is to continue to improve on speaking and listening skills. The skills of listening to your partner and paraphrasing what you heard is essential for all students. Speaking well and articulating your thoughts with a partner and in front of the class are really well developed. We are focusing on Reading RTI, Mathematics including RTI, ELD Designated, and Integrated.