

California Department of Education
School Accountability Report Card
Reported Using Data from the 2018 - 2019 School Year
Published During 2019 - 2020

For: Cosumnes River Elementary

Address: 13580 Jackson Rd, Sloughhouse, CA 95683
Principal: Sheila Caruthers

Phone: 916-682-2653
Grade Span: K-6

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents 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 <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).

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

District Contact Information (School Year 2019 - 2020)

District Name	Elk Grove Unified
Phone Number	(916) 686-5085
Web Site	www.egusd.net
Superintendent	Christopher R. Hoffman
E-mail Address	choffman@egusd.net

School Contact Information (School Year 2019 - 2020)

School Name	Cosumnes River Elementary
Street	13580 Jackson Rd
City, State, Zip	Sloughhouse, CA 95683
Phone Number	916-682-2653
Principal	Sheila Caruthers
E-mail Address	SCaruthe@egusd.net
Web Site	http://blogs.egusd.net/cres/
County-District-School(CDS) Code	34673146033013

School Description and Mission Statement (School Year 2019 - 2020)

Cosumnes River Elementary School ... Where Roadrunners Race to Excellence!

Students have been educated in the Sloughhouse community for over 165 years when groups of miners, farmers and business owners believed their children deserved a quality education. They built schools along the Cosumnes River throughout the years believing it was their responsibility to provide formalized schooling for their children. Although one of our oldest schools (Rhoads School) now resides at Elk Grove Regional Park, our new nine-year-old campus has all the amenities and technological capabilities of a modern institution of learning.

The history of respect and support for education continues at CRES today. Our single most important goal is to ensure that our students enjoy academic success throughout their educational experience.

We provide a safe, positive learning environment while challenging all students to realize their greatest potential. We are a PBIS school that expects and rewards our students each day they are respectful, responsible, and ready to learn.

Our success in implementing our district's mission can be evidenced through our school's special strengths, including:

- A staff that is experienced, skilled, and committed to meeting the learning needs of all students,
- A student body that is motivated to succeed each and every day,
- Parents that are committed to supporting the education of their children, and
- A community that partners with us to help us achieve all of our goals.

Parent support and involvement are important aspects of the success at CRES. Some parents help plan the programs and policies, while others serve as classroom volunteers or field trip chaperones. Parents also support student success by providing space, time, and encouragement for daily homework and by sending a clear message that education and regular school attendance are important to the family.

Our roadrunners race to excellence each and every day here at Cosumnes River Elementary School.

Sheila Caruthers, Principal

Cosumnes River Elementary School

Student Enrollment by Grade Level (School Year 2018 - 2019)

Grade Level	Number of Students
Kindergarten	54
Grade 1	46
Grade 2	54
Grade 3	60
Grade 4	50
Grade 5	67
Grade 6	82
Grade 7	0
Grade 8	0
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	413

School Enrollment by Student Group (School Year 2018 - 2019)

Student Group	Percent of Total Enrollment
Black or African American	3.60%
American Indian or Alaska Native	0.00%
Asian	3.90%
Filipino	0.50%
Hispanic or Latino	17.90%
Native Hawaiian or Pacific Islander	0.00%
White	64.20%
Two or More Races	9.90%
Socioeconomically Disadvantaged	16.50%
English Learners	1.00%
Students with Disabilities	10.20%
Foster Youth	0.00%
Homeless	0.00%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 - 2018	School 2018 - 2019	School 2019 - 2020	District 2019 - 2020
With Full Credential	23	22	18	3142
Without Full Credential	0	0	0	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017 - 2018	2018 - 2019	2019 - 2020
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, and Availability of Textbooks and Instructional Materials (School Year 2019 - 2020)

All students, including English learners, have sufficient textbooks to use at school and to take home in the following subject areas.

