

Crestwood Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information	
School Name	Crestwood Elementary School
Street	3001 West Whitendale
City, State, Zip	Visalia, California 93277
Phone Number	(559) 730-7754
Principal	Denise Crabtree
Email Address	dcrabtree@vusd.org
School Website	vusd.org
Grade Span	P-6
County-District-School (CDS) Code	54-72256-6054688

2024-25 District Contact Information	
District Name	Visalia Unified School District
Phone Number	559-730-7300
Superintendent	Kirk Shrum
Email Address	kshrum@vusd.org
District Website	www.vusd.org

2024-25 School Description and Mission Statement
<p>Description of School</p> <p>Crestwood Elementary School serves approximately 600 students in grades TK-6th. This includes two Specialized Learning Center classrooms that serve students with mild to moderate disabilities in TK-2nd grade. Our teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. The school holds high expectations for the academic and social development of all students. Professional Learning Communities at each grade level are focused on responding to four critical questions: What do we want all students to know and be able to do? How will</p>

2024-25 School Description and Mission Statement

we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient? This focus us helps us ensure that we are providing high-quality first instruction for all of or our students through curriculum planning, common formative assessments, data analysis, and staff development focused on assisting students achieve proficiency and beyond in the Common Core academic content standards. Positive Behavior Intervention Systems are an integral part of the Crestwood Elementary, encouraging S.T.A.R. - Self-control, Teamwork, Achievement, and Responsibility and Respect to each of our students. Our students know that by working hard and being kind, they are guaranteed to be successful. Crestwood also values the strong connection with our Parent-Teacher Association which is active and plays a vital role in partnering with our families, staff, and community to support the success of all.

Our school mission is to provide all students with high-quality learning experiences and cultivate a sense of community that builds the skills necessary to succeed. Our vision is to empower every student to thrive, equipping them with the skills for lifelong success

We will achieve this by ensuring that students:

- *Engage in high-quality, first instruction supported by challenging, interesting, and standards-based curriculum aligned with the Common Core, incorporating predictable routines and procedures that promote a safe and supportive environment.
- *Participate in standards-based learning experiences that include varied instructional strategies, intentional use of technology, and research-based engagement structures, fostering opportunities for communication, collaboration, creativity, and critical thinking.
- *Develop self-esteem and confidence through a focus on personal success, supported by goal setting, continuous reflection, and opportunities to show growth academically and socially.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	129
Grade 1	63
Grade 2	82
Grade 3	67
Grade 4	76
Grade 5	76
Grade 6	78
Total Enrollment	571

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	52.2
American Indian or Alaska Native	0.2
Asian	1.8
Black or African American	3.7
Filipino	0.2
Hispanic or Latino	76.7
Native Hawaiian or Pacific Islander	0.4
Two or More Races	2.3
White	14.2
English Learners	12.6
Foster Youth	1.8
Homeless	3.5
Migrant	0.4
Socioeconomically Disadvantaged	76.5
Students with Disabilities	17.3

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.60	85.15	1187.10	86.89	228366.10	83.12
Intern Credential Holders Properly Assigned	4.00	11.88	67.90	4.97	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.97	54.60	4.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	31.20	2.29	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	25.30	1.86	18854.30	6.86
Total Teaching Positions	33.60	100.00	1366.30	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	30.70	81.44	1227.70	88.08	234405.20	84.00
Intern Credential Holders Properly Assigned	4.00	10.61	71.60	5.14	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	7.96	35.30	2.53	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	27.10	1.95	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	31.90	2.29	15831.90	5.67
Total Teaching Positions	37.70	100.00	1393.80	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.00	92.33	1166.60	85.45	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	3.41	70.00	5.13	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	0.85	47.10	3.46	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	35.90	2.63	11746.90	4.23
Unknown/Incomplete/NA	1.00	3.41	45.50	3.33	14303.80	5.15
Total Teaching Positions	29.30	100.00	1365.30	100.00	277698	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	1.00	3.00	0.2
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	3.00	0.2

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2024	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading Language Arts: McGraw Hill Wonders K-5 (2014) Pearson My Perspectives Grade 6 (2017) Heggerty Phonetic Awareness (2022) Foundations, Wilson Language, K-2 (2023) Supplemental: Leveled Guided Reading Books Leveled Literacy Intervention (2015)	Yes	0%
Mathematics	Houghton Mifflin Harcourt Go Math! (2015)	Yes	0%
Science	Base: McGraw Hill Inspire Science (2019)	Yes	0%
History-Social Science	Base: McGraw-Hill IMPACT Social Studies (2018)	Yes	0%
Health	Goodheart-Wilcox Essential Health (2021)	Yes	0%
Visual and Performing Arts	Silver Burdett (Classroom Music Grade 4-6) Strictly Strings (Orchestra) Standard of Excellence (Band)	Yes	0%

