

# Crestmont Elementary School

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2021-22 School Contact Information

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

## 2021-22 District Contact Information

<b>District Name</b>	Roseville City School District
<b>Phone Number</b>	(916) 771-1600
<b>Superintendent</b>	Derk Garcia
<b>Email Address</b>	
<b>District Website Address</b>	rcsdk8.org

## 2021-22 School Overview

### 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 quality instruction and, Response to Intervention to support all students at their level of academic achievement. Teachers incorporate the elements of Multi-Tiered Systems of Support daily along with PBIS tiers. 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.

## 2021-22 School Overview

Crestmont serves 400-500 students, due to our current COVID-19 choices for in-person and the Roseville Virtual Academy, 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.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	93
Grade 1	72
Grade 2	73
Grade 3	69
Grade 4	76
Grade 5	73
<b>Total Enrollment</b>	<b>456</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4
Male	52.6
American Indian or Alaska Native	0.2
Asian	2.6
Black or African American	1.3
Filipino	1.1
Hispanic or Latino	24.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	8.3
White	61.6
English Learners	7.2
Foster Youth	0.7
Homeless	0.9
Socioeconomically Disadvantaged	36.2
Students with Disabilities	12.7

### 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Roseville City Elementary held a public hearing on September 9, 2021, 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.

**Year and month in which the data were collected**

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark 2016	Yes	0
<b>Mathematics</b>	Houghton Mifflin - Expressions 2015	Yes	0
<b>Science</b>	Discovery Education 2020	Yes	0
<b>History-Social Science</b>	Pearson Scott Foresman 2007	Yes	0
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

## School Facility Conditions and Planned Improvements

### 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.

**Year and month of the most recent FIT report**

12/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			C wing roof needs replacement
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			seal and stripe all asphalt

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	222	NT	NT	NT	NT
<b>Female</b>	110	NT	NT	NT	NT
<b>Male</b>	112	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	51	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	14	NT	NT	NT	NT
<b>White</b>	143	NT	NT	NT	NT
<b>English Learners</b>	17	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	81	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	23	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	222	NT	NT	NT	NT
Female	110	NT	NT	NT	NT
Male	112	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	51	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	14	NT	NT	NT	NT
White	143	NT	NT	NT	NT
English Learners	17	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	81	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

i-Ready Student Groups	i-Ready Total Enrollment	i-Ready Number Tested	i-Ready Percent Tested	i-Ready Percent Not Tested	i-Ready Percent At or Above Grade Level
All Students	221	187	84.62	15.38	56.15
Female	110	92	83.64	16.36	55.43
Male	111	95	85.59	14.41	56.84
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--

<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	51	46	90.20	9.80	52.17
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	12	9	75.00	25.00	44.44
<b>White</b>	142	118	83.10	16.90	57.63
<b>English Learners</b>	17	14	82.35	17.65	35.71
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	74	69	93.24	6.76	52.17
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	25	24	96.00	4.00	41.67

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>i-Ready Student Groups</b>	<b>i-Ready Total Enrollment</b>	<b>i-Ready Number Tested</b>	<b>i-Ready Percent Tested</b>	<b>i-Ready Percent Not Tested</b>	<b>i-Ready Percent At or Above Grade Level</b>
<b>All Students</b>	221	186	84.16	15.84	44.09
<b>Female</b>	110	91	82.73	17.27	41.76
<b>Male</b>	111	95	85.59	14.41	46.32
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	51	46	90.20	9.80	47.83
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	12	9	75.00	25.00	44.44
<b>White</b>	142	118	83.10	16.90	40.68
<b>English Learners</b>	17	14	82.35	17.65	42.86
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	74	68	91.89	8.11	42.65
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--

<b>Students with Disabilities</b>	25	24	96.00	4.00	25.00
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\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	74	NT	NT	NT	NT
<b>Female</b>	40	NT	NT	NT	NT
<b>Male</b>	34	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	22	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	45	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	29	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## B. Pupil Outcomes

### 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 area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

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 email communication published by school and PTC, as well as through classroom communication by teachers and the Roseville City School District. The PTC coordinates parent volunteer opportunities through the annual Carnival, Holiday Shop, Daughters Dance, Sons 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. Due to new guidelines from the Placer County Health Department this year has been changed in terms of events and parent volunteers. We look forward to school returning to normal operating procedures this year and next year.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	523	507	83	16.4
Female	246	237	32	13.5
Male	277	270	51	18.9
American Indian or Alaska Native	1	1	0	0.0
Asian	12	12	2	16.7
Black or African American	9	8	1	12.5
Filipino	5	5	0	0.0
Hispanic or Latino	130	126	38	30.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	42	42	8	19.0
White	321	310	34	11.0
English Learners	36	36	9	25.0
Foster Youth	4	3	2	66.7
Homeless	5	5	4	80.0
Socioeconomically Disadvantaged	200	192	55	28.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	77	73	21	28.8

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.19	0.00	2.44	0.50	3.47	0.20
Expulsions	0.00	0.00	0.03	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.20	1.15	2.45
Expulsions	0.00	0.03	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2021-22 School Safety Plan

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 Leadership 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. Soft Lockdown and full Lockdown drills are done throughout the school year.