Date of Public Hearing on Sufficiency: August 13, 2019

Year and month in which data were collected: August 13, 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All English/Language Arts books K-12 are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>California Wonders</i> by McGraw Hill © 2017 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- <i>Your Turn Practice Book, Close Reading Companion</i> 1st- <i>Literature Anthology units 1-4, Reading Writing Workshop units 1-4, Your Turn Practice Book, Close Reading Companion</i> . 2nd-6th: <i>Literature Anthology, Reading Writing Workshop, Your Turn Practice Book, Close Reading Companion</i> . Adopted EGUSD 2016	Yes	0
<i>CA StudySync</i> by McGraw Hill, © 2017 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	7th-8th - Student Edition Adopted EGUSD 2017	No	0
AP English books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9th-12th - Student Edition <i>CA StudySync</i> by McGraw Hill, © 2017 Adopted EGUSD 2017 10th Honors - <i>Advanced Language & Literature</i> , Bedford, Freeman & Worth © 2016 Adopted EGUSD 2018	Yes	0
AP English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: 11th - <i>Language of Composition</i> , Bedford/St. Martins © 2013 Adopted EGUSD 2015 12th - <i>Bedford Introduction to Literature</i> , Bedford/St. Martins © 2016 Adopted EGUSD 2017	Yes	0
IB English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>Theory of Knowledge</i> , Cambridge University Press © 2009 Adopted EGUSD 2010 <i>English A: Literature for the IB Diploma</i> , Oxford University Press © 2012; Adopted EGUSD 2016	Yes	0

	<i>Bedford Introduction to Literature</i> , Bedford/St. Martins © 2016 Adopted EGUSD 2017		
Mathematics	All Math books K-12 are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education.	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>CA GoMath</i> , © 2015 in grades K-6. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	K-6th - Student Edition and Practice workbook Adopted EGUSD 2015	Yes	0
Mathematics books by multiple publishers in grades 7-8. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	7th-8th <i>Go Math</i> , Houghton Mifflin Harcourt Publishing © 2015; Adopted EGUSD 2015 8th <i>Integrated Math 1</i> , Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015	Yes	0
Mathematics books by multiple publishers in grades 9-12. All high school math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	9th-12th <i>Trigonometry 5th Edition</i> © 2007, McDougal/Littell; Adopted EGUSD 2006 Integrated Math 1, Integrated Math 2, Integrated Math 3, Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015 <i>Statistics & Probability with Applications 3e</i> Bedford Freeman & Worth © 2016; <i>PreCalculus with Limits 4e</i> Cengage © 2018 Adopted EGUSD 2018	Yes	0
AP mathematics books by multiple publishers in grades 10-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: <i>Calculus: Graphical, Numerical</i> , Pearson 2016; <i>Practice of Statistics</i> , 5th Ed., WH Freeman & Co. © 2015 Adopted EGUSD 2016 <i>Calculus 11th edition</i> , Cengage © 2018 Adopted EGUSD 2018	Yes	0
IB mathematics books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>Mathematics for the IB Student</i> , Haese Mathematics © 2012, 3rd Edition, <i>Standard Level Mathematics</i> , <i>Higher Level Mathematics</i> , Pearson © 2012; Adopted EGUSD 2012 <i>Calculus 7th edition</i> , McDougal Littell © 2002 Adopted EGUSD 2014	Yes	0
Science	All 2-12 Science books are provided one per		

	student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
California Science by McGraw Hill © 2008 for grades K-5. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K - Literature Big Book Package 1st - Unit Big Book Package 2nd - 5th - Student Edition Adopted EGUSD 2008	Yes	0
Science text by Holt © 2007 in grades 6-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6th - <i>Earth Science</i> 7th - <i>Life Science</i> 8th - <i>Physical Science</i> Adopted EGUSD 2008	Yes	0
Science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	<i>Biology: Dynamics of Life</i> , © 2000, <i>Physics: Principles and Problems</i> © 1999, McGraw Hill, <i>Modern Chemistry</i> , <i>Modern Biology</i> , HRW © 1999; Adopted EGUSD 2000 <i>Agriscience & Technology</i> © 1998, Delmar/Thompson, <i>Essentials in Geology</i> , Prentice Hall © 2000; Adopted EGUSD 2001 <i>Astronomy Today</i> , Prentice Hall © 2002; Adopted EGUSD 2002 <i>Agriscience: Fundamentals & Applications</i> , Prentice Hall © 2002; Adopted EGUSD 2004 <i>Criminalistics</i> , Prentice Hall © 2004, <i>Environmental Science</i> , McGraw Hill © 2005; <i>Fundamentals of Anatomy & Physiology</i> © 2006, Prentice Hall; <i>Modern Biology</i> © 2006, HRW; Adopted EGUSD 2006 <i>Foundations in Microbiology</i> , McGraw Hill, © 2005, <i>Earth Science</i> , Prentice Hall © 2006; Adopted EGUSD 2008	Yes	0
AP science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses: <i>Biology by Campbell</i> , Pearson © 2011; Adopted EGUSD 2012 <i>Chemistry: A Molecular Approach</i> , Pearson © 2014; Adopted EGUSD 2013 <i>College Physics, 9th Ed.</i> , Cengage © 2012 Adopted EGUSD 2014	Yes	0
IB science books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>College Physics, 9th Ed.</i> , Cengage © 2012; Adopted EGUSD 2014 <i>Higher Level Biology</i> , 2nd Ed., Pearson © 2014; <i>Standard Level Chemistry</i> , 2nd Edition, Pearson	Yes	0