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

School Facility Conditions and Planned Improvements

Crestwood Elementary School takes great efforts to ensure a safe, clean, and functional physical environment for students, staff, and volunteers. Sufficient space is provided for students and staff to support teaching and learning. This includes space provided by classrooms, playgrounds, and staff workrooms. To assist our school 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

School Facility Conditions and Planned Improvements

the district office. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Maintenance and Repair

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.

Cleaning Process and Schedule

In addition to custodial staff on duty during the school day, a team of maintenance specialists comes in after-hours for daily cleaning. District and school maintenance staff work cooperatively with administrators to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Program

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 repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The deferred maintenance program ensures that all classrooms and facilities are maintained to a degree of adequacy that allows for a good learning environment.

Facilities Improvements

Prior to the start of the 24-25 school year, an additional portable was installed to accommodate the increase of students at Crestwood.

Year and month of the most recent FIT report

1/9/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: BOYS RESTROOM: 2. EXHAUST FAN IS NOT WORKING. 4. WALL TILE IS BROKEN. SOAP DISPENSER COVERS ARE MISSING. 9. ONE FAUCET HAS NO LOW FLOW. GIRLS RESTROOM: 2. EXHAUST FAN IS NOT WORKING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 9. ONE FAUCET HAS A LOW FLOW.(COIN OPERATED MENSTRUAL PRODUCT DISPENSER,MUST BE FREE) MENS RESTROOM : 2. EXHAUST FAN IS NOT WORKING. UNISEX RESTROOM (NEAR 69): 2. EXHAUST FAN IS NOT WORKING. 10. PLUG IN AIR FRESHENER IS PRESENT. 12. CRACK IN CEILING. UNISEX RESTROOM: 2. EXHAUST FAN IS NOT WORKING. 4. CEILING TILE HAS A WATER STAIN. 9. FAUCET HAS A LOW FLOW. 10. NO ROOM ID. WET AREA: 2. EXHAUST FAN IS NOT WORKING (GIRLS RR). 4. FORMICA COUNTERTOP HAS WATER DAMAGE. 9. FAUCET HAS A DRIP.
Interior: Interior Surfaces			X	10: 7. THREE LIGHT PANELS ARE OUT. MULTIPLE LIGHTBULBS ARE OUT. 21: 4. CEILING TILES HAVE WATER STAINS. 7. THREE LIGHT PANELS ARE OUT. 13. HOLE IN GUTTER.

School Facility Conditions and Planned Improvements

			<p>22: 4. WALL PAPER IS TORN. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 7. MOTION SENSOR IS BROKEN. THREE LIGHT PANELS ARE OUT.</p> <p>27: 4. CEILING TILES HAVE WATER STAINS.</p> <p>30: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT/BAD.</p> <p>31: 4. CEILING TILE IS BROKEN. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT.(UNABLE TO CHECK LIGHTING VIDEO IN PROGRESS)</p> <p>32: 4. CEILING TILE HAS A WATER STAIN.</p> <p>33: 4. CEILING TILE HAS A HOLE. WALL PAPER IS TORN. 7. MULTIPLE LIGHT PANELS ARE OUT.</p> <p>34: 4. CEILING TILES HAVE WATER STAINS. 7. NINE LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>35: 4. CEILING TILE IS BROKEN. 7. ELEVEN LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. LIGHT DIFFUSER HAS A WATER STAIN. 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>36: 4. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>50: 4. CEILING TILE HAS A WATER STAIN. 7. THREE LIGHT PANELS ARE OUT.</p> <p>51: 4. CEILING TILES HAVE WATER STAINS. FORMICA IS CHIPPING ON CABINET. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT/BAD. ONE LIGHT PANEL IS OUT. 10. PLUG IN AIR FRESHENER IS PRESENT.</p> <p>52: 4. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHTBULBS ARE OUT.</p> <p>53: 4. CEILING TILES HAVE WATER STAINS. 7. MULTIPLE LIGHT BULBS ARE OUT/BAD.</p> <p>54: 4. CEILING TILE IS BROKEN. PENCIL SHARPENER COVER IS MISSING. CABINET DOOR IS BROKEN. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE BAD/OUT. ELECTRICAL COVER IS BROKEN.</p> <p>55: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. CABINET DOORS ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET HAS A DRIP.</p> <p>58: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>59: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>60: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECUREDITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN. 11. PAINT IS PEELING ON EXTERIOR WALL.</p>
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School Facility Conditions and Planned Improvements

