

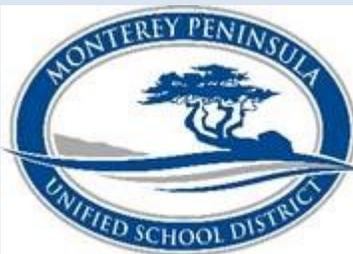


J.C. Crumpton Elementary School

460 Carmel Ave. • Marina, CA 93933 • (831) 392-3520 • Grades K-5

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Monterey Peninsula Unified School District

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School Description

Welcome to JC Crumpton Elementary School. JC Crumpton Elementary School is a transitional kindergarten through fifth grade school with 415 students. Starting in the 2017-18 school year, Crumpton is a pilot site for the STEM (Science, Technology, Engineering and Math) program. Students are receiving high quality instruction with integrated STEM components throughout the school day. It is located in the diverse community of Marina, California. The school has a wonderful family tradition with many of our current students' parents having attended JC Crumpton as children. Our highly qualified staff provides each student with a quality education aligned to rigorous standards and behavior expectations.

JC Crumpton is a multicultural and diverse learning community that prepares each student for academic, social, and personal success by providing a safe, supportive, challenging, and meaningful environment. We are committed to providing the very best that education has to offer to all students at Crumpton! Community is paramount at Crumpton, and our active PTA supports many school-wide events for our families to involve all our students and families in fun community activities. For example, we have a family-oriented Terrifying Taco fall festival prior to Halloween which is always well attended. We greet new families with a kindergarten BBQ and welcome orientation prior to the start of each new school year and last year we had a Lap-A Thon which proved to be a successful fundraiser for the school.

In addition to our regular education students, we house a Language Enrichment Academic Performance (LEAP) program and a Special Day Class (SDC) program. These programs, overseen by our Special Services Department, supports students of special needs— particularly those who have a communication disorder frequently identified on the autism spectrum.

We include all our students in school-wide activities and assemblies. Autism Spectrum Disorder students also participate in our general education program as determined by an Individual Education Plan (IEP).

JC Crumpton has a hard-working PTA which sponsors many activities, including class field trips throughout the year.

At Crumpton Elementary School, our mission is to provide the highest quality education in a secure, positive, and challenging environment for all students fostered by a cooperative effort between school and community. We aim for an atmosphere of cooperation with respect for individual differences and community values.

Our vision is to create a challenging learning environment that encourages high expectations for success through the development of appropriate differentiated instruction that allows for individual differences and learning styles. All learners are encouraged to be self-sufficient, responsible, cooperative and caring members of our community.

Sarah Hudson
Principal

About the SARC

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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	85
Grade 1	71
Grade 2	63
Grade 3	76
Grade 4	56
Grade 5	52
Total Enrollment	403

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.7
American Indian or Alaska Native	0.0
Asian	5.7
Filipino	5.0
Hispanic or Latino	49.1
Native Hawaiian or Pacific Islander	3.5
White	12.7
Socioeconomically Disadvantaged	72.2
English Learners	21.1
Students with Disabilities	14.4
Foster Youth	1.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
J.C. Crumpton Elementary School	16-17	17-18	18-19
With Full Credential	24	21	19
Without Full Credential	0	1	2
Teaching Outside Subject Area of Competence	0	0	0
Monterey Peninsula Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	441
Without Full Credential	♦	♦	40
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
J.C. Crumpton Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Monterey Peninsula Unified School District held a public hearing on August 2018, and determined that the school had sufficient and good quality textbooks and instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in August 2018 about the quality, currency, and availability of the California Common Core standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials	
Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Voyager, Read Well Grade TK - Adopted 2012 Benchmark Education Company, Benchmark Advance K-5 - Adopted 2017 Center for Collaborative Classroom, SIPPS (Intervention) - Adopted 2016 Textbook and Instructional Materials reviewed August 2017 Textbook and Instructional Materials reviewed August 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Great Minds-Eureka Math Board Approved 2015 Houghton Mifflin Harcourt, Do the Math (Intervention) - Adopted 2017 Textbook and Instructional Materials reviewed August 2017 Textbook and Instructional Materials reviewed August 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Pearson Scott Foresman - 2008 California Science Science - Adopted 2008 Textbook and Instructional Materials reviewed August 2017 Textbook and Instructional Materials reviewed August 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	History-Social Science - Adopted in 2006 Houghton-Mifflin - Adopted in 2007 Textbook and Instructional Materials reviewed August 2017 Textbook and Instructional Materials reviewed August 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Hands on, project-based visual and performing arts The textbooks listed are from most recent adoption: Yes