	<p>© 2014; <i>Higher Level Chemistry</i>, 2nd Edition, Pearson © 2014; Adopted EGUSD 2015</p> <p>Supplemental for English Learners:</p> <p><i>Concepts and Challenges in Earth Science</i>, Pearson/Globe Fearon © 2003 Adopted EGUSD 2008</p>		
History-Social Science	All 1-12 History-Social Science books are provided one per student.		
<i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education	TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016	Yes	0
<i>Impact: California</i> by McGraw Hill © 2019 in K-5 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	K- <i>Learning and Working Now and Long Ago</i> 1st - <i>A Child's Place in Time and Space</i> 2nd - <i>People Who Make a Difference</i> 3rd - <i>Continuity and Change</i> 4th - <i>California: A Changing State</i> 5th - <i>US History: Making a New Nation</i> Adopted EGUSD 2019	Yes	0
<i>Impact: California</i> by McGraw Hill © 2019 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level:	6th - <i>Ancient Civilizations</i> 7th - <i>Medieval to Early Modern Times</i> 8th - <i>United States History & Geography</i> Adopted EGUSD 2019	Yes	0
Social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	<i>World Geography and Cultures, Understanding Psychology</i> , Glencoe © 2008, <i>Modern World History - Patterns of Interaction</i> , McDougal Littell© 2006, <i>American Anthem- Modern American History</i> , HRW © 2007, <i>Magruder's American Government</i> © 2006, <i>Economics - Principles in Action</i> © 2007, Prentice/Pearson; Adopted EGUSD 2008	Yes	0
AP social science books by multiple publishers in grades 10-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	AP Courses <i>Essentials of Comparative Politics</i> , W.W. Norton © 2015, <i>Myer's Psychology</i> © 2014, Bedford, Freeman & Worth; Adopted EGUSD 2016 <i>Krugman's Economics</i> © 2015, <i>America's History</i> , © 2014, Bedford Freeman & Worth, <i>Worlds Together Worlds Apart</i> © 2016, <i>American Politics Today</i> © 2017, W.W. Norton; Adopted EGUSD 2017	Yes	0
IB social science books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level:	IB Courses: <i>History of the Americas</i> © 2015; Adopted EGUSD 2017 <i>The Cold War Superpower Tensions and Rivalries</i> © 2015, Oxford University Press; <i>Authoritarian States</i> , © 2015, Oxford University Press Adopted EGUSD 2018	Yes	0