			<p>61: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTER TOP. 7. SWITCH PLATE IS BROKEN. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 12. DRY ROT ON SIDING.</p> <p>67: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS BROKEN. 9. DRINKING FOUNTAIN HAS A DRIP.</p> <p>68: 4. CEILING TILES ARE TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER IS PRESENT. 12. CRACKS IN SIDING. 15. WINDOW SCREENS ARE MISSING.</p> <p>69: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 7. MULTIPLE LIGHT BULBS ARE OUT. FIVE LIGHT PANELS ARE OUT.</p> <p>70: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS LOOSE. 7. NINE LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. 10. EVACUATION MAP IS NOT POSTED.</p> <p>71: 4. CEILING TILES HAVE HOLES. CEILING TILES HAVE WATER STAINS. 7. MULTIPLE LIGHT BULBS ARE OUT. TWO LIGHT PANELS ARE OUT.</p> <p>72: 4. CEILING TILES HAVE HOLES. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 7. MULTIPLE LIGHT PANELS ARE OUT.</p> <p>73: 4. CEILING TILES HAVE HOLES. CEILING TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. 7. MULTIPLE LIGHT BULBS ARE OUT. 10. PLUG IN CANDLE WARMER.</p> <p>74: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 7. TWO LIGHT PANELS ARE OUT.</p> <p>75: 4. CEILING TILE IS TORN. FORMICA TRIM IS MISSING ON COUNTER TOP. 7. OUTLET COVER IS BROKEN (OFFICE).</p> <p>76: 4. CEILING TILE IS MISSING.</p> <p>ADMIN: 4. FORMICA IS CHIPPING ON COUNTER.</p> <p>BOYS RESTROOM: 2. EXHAUST FAN IS NOT WORKING. 4. WALL TILE IS BROKEN. SOAP DISPENSER COVERS ARE MISSING. 9. ONE FAUCET HAS NO LOW FLOW.</p> <p>MPR: 4. FLOOR TILES ARE BROKEN.</p> <p>NURSE: 4. CRACKS IN LINOLEUM FLOORING AT COVE BASE. 9. FAUCET LEAKS AT HANDLE. 15. DOOR CLOSER IS BROKEN IN RR. (COIN OPERATED MENSTRUAL PRODUCT DISPENSER,MUST BE FREE)</p> <p>PORTABLE 3: 4. CEILING TILE IS TORN. 10. EVACUATION MAP IS NOT POSTED.</p> <p>STAFF LOUNGE: 4. CEILING TILE HAS A WATER STAIN.</p> <p>STAFF WORKROOM: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. MULTIPLE LIGHT BULBS ARE BAD/OUT. THREE LIGHT PANELS ARE OUT.</p> <p>STAGE: 4. PLASTER IS CHIPPING EXPOSING METAL. 7. THREE LIGHT PANELS ARE OUT. MULTIPLE LIGHTBULBS ARE OUT.</p>
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School Facility Conditions and Planned Improvements

				<p>UNISEX RESTROOM: 2. EXHAUST FAN IS NOT WORKING. 4. CEILING TILE HAS A WATER STAIN. 9. FAUCET HAS A LOW FLOW. 10. NO ROOM ID. WET AREA: 2. EXHAUST FAN IS NOT WORKING (GIRLS RR). 4. FORMICA COUNTERTOP HAS WATER DAMAGE. 9. FAUCET HAS A DRIP.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X			<p>11: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. 20: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 23: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 25: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 30: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT/BAD. 36: 4. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. 51: 4. CEILING TILES HAVE WATER STAINS. FORMICA IS CHIPPING ON CABINET. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT/BAD. ONE LIGHT PANEL IS OUT. 10. PLUG IN AIR FRESHENER IS PRESENT. 55: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. CABINET DOORS ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET HAS A DRIP. 58: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 59: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 60: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN. 11. PAINT IS PEELING ON EXTERIOR WALL. 67: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS BROKEN. 9. DRINKING FOUNTAIN HAS A DRIP. 68: 4. CEILING TILES ARE TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER IS PRESENT. 12. CRACKS IN SIDING. 15. WINDOW SCREENS ARE MISSING. P1: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>
<p>Electrical</p>			X	<p>10: 7. THREE LIGHT PANELS ARE OUT. MULTIPLE LIGHTBULBS ARE OUT. 11: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT.</p>