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

School Facility Conditions and Planned Improvements (Most Recent Year)

In 2010, the Monterey Peninsula Unified School District overwhelmingly approved Measure P, a \$110 million locally-controlled school bond measure to fund the first phase of critical repairs and improvement to our local schools. The district's newest school was built in 1965, more than 50 years ago, and our Facilities Needs Assessment has identified over \$680 million in critical repairs to all MPUSD schools. Recently, in 2018, voters approved Measure I, a \$213 million school facilities bond by 70%.

In 2019, the district is working with stakeholders to prioritize its facilities projects. Visit www.mpusd.net for additional details.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: June 2018

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	31.0	34.0	38.0	39.0	48.0	50.0
Math	24.0	26.0	27.0	27.0	37.0	38.0

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

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.1	9.4	1.9

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

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	192	192	100.00	34.38
Male	92	92	100.00	29.35
Female	100	100	100.00	39.00
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	95	95	100.00	32.63
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	28	100.00	39.29
Two or More Races	34	34	100.00	38.24
Socioeconomically Disadvantaged	154	154	100.00	31.82
English Learners	49	49	100.00	30.61
Students with Disabilities	20	20	100.00	10.00
Foster Youth	--	--	--	--

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

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

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

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	192	192	100	26.04
Male	92	92	100	23.91
Female	100	100	100	28
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	95	95	100	25.26
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	28	100	28.57
Two or More Races	34	34	100	14.71
Socioeconomically Disadvantaged	154	154	100	25.32
English Learners	49	49	100	28.57
Students with Disabilities	20	20	100	15
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

There are many opportunities at Crumpton Elementary for parental involvement through participation in our Parent Teacher Association, School Site Council, and district-level advisory committees. Parents are always welcome to help out in their children's classrooms. We especially enjoy the support of parents as chaperones on grade-level field trips. Our English Language Advisory Committee, which meets five times a year, addresses the needs of our students learning English. It is an integral part of our School Site Council. Our active PTA meets monthly, and has helped to provide playground equipment, student incentives, field trips, and educational assemblies. The PTA also sponsors regularly scheduled events. Our PTA gives families an opportunity to support the school, have fun, and get to know other parents at the school. New members are always needed and appreciated.

The School Site Council (SSC) Team advises on all school programs and approves our School Site Plan. Parents and staff are members of the SSC.

Our family service specialist, on site five days a week works with parents to support involvement on campus. She is an integral component of our parent involvement program. We encourage parents to participate in the classroom as well as with various volunteer activities on the school site throughout the school year. Parents can sign up as a volunteer at the school office.

Parents will have the opportunity in the new school year to meet monthly with the principal in coffee sessions to provide more input about involvement and home school connections. For the 2018-2019 school year we are continuing to implement Common Core curriculum. During monthly coffee sessions, parents are given the opportunity to view, provide input and gain knowledge regarding the curriculum.

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.

School Safety Plan

The safety and well being of students and staff are high priorities for the Monterey Peninsula Unified School District and this school. Under Senate Bill 187, every school in the district is required to complete (or review and update) a School Safety Plan by March 1 of each year. The plan is reviewed and evaluated by the School Safety Planning Committee, the School Site Council, and the school principal before being presented to the Board of Education for final review and adoption. The approved plans are posted on each school's website, as well as the district website at www.mpsud.net.