	Supplemental for English Learners <i>World Geography & Cultures</i> © 2002, <i>World History</i> © 2008, <i>US History</i> © 2004, <i>American Government</i> © 2001, <i>Economics</i> © 2001, Pacemaker Series, AGS Globe Fearon; Adopted EGUSD 2008	Yes	0
Foreign Language	All 7-12 World language books are provided one per student.		
World language books by multiple publishers in grades 7-12. All textbooks are from the most recent adoption of the local governing Board of Education.	<i>Adventures in Japanese</i> III, Cheng & Tsui, © 1998; Adopted EGUSD 2000 <i>Realidades</i> I, II, III, IV, Pearson © 2014, <i>Bien dit!</i> I, II, III, HMH © 2013, <i>Intrigue</i> 3rd Ed., Pearson © 2011, <i>Deutsch Aktuell</i> I, II, III, EMC-Paradigm, © 2010, <i>Haruichiban and Ginga</i> , Kisetu, © 2014; Adopted EGUSD 2014 <i>Genki II</i> , Japanese Times © 2011; Adopted EGUSD 2017	Yes	0
AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses: <i>Abriendo Puertas</i> , McDougal Littell © 2003; Adopted EGUSD 2002 <i>Kaleidoskop</i> , Houghton Mifflin © 2007; Adopted EGUSD 2006 <i>Yookoso!</i> , McGraw-Hill © 2006; Adopted EGUSD 2007 <i>Temas</i> , Vista Higher Learning © 2014, <i>Intrigue</i> 3rd Ed., Pearson © 2011; Adopted EGUSD 2014	Yes	0
IB world language books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	IB Courses: <i>Adventures in Japanese</i> III, Cheng & Tsui © 1998; Adopted EGUSD 2000 <i>Yookoso!</i> McGraw-Hill © 2006; Adopted EGUSD 2007 <i>French B Course Companion</i> , <i>Spanish B Course Companion</i> , © 2018, Oxford University Press Adopted EGUSD 2018	Yes	0
Visual and Performing Arts			
All 7th - 12th school textbooks are from the most recent adoption of the local governing Board of Education.	7th-8th: <i>Tradition of Excellence</i> , Beacon Music © 2011; Adopted EGUSD 2018	Yes	0
	9-12th: <i>Alfred's Basic Adult Piano Course</i> , Alfred Music © 1999; <i>Basic Drama Projects</i> , Perfection Learning © 2015; <i>Beginning Sculpture</i> , Davis © 2005; <i>Communication Through Graphic Design</i> , Davis © 2010; <i>Dance Composition</i> , Davis © 2009; <i>Discovering Drawing</i> , Davis © 2018; <i>Discovering Dance</i> , Human Kinetics © 2014; <i>Drama for Reading and Performance</i> , Perfection	Yes	0

	Learning © 2008; <i>Experience Clay</i> , Davis © 2011; <i>Experience Painting</i> , Davis © 2015; <i>Experiencing Dance</i> , Human Kinetics © 2014; <i>Focus on Photography</i> , Davis © 2016; <i>Guitar School</i> , Alfred Music © 1998; <i>Photography</i> , Pearson © 2016; Adopted EGUSD 2018		
AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education.	AP Courses: <i>Gardner's Art Through the Ages</i> , Thomson/Wadsworth © 2005; Adopted EGUSD 2005 <i>Musician's Guide to Theory and Analysis</i> , WW Norton © 2006; Adopted EGUSD 2018	Yes	0
Health	All 9-12 Health books are provided one per student.		
All high school textbooks are from the most recent adoption of the local governing Board of Education.	<i>Health</i> , Glencoe © 2004 Adopted EGUSD 2004	Yes	0
Science Laboratory Equipment (grades 9-12)	All 9-12 students utilizing a lab have access to appropriate equipment.		

School Facility Conditions and Planned Improvements (School Year 2019 - 2020)

Cosumnes River Elementary School is located in Sloughhouse, California along the untamed Cosumnes River. Ours is one of the oldest schools in EGUSD, officially becoming a part of the district over 66 years ago. We also have one of the district's newest facilities, a state of the art campus that opened in 2010. Our campus has a two-story classroom building housing up to 20 classrooms in grades 1-6, a science lab, music room, and dedicated PE classroom. Our kindergarten wing has three classrooms and an office space, enough space to accommodate 6 kindergarten classes on an early/late schedule.

Additionally, we have a multipurpose room, a library/computer lab/learning center facility, and an administration building. Our long-time campus partner, YMCA, provides fee-based after school childcare on campus in three portables located within the secured part of our campus. We have a large blacktop designed for multi-game basketball, tetherball, 4-square, and kickball. We also have a play structure and large grass field with surrounding track for use during recess and physical education.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA 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 district office. Included is information from the facility survey instrument on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Our school received an "Exemplary" status based on the State's definitions for each of the eight categories evaluated, which is the highest rating possible.

School Facility Good Repair Status (School Year 2019 - 2020)

Year and month of the most recent FIT report : 2/26/2019

System Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	x			NA
Interior: Interior Surfaces	x			NA
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	x			NA
Electrical: Electrical	x			NA
Restrooms/Fountains: Restrooms, Sinks/ Fountains	x			NA
Safety: Fire Safety, Hazardous Materials	x			NA
Structural: Structural Damage, Roofs	x			NA
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	x			NA

Overall Facility (School Year 2019 - 2020)

Year and month of the most recent FIT report: 2/26/2019

Overall Rating

Exemplary	Good	Fair	Poor
x			

The district's maintenance and grounds departments work in concert with our custodial team to ensure that school buildings, classrooms, and grounds are maintained at exceptional levels to provide a safe and functional environment for all students. The district utilizes the latest electronic work order system enabling site administration and custodians to communicate maintenance needs, urgent repairs, or necessary projects. Emergency repair needs are quickly resolved by our custodian or district maintenance staff. Our custodians work as a team and with the principal to develop a daily cleaning process and schedule. Each morning the custodian inspects the school prior to students and staff entering school grounds. Restrooms are inspected throughout the day to ensure that they are adequately stocked, safe, and sanitary. The EGUSD Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office.