School Facility Conditions and Planned Improvements

			<p>20: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT.</p> <p>21: 4. CEILING TILES HAVE WATER STAINS. 7. THREE LIGHT PANELS ARE OUT. 13. HOLE IN GUTTER.</p> <p>22: 4. WALL PAPER IS TORN. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 7. MOTION SENSOR IS BROKEN. THREE LIGHT PANELS ARE OUT.</p> <p>24: 7. FOUR LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT/BAD.</p> <p>25: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT.</p> <p>30: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT/BAD.</p> <p>33: 4. CEILING TILE HAS A HOLE. WALL PAPER IS TORN. 7. MULTIPLE LIGHT PANELS ARE OUT.</p> <p>34: 4. CEILING TILES HAVE WATER STAINS. 7. NINE LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>35: 4. CEILING TILE IS BROKEN. 7. ELEVEN LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. LIGHT DIFFUSER HAS A WATER STAIN. 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>36: 4. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>50: 4. CEILING TILE HAS A WATER STAIN. 7. THREE LIGHT PANELS ARE OUT.</p> <p>51: 4. CEILING TILES HAVE WATER STAINS. FORMICA IS CHIPPING ON CABINET. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT/BAD. ONE LIGHT PANEL IS OUT. 10. PLUG IN AIR FRESHENER IS PRESENT.</p> <p>52: 4. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHTBULBS ARE OUT.</p> <p>53: 4. CEILING TILES HAVE WATER STAINS. 7. MULTIPLE LIGHT BULBS ARE OUT/BAD.</p> <p>54: 4. CEILING TILE IS BROKEN. PENCIL SHARPENER COVER IS MISSING. CABINET DOOR IS BROKEN. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE BAD/OUT. ELECTRICAL COVER IS BROKEN.</p> <p>55: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. CABINET DOORS ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET HAS A DRIP.</p> <p>60: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECUREDITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>61: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTER TOP. 7.</p>
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			<p>SWITCH PLATE IS BROKEN. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 12. DRY ROT ON SIDING.</p> <p>65/ LIBRARY: 7. ONE LIGHT PANEL IS OUT.</p> <p>67: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS BROKEN. 9. DRINKING FOUNTAIN HAS A DRIP.</p> <p>69: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 7. MULTIPLE LIGHT BULBS ARE OUT. FIVE LIGHT PANELS ARE OUT.</p> <p>70: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS LOOSE. 7. NINE LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. 10. EVACUATION MAP IS NOT POSTED.</p> <p>71: 4. CEILING TILES HAVE HOLES. CEILING TILES HAVE WATER STAINS. 7. MULTIPLE LIGHT BULBS ARE OUT. TWO LIGHT PANELS ARE OUT.</p> <p>72: 4. CEILING TILES HAVE HOLES. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 7. MULTIPLE LIGHT PANELS ARE OUT.</p> <p>73: 4. CEILING TILES HAVE HOLES. CEILING TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. 7. MULTIPLE LIGHT BULBS ARE OUT. 10. PLUG IN CANDLE WARMER.</p> <p>74: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 7. TWO LIGHT PANELS ARE OUT.</p> <p>75: 4. CEILING TILE IS TORN. FORMICA TRIM IS MISSING ON COUNTER TOP. 7. OUTLET COVER IS BROKEN (OFFICE).</p> <p>MENS RESTROOM : 7. ONE LIGHT PANEL IS OUT.</p> <p>PRINCIPAL: 7. TWO LIGHT PANELS ARE OUT.</p> <p>STAFF WORKROOM: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. MULTIPLE LIGHT BULBS ARE BAD/OUT. THREE LIGHT PANELS ARE OUT.</p> <p>STAGE: 4. PLASTER IS CHIPPING EXPOSING METAL. 7. THREE LIGHT PANELS ARE OUT. MULTIPLE LIGHTBULBS ARE OUT.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	<p>55: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. CABINET DOORS ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET HAS A DRIP.</p> <p>61: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTER TOP. 7. SWITCH PLATE IS BROKEN. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 12. DRY ROT ON SIDING.</p> <p>67: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS BROKEN. 9. DRINKING FOUNTAIN HAS A DRIP.</p> <p>BOYS RESTROOM: 2. EXHAUST FAN IS NOT WORKING. 4. WALL TILE IS BROKEN. SOAP DISPENSER COVERS ARE MISSING. 9. ONE FAUCET HAS NO LOW FLOW.</p>