The lockdown process and procedures are fully developed. We will be practicing Lockdowns three times this school year with various students out at recess, etc. Date of review of the Crisis Response Plan is January 13, 2022. Date last discussed with the staff: January 2021. 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 monthly Flag Salutes.

## D. Other SARC Information

### Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		19	
1	25		18	
2	22	6	18	
3	24		18	
4	23		18	
5	30		18	
6				

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	29		19	1
1	22	6	18	1
2	23	6	18	1
3	28		18	1
4	27		18	1
5	37			13
6				

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	23		3	
2	23		3	
3	21	1	2	
4	29		2	
5	30		2	
6				
Other	32		1	

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0
Other	0.6

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,160	\$3,184	\$6,976	\$90,254
District	N/A	N/A	\$7,557	\$87,187
Percent Difference - School Site and District	N/A	N/A	-8.0	3.5
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-19.0	5.0

## 2020-21 Types of Services Funded

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. Data Team Meetings are part of our process to address students by name and by need. We continue to celebrate students being kind, safe, respectful, and responsible as part of our focus on PBIS. Prizes were purchased with LCFF money as well as new and trendy books, ribbons for Growth Mindset as we foster the power of yet.

The district is funding an additional Meal Duty Supervisor for this year as we continue to provide a safe school environment for students. The Teacher On Special Assignment (TOSA) is a district-funded position for the next three years as we continue to support the transition back to school after the pandemic. The additional Instructional Aide (for three hours a day) also assists in supporting teachers and students. The IA is funded by the district.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$45,217	\$52,060
<b>Mid-Range Teacher Salary</b>	\$88,246	\$84,043
<b>Highest Teacher Salary</b>	\$102,743	\$107,043
<b>Average Principal Salary (Elementary)</b>	\$127,087	\$133,582
<b>Average Principal Salary (Middle)</b>	\$137,638	\$138,803
<b>Average Principal Salary (High)</b>	\$0	\$133,845
<b>Superintendent Salary</b>	\$225,264	\$240,628
<b>Percent of Budget for Teacher Salaries</b>	41%	35%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

## Professional Development

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	8	8	7

# Roseville City School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school’s local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs’ federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Roseville City School District
<b>Phone Number</b>	(916) 771-1600
<b>Superintendent</b>	Derk Garcia
<b>Email Address</b>	
<b>District Website Address</b>	rcsdk8.org

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	7310	76	1.04	98.96	6.58
<b>Female</b>	3538	20	0.57	99.43	10.00
<b>Male</b>	3772	56	1.48	98.52	5.36
<b>American Indian or Alaska Native</b>	33	0	--	100.00	--
<b>Asian</b>	621	9	1.45	98.55	--
<b>Black or African American</b>	196	2	1.02	98.98	--
<b>Filipino</b>	413	16	3.87	96.13	0.00
<b>Hispanic or Latino</b>	1759	14	0.80	99.20	14.29
<b>Native Hawaiian or Pacific Islander</b>	36	1	2.78	97.22	--
<b>Two or More Races</b>	628	8	1.27	98.73	--
<b>White</b>	3624	26	0.72	99.28	11.54
<b>English Learners</b>	542	8	1.48	98.52	--
<b>Foster Youth</b>	30	3	10.00	90.00	--
<b>Homeless</b>	180	2	1.11	98.89	--
<b>Military</b>	80	1	1.25	98.75	--
<b>Socioeconomically Disadvantaged</b>	2042	20	0.98	99.02	15.00
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	957	76	7.94	92.06	6.58

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	7310	75	1.03	98.97	4.00
<b>Female</b>	3538	20	0.57	99.43	5.00
<b>Male</b>	3772	55	1.46	98.54	3.64
<b>American Indian or Alaska Native</b>	33	0	--	100.00	--
<b>Asian</b>	621	9	1.45	98.55	--
<b>Black or African American</b>	196	2	1.02	98.98	--
<b>Filipino</b>	413	16	3.87	96.13	12.50
<b>Hispanic or Latino</b>	1759	14	0.80	99.20	0.00
<b>Native Hawaiian or Pacific Islander</b>	36	1	2.78	97.22	--
<b>Two or More Races</b>	628	7	1.11	98.89	--
<b>White</b>	3624	26	0.72		3.85
<b>English Learners</b>	542	8	1.48	98.52	--
<b>Foster Youth</b>	30	3	10.00	90.00	--
<b>Homeless</b>	180	2	1.11	98.89	--
<b>Military</b>	80	1	1.25	98.75	--
<b>Socioeconomically Disadvantaged</b>	2042	20	0.98	99.02	5.00
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	957	75	7.84	92.16	4.00

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.