The State Deferred Maintenance Program (DMP) was established in 1980 to aid districts in major maintenance projects. Beginning with the 2013-2014 fiscal year and the inception of the Local Control Funding Formula (LCFF) the State has intended for Deferred Maintenance needs and expenses to be included in the District's LCFF allotment. The district continues to fund routine projects previously considered as part of the State's former DMP at levels required by the State and continues to use local resources.

Measure M funds will allow us to add an additional shade structure to our blacktop area to provide additional bench seating and shade for all of our students. The CRES PTA is providing new picnic benches for the additional shade structure when it is installed. A new solid shed will also be installed near our CRES garden to house tools and equipment for our afterschool garden program. A CRES PTA funded "hydration station" will be located in our cafeteria for student and staff use.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (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. CAA 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 English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percent of Students Meeting or Exceeding the State Standards

Subject	School 2017 - 2018	School 2018 - 2019	District 2017 - 2018	District 2018 - 2019	State 2017 - 2018	State 2018 - 2019
English Language Arts/Literacy (grades 3-8 and 11)	74%	75%	55%	56%	50%	50%
Mathematics (grades 3-8 and 11)	66%	68%	45%	45%	38%	39%

Note: Percentages are not shown 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 - 2019)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	261	257	98.47	1.53	74.71
Male	148	146	98.65	1.35	74.66
Female	113	111	98.23	1.77	74.77
Black or African American	11	11	100.00	0.00	90.91
American Indian or Alaska Native					
Asian	13	13	100.00	0.00	92.31
Filipino	--	--	--	--	--
Hispanic or Latino	37	37	100.00	0.00	67.57
Native Hawaiian or Pacific Islander					
White	173	169	97.69	2.31	75.74
Two or More Races	26	26	100.00	0.00	65.38
Socioeconomically Disadvantaged	43	41	95.35	4.65	65.85
English Learners	12	12	100.00	0.00	50.00
Students with Disabilities	31	28	90.32	9.68	39.29
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 on the CAAs divided by the total number of students who participated in both assessments.

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 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.

CAASPP Test Results in Mathematics by Student Group
 Grades Three through Eight and Grade Eleven
 (School Year 2018 - 2019)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	261	257	98.47	1.53	68.09
Male	148	146	98.65	1.35	71.23
Female	113	111	98.23	1.77	63.96
Black or African American	11	11	100.00	0.00	72.73
American Indian or Alaska Native					
Asian	13	13	100.00	0.00	100.00
Filipino	--	--	--	--	--
Hispanic or Latino	37	37	100.00	0.00	62.16
Native Hawaiian or Pacific Islander					
White	173	169	97.69	2.31	66.27
Two or More Races	26	26	100.00	0.00	73.08
Socioeconomically Disadvantaged	43	41	95.35	4.65	58.54
English Learners	12	12	100.00	0.00	58.33
Students with Disabilities	31	28	90.32	9.68	39.29
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 on the CAAs divided by the total number of students who participated in both assessments.

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 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.

CAASPP Test Results in Science for All Students
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017 - 2018	School 2018 - 2019	District 2017 - 2018	District 2018 - 2019	State 2017 - 2018	State 2018 - 2019
Science (grades 5, 8, and 10)	NA	NA	NA	NA	NA	NA

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 Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2018 - 2019)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	6.10	18.20	74.20
7			
9			

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 Parental Involvement State Priority (Priority 3):

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

Opportunities for Parental Involvement (School Year 2019 - 2020)