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			<p>BOYS RESTROOM: 9. ONE FAUCET HAS A LOW FLOW.</p> <p>GIRLS RESTROOM: 2. EXHAUST FAN IS NOT WORKING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 9. ONE FAUCET HAS A LOW FLOW.(COIN OPERATED MENSTRUAL PRODUCT DISPENSER,MUST BE FREE)</p> <p>GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p> <p>GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 9. ONE FAUCET CONSTANTLY FLOWS. 11. PAINT IS PEELING ON CEILING.</p> <p>NURSE: 4. CRACKS IN LINOLEUM FLOORING AT COVE BASE. 9. FAUCET LEAKS AT HANDLE. 15. DOOR CLOSER IS BROKEN IN RR. (COIN OPERATED MENSTRUAL PRODUCT DISPENSER,MUST BE FREE)</p> <p>UNISEX RESTROOM: 2. EXHAUST FAN IS NOT WORKING. 4. CEILING TILE HAS A WATER STAIN. 9. FAUCET HAS A LOW FLOW. 10. NO ROOM ID.</p> <p>WET AREA: 2. EXHAUST FAN IS NOT WORKING (GIRLS RR). 4. FORMICA COUNTERTOP HAS WATER DAMAGE. 9. FAUCET HAS A DRIP.</p> <p>WOMENS RESTROOM : 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p> <p>WOMENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p> <p>WOMENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 9. EXTERIOR DRINKING FOUNTAIN HAS A DRIP. (COIN OPERATED MENSTRUAL PRODUCT DISPENSER,MUST BE FREE)</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	X		<p>35: 4. CEILING TILE IS BROKEN. 7. ELEVEN LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. LIGHT DIFFUSER HAS A WATER STAIN. 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>51: 4. CEILING TILES HAVE WATER STAINS. FORMICA IS CHIPPING ON CABINET. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT/BAD. ONE LIGHT PANEL IS OUT. 10. PLUG IN AIR FRESHENER IS PRESENT.</p> <p>60: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECUREDITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>68: 4. CEILING TILES ARE TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER IS PRESENT. 12. CRACKS IN SIDING. 15. WINDOW SCREENS ARE MISSING.</p> <p>70: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS LOOSE. 7. NINE LIGHT PANELS</p>

School Facility Conditions and Planned Improvements

			<p>ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. 10. EVACUATION MAP IS NOT POSTED.</p> <p>73: 4. CEILING TILES HAVE HOLES. CEILING TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. 7. MULTIPLE LIGHT BULBS ARE OUT. 10. PLUG IN CANDLE WARMER.</p> <p>GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 9. ONE FAUCET CONSTANTLY FLOWS. 11. PAINT IS PEELING ON CEILING.</p> <p>PORTABLE 3: 4. CEILING TILE IS TORN. 10. EVACUATION MAP IS NOT POSTED.</p> <p>PORTABLE 4: 10. EVACUATION MAP IS NOT POSTED.</p> <p>PORTABLE 6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.</p> <p>UNISEX RESTROOM (NEAR 69): 2. EXHAUST FAN IS NOT WORKING. 10. PLUG IN AIR FRESHENER IS PRESENT. 12. CRACK IN CEILING.</p>
Structural: Structural Damage, Roofs	X		<p>21: 4. CEILING TILES HAVE WATER STAINS. 7. THREE LIGHT PANELS ARE OUT. 13. HOLE IN GUTTER.</p> <p>61: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTER TOP. 7. SWITCH PLATE IS BROKEN. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 12. DRY ROT ON SIDING.</p> <p>68: 4. CEILING TILES ARE TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER IS PRESENT. 12. CRACKS IN SIDING. 15. WINDOW SCREENS ARE MISSING.</p> <p>UNISEX RESTROOM (NEAR 69): 2. EXHAUST FAN IS NOT WORKING. 10. PLUG IN AIR FRESHENER IS PRESENT. 12. CRACK IN CEILING.</p>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>66: 15. WINDOW SCREEN IS MISSING.</p> <p>68: 4. CEILING TILES ARE TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN AIR FRESHENER IS PRESENT. 12. CRACKS IN SIDING. 15. WINDOW SCREENS ARE MISSING.</p> <p>NURSE: 4. CRACKS IN LINOLEUM FLOORING AT COVE BASE. 9. FAUCET LEAKS AT HANDLE. 15. DOOR CLOSER IS BROKEN IN RR. (COIN OPERATED MENSTRUAL PRODUCT DISPENSER,MUST BE FREE)</p>

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).