Highlight's of this school's plan are detailed below.

The Crumpton campus is a safe, clean, and healthy learning environment for students, parents, teachers, and staff. To stop inappropriate behavior at school, students who disrupt the learning environment face a variety of both intervention supports and discipline measures.

Supervision staff are scheduled before school, and during both morning and lunch recess periods.

New wrought iron fencing was installed in the front of the school during the 2012-2013 school year. In the summer of 2014, new school wide heating was installed. The district and site administration conduct a facilities safety audit once a year. We implement visitor policies at JC Crumpton. All visitors must report to the use and sign in and wear visitor pass to go to a destination at school.

In March of 2013, the school safety plan was revised to include the implementation of the Positive Behavior Intervention and Support (PBIS) program, a district-wide initiative, supports our no tolerance for bullying policy. A range of interventions are in place to limit chronic bullying behavior. We have a progressive discipline policy centering on respect and responsibility taught through our character-education program called Second Step. Trained student conflict managers assist students on the primary playground to resolve conflicts peacefully. Teachers routinely review playground and school safety rules within each classroom. All Crumpton staff continue to implement PBIS and celebrate the program through awards, school wide assemblies and incentive programs. During the 2017-2018 school year we recognize students at monthly PBIS award assemblies.

Many people visit the campus to volunteer in the classroom and participate in classroom events. Parents and visitors are welcomed and are required to check in at the school office upon arrival and obtain a visitors badge; visitors are required to return to the school office upon departure. Crumpton has a School Safety Plan that we provide to students and staff, which includes disaster procedures for both routine and emergency situations. This plan is practiced and updated routinely as per district policy. Crumpton conducts monthly fire drills and at least one earthquake drill a year. In the 2018-2019 school year, lock-down procedures were updated and will continue to be practiced in the upcoming school year. All Crumpton staff have taken courses and certified in the ALICE training. Crumpton will continue to implement and prepare students for intruders on campus during the 2018-19 school year.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.2	0.2	1.1
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	4.5	3.6	3.2
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	1
Other	1
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	19	22	18	1	1	5	3	3				
1	25	17	23		1		2	2	2			
2	20	25	18	1		3	3	3	1			
3	24	19	20		1	1	2	3	3			
4	23	26	28				3	2	2			
5	25	24	26				2	3	2			
Other	12	10	6	1	1	1						

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

Professional Development provided for Teachers

As in previous years, Crumpton teachers participate in weekly professional development meetings. The three main focus areas for the 2018-19 school year are; rigorous small group instruction, personal growth and assessments . Additionally, teachers and staff participate in district wide professional development at a district level. Teachers also have opportunities to collaborate through weekly Professional Learning Communities (PLC's) where they look at student work samples, assessment data and create an action plan.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,875	\$47,547
Mid-Range Teacher Salary	\$65,733	\$74,775
Highest Teacher Salary	\$97,355	\$93,651
Average Principal Salary (ES)	\$100,517	\$116,377
Average Principal Salary (MS)	\$104,946	\$122,978
Average Principal Salary (HS)	\$114,217	\$135,565
Superintendent Salary	\$206,150	\$222,853
Percent of District Budget		
Teacher Salaries	34.0	35.0
Administrative Salaries	7.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

At Crumpton Elementary we have many services available to students. For example, we have a family service specialist to support the social-emotional well being of the students. Crumpton provides after school tutoring for struggling students in language arts and math. Crumpton also has many extra curricular activities throughout the school year available for students including soccer, flag football and talent shows. We also offer a Saturday Learning Academy option for students to attend half a day learning enrichment activities. A majority of funding reported as districtwide costs is expended for school level expenditures, therefore the results appear to be lower operating costs at the school site level.

DataQuest

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

Internet Access

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,035	\$242	\$4,793	\$63,233
District	◆	◆	\$8,489	\$68,002
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			-55.7	-7.3
Percent Difference: School Site/ State			-39.1	-19.0

* Cells with ◆ do not require data.

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