CRES values each family's involvement in their child's education. Back to School Night, Open House, and parent conferences provide parents an opportunity to become a partner in their child's education, in addition to logging into Synergy's ParentVue to keep updated on student progress on a daily or weekly basis. Volunteering in your child's classroom, joining the PTA, SSC, Equity Team or helping with one of our many school-wide activities supports the success of all students. For PTA information, please contact Jenny Williams at (916) 682-2653.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016 - 2017	School 2017 - 2018	School 2018 - 2019	District 2016 - 2017	District 2017 - 2018	District 2018 - 2019	State 2016 - 2017	State 2017 - 2018	State 2018 - 2019
Suspensions	1.3%	0.7%	0.7%	4.7%	4.3%	5.1%	3.6%	3.5%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

School Safety Plan (School Year 2019 - 2020)

At CRES, we believe that a safe, positive, equitable learning environment is essential to student success. Our staff and School Site Council reviewed and updated our Comprehensive Safe School Plan in January 2020. Our students and staff participate regularly in evacuation and lockdown drills. An "Emergency Kit," with a flipchart to reference emergency protocols, as well as accountability forms are easily accessible in every classroom. Gates are kept locked throughout the day and visitors are required to check-in through the school office and receive a volunteer or visitor's badge before exiting out onto campus. Students are supervised beginning at 7:30 am by administration, teaching staff and support staff until school begins at 7:50 am, and again at 2:10 pm dismissal (1:20 - 2:20 pm on Early Out Thursdays for bus riders).

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) (School Year 2016 - 2017)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	20	1	3	
1	19	1	2	
2	27		2	
3	24		3	
4	25		3	
5	22		4	
6	28		3	
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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2017 - 2018)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24		2	
1	23		2	
2	22		3	
3	27		2	
4	28		2	
5	28		3	
6	30		3	
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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2018 - 2019)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	27		2	
1	23		2	
2	22		2	
3	23		3	
4	25		2	
5	22		3	
6	27		3	
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 - 2019)

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.

**Average Number of Pupils per Counselor

Student Support Services Staff (School Year 2018 - 2019)

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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.6
Other	

* 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 - 2018)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$6,799	\$660	\$6,139	\$84,567
District	N/A	N/A	\$6,191	\$80,261
Percent Difference - School Site and District	N/A	N/A	-0.84%	5.22%
State	N/A	N/A	\$7,507	\$82,403
Percent Difference - School Site and State	N/A	N/A	-20.05%	2.59%

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

Types of Services Funded (Fiscal Year 2019 - 2020)

CRES has a highly qualified staff to assist students with special learning needs. Our Learning Center provides both "push-in" and "pull-out" services for our special education students reporting progress toward goals on a regular basis. Our English learners receive thirty minutes of English Language Development (ELD) instruction per day to support language acquisition skills and our Gifted and Talented (GATE) students participate in differentiated instruction in their regular classrooms. Visual and Performing Arts (music, theater, art) is infused throughout the regular instructional day and evidence is seen in student artwork throughout the campus and performances held in classrooms and our multipurpose room each trimester. CRES is proud of its student athletes with 92.4% of its fifth graders mastering 5 of 6 physical fitness standards. Our Physical Education program and afterschool athletic clubs support our families' priority of raising healthy and fit children.

Teacher and Administrative Salaries (Fiscal Year 2017 - 2018)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,416	\$48,612
Mid-Range Teacher Salary	\$67,345	\$74,676
Highest Teacher Salary	\$94,890	\$99,791
Average Principal Salary (Elementary)	\$121,248	\$125,830
Average Principal Salary (Middle)	\$118,997	\$131,167
Average Principal Salary (High)	\$135,300	\$144,822
Superintendent Salary	\$330,951	\$275,796
Percent of Budget for Teacher Salaries	38.00%	34.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

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

Professional Development

Our school offers a variety of professional learning opportunities for teachers, paraeducators, and non-instructional support staff. Our school has weekly grade level and twice-monthly teaching staff meetings with a focus on student learning. Teaching teams use this time to review student work, make determinations about students' strengths and weaknesses, and plan instruction to meet the needs of all students. Support staff may receive training in CPR, first aid, behavior management, safety procedures, and mandated reporting. Our teachers also take part in district sponsored ELA and mathematics professional learning that supports the implementation of Common Core State Standards, as well as NGSS. The focus is on curriculum implementation (Wonders & Go Math) and best teaching practices. Additionally, professional learning opportunities are offered to staff to support our English Language learners, students with disabilities, and PBIS. New teachers who have been teaching less than two years are supported by the district's BTSA program.

	2017 - 2018	2018 - 2019	2019 - 2020
School Days Dedicated to Staff Development	2	2	2