College and Career Ready

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.						
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.						
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.						
Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	32	31	42	43	46	47
Mathematics (grades 3-8 and 11)	24	26	26	28	34	35

2023-24 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.

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

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the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	296	291	98.31	1.69	30.93
Female	138	135	97.83	2.17	35.56
Male	158	156	98.73	1.27	26.92
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	11	10	90.91	9.09	--
Filipino	0	0	0	0	0
Hispanic or Latino	223	219	98.21	1.79	27.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	44	44	100.00	0.00	40.91
English Learners	48	47	97.92	2.08	14.89
Foster Youth	--	--	--	--	--
Homeless	12	11	91.67	8.33	27.27
Military	--	--	--	--	--
Socioeconomically Disadvantaged	241	236	97.93	2.07	29.24
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	60	58	96.67	3.33	3.45

2023-24 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	296	292	98.65	1.35	26.03
Female	138	136	98.55	1.45	19.85
Male	158	156	98.73	1.27	31.41
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	11	10	90.91	9.09	--
Filipino	0	0	0	0	0
Hispanic or Latino	223	220	98.65	1.35	24.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	44	44	100.00	0.00	38.64
English Learners	48	48	100.00	0.00	14.58
Foster Youth	--	--	--	--	--
Homeless	12	11	91.67	8.33	36.36
Military	--	--	--	--	--
Socioeconomically Disadvantaged	241	237	98.34	1.66	24.89
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	60	58	96.67	3.33	10.34

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	18.07	16.00	26.54	25.54	30.29	30.73

2023-24 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	75	75	100.00	0.00	16.00
Female	28	28	100.00	0.00	17.86
Male	47	47	100.00	0.00	14.89
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	55	55	100.00	0.00	12.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	25.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	55	55	100.00	0.00	16.36
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	13	100.00	0.00	7.69

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.

2023-24 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	95%

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.

2024-25 Opportunities for Parental Involvement
<p>Parent involvement and communication are essential to our school success. Crestwood Elementary School continually strives to involve parents by sharing information that helps parents understand and support school programs, and by providing opportunities for parent participation in school activities. To foster community and involvement with our families, we use Class Dojo schoolwide. Our site administrators, school counselor, teachers, and staff use this platform to communicate with families. All families connected to Class Dojo receive the latest up-to-date information on activities happening on campus. It also makes translation available in their home language so that every message can be understood and parents can communicate with staff. We are committed to working with families to make involvement opportunities possible for all.</p> <p>There are numerous and varied opportunities for parent involvement, including but not limited to, attending school functions, participating in parent-teacher conferences, volunteering in classrooms, and chaperoning field trips. When possible, we offer Family Literacy and Math Nights, as well as assemblies to honor student achievement. Parents may also serve on advisory committees and extracurricular teams, including, but not limited to, the English Learners Advisory Committee (ELAC), School Site Council (SSC), PTA, and track team. Parents are also encouraged to help in the classrooms and with school events. Additional opportunities for parental involvement also exist at the district level. This year we are looking for opportunities to hold workshops for our families to participate in that will help them support their students at home. Such topics to include; reading with your students, math concepts, social media, etc. Our goal is that our families feel supported and know they are a valued part of the Crestwood Community.</p> <p>Crestwood's PTA is an active participant in the Crestwood community. They plan school activities including: "Goodies with Grownups", Craft Night, Family Game Night, Movie Nights, and other family themed events. The PTA also supports our literacy goals and provides incentives for promoting literacy school-wide. They support our parent engagement nights as well.</p> <p>Parents who would like more information on how to become involved may contact Principal Denise Crabtree at (559) 730-7754. Opportunities are also posted on our Crestwood PTA and Instagram social media sites.</p>

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	628	608	138	22.7
Female	299	289	71	24.6
Male	329	319	67	21.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	12	0	0.0
Black or African American	22	22	10	45.5
Filipino	--	--	--	--
Hispanic or Latino	479	463	105	22.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	14	14	2	14.3
White	87	85	18	21.2
English Learners	97	94	22	23.4
Foster Youth	12	12	1	8.3
Homeless	35	28	11	39.3
Socioeconomically Disadvantaged	496	479	113	23.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	128	124	30	24.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.28	3.01	3.82	5.15	5.4	5.88	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.19	0.25	0.2	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.82	0.00
Female	1.00	0.00
Male	6.38	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	9.09	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.97	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.45	0.00
English Learners	1.03	0.00
Foster Youth	8.33	0.00
Homeless	2.86	0.00
Socioeconomically Disadvantaged	4.23	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.81	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The Visalia Unified School District Board of Education has stated that a primary goal of the school district is to ensure positive and safe learning environments. A safe school environment provides the basic atmosphere where learning is maximized. All Visalia Unified School District staff participate in maintaining this safe and positive environment. Each school site has

2024-25 School Safety Plan

developed a comprehensive safe school plan with the input from parents, staff, students and community agencies such as law enforcement and fire departments. These plans address key safety improvement needs and are evaluated on a regular basis. They address all aspects of school safety such as the physical facilities and grounds, conduct codes, staffing needs, positive learning approaches and character education. The safety plans are reviewed and approved by the sites' School Site Council and are fully compliant with federal and state regulations.

The Visalia Unified School District Board of Education reviews and approves all site plans by March 1st as per the state's deadline. Crestwood Elementary SSC reviewed the CSSP on December 10, 2024 and approved on December 10, 2024. It was also reviewed with staff on January 13, 2025.

This year's updates include a complete reformatting of the comprehensive school safety plans for each site in addition to adding in all the new safety changes that were implemented within the last school year. That includes:

- -Language with ALICE active shooter training
- -Language with Raptor, our emergency response system
- -Safety procedural changes
- -Reunification location changes
- -Evacuation map changes now called Four Corners
- -Updated Incident Command System for each site and district
- -And many more smaller changes

Students have the right to a safe campus and learning environment. Prevention of school safety problems is a priority of all school staff, parents and students. These plans are in place, but hopefully never needed. Each day students come to school to learn, be safe and enjoy the learning environment. Keeping safety in mind, in all we do, makes this possible.

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.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	20	2	3	
1	18	3	1	
2	18	2	2	
3	26		3	
4	25		9	
5	23	1	7	1
6	25	2	7	1

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	19	1	4	
1	26		3	
2	23		3	
3	25		3	
4	25		9	
5	27	2	5	
6	24	2	6	
Other	14	1		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	16	6	9	
1	21	3	6	
2	27		9	
3	22	3	6	
4	25	2	4	
5	15	6	3	1
6	17	5	1	

2023-24 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	571

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher 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	7,290.15	803.06	6,487.09	88,073.41
District	N/A	N/A	4,172.81	\$86,565
Percent Difference - School Site and District	N/A	N/A	43.4	1.7
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-49.6	-7.2

Fiscal Year 2023-24 Types of Services Funded

In addition to general state funding, the District received federal and state aid for the following categorical, special education, and support programs:

Federal Programs

Title I, Part A, School & District Discretionary Block Grants
 Title I, Part C, Migrant Education
 Title II, Part A, Improving Teacher Quality
 Title II, Part D, Enhancing Education Through Technology
 Title III, Limited English Proficient
 Title IV Part A SSAE
 ESSER I, II, & III
 IDEA, Special Education

State Programs

Fiscal Year 2023-24 Types of Services Funded

Supplemental and Concentration Funds Child Development Programs

The students at Crestwood Elementary School benefit from many other research-based interventions that are designed to address the individual needs of all of our students. Here are the services provided for our students:

- A School Instructional Coach that assists teachers with supporting high-quality first instruction. The coach also works with our Kindergarten through 2nd grade teachers with the implementation of the newly adopted phonics program, Foundations.
- A Student Success Teacher to provide intensive reading intervention for students reading below grade level through the use of LLI and other research based interventions, as well as provide coaching for teaching staff on successful teaching strategies to improve reading growth, especially in the area of guided reading.
- Each grade level has an assigned paraprofessional to work alongside the teacher during guided reading. This ensures that all of our students are given the opportunity to read at their level in order to strengthen and build their skills so that they can progress toward grade level proficiency.
- Learning Centers are focused on working with students with a specifically identified with a special need.
- Behavior Intervention Technician and one paraprofessional to assist with coordination and implementation of behavior expectations.
- A counselor and Social Worker to assist with the social and emotional needs of the students, as well as provide classroom lessons that support social-emotional growth as well as College and Career readiness.

We are beginning to monitor student progress at a higher level of efficiency. Through MTSS (multi-tiered systems of supports), teachers are inputting information on students that are two or more grade levels below to include interventions utilized in the classroom and student progress. Team meetings will be held to identify potential barriers to student success and as well as determine additional intervention needs. This process ensures that no student is overlooked that may be struggling to make progress.

Teachers use Beyond SST to track relevant data for monitoring progress of students performing well below grade level both academically and social-emotionally.

Our school library is available for all students to access before and after school as well as during recess times throughout the day.

Expanded Learning Opportunities available for all students after school from 2:30 to 5:30 daily.

Intersession offered every year during long breaks, as well as a 3 week summer school offered to interested students.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
Beginning Teacher Salary	\$60,666	\$56,573
Mid-Range Teacher Salary	\$87,672	\$87,186
Highest Teacher Salary	\$117,330	\$119,665
Average Principal Salary (Elementary)	\$158,625	\$148,486
Average Principal Salary (Middle)	\$151,260	\$154,835
Average Principal Salary (High)	\$169,694	\$170,008
Superintendent Salary	\$302,702	\$338,699
Percent of Budget for Teacher Salaries	28.54	31.41
Percent of Budget for Administrative Salaries	6.11	4.86

Professional Development

The following areas of professional development have been provided to staff: professional learning communities, PBIS, effective math and literacy instruction, and other areas as indicated by school data. Our district provides professional development based on data from both the district and school level to ensure that areas of need are being addressed. Professional Development occurs at the district, school, and classroom level dependent on teacher goals. The district provides Teachers on Special Assignment at all grade levels to provide on-site coaching and support after professional development has occurred.

To effectively meet the individual needs of all students, staff engage in professional development across several key areas, including professional learning communities (PLCs), Positive Behavioral Interventions and Supports (PBIS), effective math and literacy instruction, and additional areas identified through school data. Weekly professional development sessions are held during Monday staff meetings, complemented by individualized coaching and teacher-principal meetings focused on goal setting and progress monitoring. Professional Learning is focused on analyzing data to guide instruction and interventions as well as instructional strategies that have high levels of student engagement/discourse. The Guiding Coalition received embedded coaching on the cycle of inquiry to help teams analyze student data, set actionable goals, and adjust instructional strategies for maximum impact. The district provides targeted professional development informed by data at both the district and school levels to address areas of need. Content specialists in both ELA and math are available to work with staff to improve high-quality first instruction as determined by data.

Professional development is tailored to occur at the district, school, and classroom levels, aligned with teacher-specific goals. Additionally, ongoing training in Social-Emotional Learning (SEL) is provided to certificated, classified, and afterschool staff to support the whole child.

Support for Novice Teachers: Due to a shortage of highly qualified teachers in our area, twenty percent of Visalia Unified's certificated educators do not yet hold a clear credential and are considered "novice" educators. In response to this challenge and in compliance with the California Commission on Teacher Credentialing, Visalia Unified offers a robust support and training system for these novice educators including differentiated professional development and continuous professional growth opportunities. The professional learning system begins with the New Certificated Staff Summer Institute which is a five-day interactive training offered in August one week before school begins. This training covers classroom management, classroom culture, curriculum frameworks, and lesson design. In addition, a four-day workshop on student engagement and cooperative learning is offered during winter break so that teachers may implement new structures and strategies during the spring semester. All novice teachers receive ongoing support and individualized training throughout the year via weekly meetings with their assigned mentors at their respective school sites. Mentors and district teachers-on-assignment support implementation of new knowledge by providing in-class coaching, collaborating on lesson design, accompanying novice teachers on classroom tours, and assisting with student data analysis to drive instructional decisions. In addition, novice teachers and their mentors attend monthly after-school training in action research and are provided time to reflect on their instructional practice. Mentors and teachers on assignment are carefully selected experienced educators trained in how to facilitate the individualized professional growth of novice teachers. Novice teachers who have preliminary credentials participate in the VUSD Teacher Induction Clear Credential Program which is accredited by the Commission and is offered at no cost to the candidate.

Support for Veteran Teachers: Veteran teachers in need of classroom management assistance also have access to one-on-one mentor support as may be needed in the case of a new grade level assignment or challenging class. Visalia Unified also offers a Peer Assistance and Review (PAR) program which is a formal system of mentoring and accountability.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8