Colton Joint Unified School District

Reche Canyon Elementary School

Grades TK through 6
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2014-15 School Accountability Report Card

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Principal's Message

I'd like to welcome you to Reche Canyon Elementary School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Reche Canyon Elementary School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Reche Canyon Elementary School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

Mission Statement

Reche Canyon Elementary School will provide a welcoming, safe school climate to foster student success. The curriculum will correspond to mandated standards and will be balanced, flexible and consistent throughout the school. Classroom instruction will nurture a desire for learning by providing an engaging environment. The partnership among family, school, and community will strengthen students' motivation to excel.

School Profile

Reche Canyon Elementary School is located in the northeastern region of Colton and serves students in grades transitional kindergarten through six following a modified traditional calendar. At the beginning of the 2014-15 school year, 625 students were enrolled, including 9.6% in special education, 21.1% qualifying for English Language Learner support, and 71.8% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level
2014-15

Ethnic Group	%	Grade Level	#
African-Amer.	13.10%	Transitional Kindergarten	18
Amer. Indian or Alaskan Native	0.30%	Kindergarten	71
Asian	9.40%	Grade 1	92
Filipino	3.00%	Grade 2	88
Hisp. or Latino	57.10%	Grade 3	90
Pacific Islander	1.00%	Grade 4	87
Caucasian	14.20%	Grade 5	79
Multi-Racial	1.80%	Grade 6	100
Students with Disabilities	9.60%	Ungraded	0
Economically Disadvantaged	71.80%		
English Learners	21.10%		
Foster Youth	0.50%		
		Total Enrollment	625

Student Achievement

Physical Fitness

In the spring of each year, Reche Canyon Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test
Percentage of Students Meeting California Fitness Standards
2014-15

	Number of Standards Met:		
Grade Tested	Four of Six	Five of Six	Six of Six
Fifth	26.7	28	14.7

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.

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessments by 2014. Meeting AYP milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient. The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP)
Results Reported by Criteria &
Compared to District and State Performance
2014-15

Did the school, district, and state meet or exceed 2015 AYP performance criteria in each of the areas listed below?

AYP Criteria	RCES	CJUSD	California
Overall Results	Yes	Yes	Yes
Participation Rate			
English Language Arts	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes
Percent Proficient			
English Language Arts	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Met Attendance Rates	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2014-15, Reche Canyon Elementary School did not participate in the Title I program and is therefore not required to comply with program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status
2015-16

	RCES	CJUSD
PI Status	Not Title I	In PI
First Year of PI	N/A	2004-2005
Year in PI	N/A	Year 3
No. of Schools Currently in PI		13
% of Schools Currently in PI		48.1%

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

California Standardized Tests (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the CDE's website www.cde.ca.gov/ta/tg/sr/cstsciref.asp.

California Standards Tests for All Students in Science -- Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Reche Canyon Elementary School			District			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science (grades 5, 8, and 10)	56	61	47	42	45	40	59	60	56

California Standards Tests Results by Student Group in Science
(School Year 2014-15)

Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	40
All Students (School)	47
Male	48
Female	45
African-Amer.	--
Amer. Indian or Alaskan Native	--
Asian	50
Filipino	--
Hisp. or Latino	43
Pacific Islander	--
Caucasian	--
Multi-Racial	--
English Learners	6
Economically Disadvantaged	--
Migrant Educ.	--
Students with Disabilities	37
Foster Youth	--

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

California Assessment of Student Performance and Progress

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

California Assessment of Student Performance and Progress
All Students
Percentage of Students Meeting or Exceeding the State Standards
2014-15

	Reche Canyon Elementary School	District	California
English-Language Arts/Literacy	36	33	44
Mathematics	22	19	33

Note: Students in grades 3-8 and 11 are given this test. Percentages are not calculated when the number of students is ten or less, either because the number of students in this cateogry is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

2014-15 CAASPP Assessment Results Disaggregated by Student Groups

English Language Arts - Grade 3

Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level 1	2	3	4
All Students	88	87	98.9	41	31	18	9
Male	88	49	55.7	49	29	16	6
Female	88	38	43.2	32	34	21	13
African-Amer.	88	9	10.2	--	--	--	--
Amer. Indian or Alaskan Native	88	1	1.1	--	--	--	--
Asian	88	10	11.4	--	--	--	--
Filipino	88	2	2.3	--	--	--	--
Hisp. or Latino	88	51	58.0	43	33	14	10
Pacific Islander	88	2	2.3	--	--	--	--
Caucasian	88	10	11.4	--	--	--	--
Multi-Racial	88	2	2.3	--	--	--	--
English Learners	88	13	14.8	38	46	8	8
Economically Disadvantaged	88	59	67.0	42	34	19	5
Students with Disabilities	88	6	6.8	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 3

Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level 1	2	3	4
All Students	88	84	95.5	44	32	17	7
Male	88	47	53.4	45	30	19	6
Female	88	37	42.0	43	35	14	8
African-Amer.	88	8	9.1	--	--	--	--
Amer. Indian or Alaskan Native	--						
Asian	88	10	11.4	--	--	--	--
Filipino	88	2	2.3	--	--	--	--
Hisp. or Latino	88	50	56.8	52	30	14	4
Pacific Islander	88	2	2.3	--	--	--	--
Caucasian	88	10	11.4	--	--	--	--
Multi-Racial	88	2	2.3	--	--	--	--
English Learners	88	13	14.8	38	54	8	0
Economically Disadvantaged	88	56	63.6	45	38	13	5
Students with Disabilities	88	6	6.8	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 4

Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level 1	2	3	4
All Students	90	86	95.6	41	21	24	14
Male	90	45	50.0	44	20	24	11
Female	90	41	45.6	37	22	24	17
African-Amer.	90	14	15.6	64	14	7	14
Asian	90	6	6.7	--	--	--	--
Filipino	90	4	4.4	--	--	--	--
Hisp. or Latino	90	50	55.6	46	20	26	8
Caucasian	90	10	11.1	--	--	--	--
Multi-Racial	90	2	2.2	--	--	--	--
English Learners	90	15	16.7	60	40	0	0
Economically Disadvantaged	90	68	75.6	47	19	22	12
Students with Disabilities	90	8	8.9	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 4

Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level 1	2	3	4
All Students	90	86	95.6	34	56	9	1
Male	90	45	50.0	38	53	7	2
Female	90	41	45.6	29	59	12	0
African-Amer.	90	14	15.6	57	36	7	0
Asian	90	6	6.7	--	--	--	--
Filipino	90	4	4.4	--	--	--	--
Hisp. or Latino	90	50	55.6	38	54	8	0
Caucasian	90	10	11.1	--	--	--	--
Multi-Racial	90	2	2.2	--	--	--	--
English Learners	90	15	16.7	47	47	7	0
Economically Disadvantaged	90	68	75.6	35	54	9	1
Students with Disabilities	90	8	8.9	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 5							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	82	77	93.9	35	30	22	13
Male	82	39	47.6	33	31	26	10
Female	82	38	46.3	37	29	18	16
African-Amer.	82	6	7.3	--	--	--	--
Asian	82	14	17.1	29	21	21	29
Filipino	82	2	2.4	--	--	--	--
Hisp. or Latino	82	45	54.9	42	29	24	4
Caucasian	82	9	11.0	--	--	--	--
Multi-Racial	82	1	1.2	--	--	--	--
English Learners	82	17	20.7	82	12	6	0
Economically Disadvantaged	82	59	72.0	42	32	22	3
Students with Disabilities	82	4	4.9	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 5							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	82	78	95.1	51	28	14	6
Male	82	40	48.8	48	30	15	8
Female	82	38	46.3	55	26	13	5
African-Amer.	82	6	7.3	--	--	--	--
Asian	82	14	17.1	43	14	21	21
Filipino	82	3	3.7	--	--	--	--
Hisp. or Latino	82	45	54.9	51	40	7	2
Caucasian	82	9	11.0	--	--	--	--
Multi-Racial	82	1	1.2	--	--	--	--
English Learners	82	17	20.7	88	6	0	6
Economically Disadvantaged	82	59	72.0	59	27	8	5
Students with Disabilities	82	4	4.9	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 6							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	97	95	97.9	24	34	37	5
Male	97	52	53.6	29	35	33	4
Female	97	43	44.3	19	33	42	7
African-Amer.	97	12	12.4	25	25	50	0
Asian	97	4	4.1	--	--	--	--
Filipino	97	3	3.1	--	--	--	--
Hisp. or Latino	97	63	64.9	25	40	30	5
Pacific Islander	97	1	1.0	--	--	--	--
Caucasian	97	11	11.3	36	18	45	0
Multi-Racial	97	1	1.0	--	--	--	--
English Learners	97	13	13.4	62	31	8	0
Economically Disadvantaged	97	76	78.4	29	36	32	4
Students with Disabilities	97	7	7.2	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 6							
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	Percent Performance Level			
				1	2	3	4
All Students	97	96	99.0	21	47	27	5
Male	97	52	53.6	23	42	29	6
Female	97	44	45.4	18	52	25	5
African-Amer.	97	13	13.4	31	46	23	0
Asian	97	4	4.1	--	--	--	--
Filipino	97	3	3.1	--	--	--	--
Hisp. or Latino	97	63	64.9	21	46	27	6
Pacific Islander	97	1	1.0	--	--	--	--
Caucasian	97	11	11.3	18	73	0	9
Multi-Racial	97	1	1.0	--	--	--	--
English Learners	97	13	13.4	38	54	0	8
Economically Disadvantaged	97	76	78.4	26	43	26	4
Students with Disabilities	97	7	7.2	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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.

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.

Level 1 = Standard not met; Level 2 = Standard nearly met; Level 3 = Standard met; Level 4 = Standard exceeded

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in California Assessment of Student Performance and Progress, including the CST Results and CAASPP charts; and College Preparation & Work Readiness, including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Engagement – State Priority 5: Covered in Dropouts and in Graduation Requirements, including Dropout & Graduation Rates and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through newsletters, the school marquee, the school website, and Blackboard Connect (automated telephone message delivery system). Contact Diane Mumper, Principal, at (909) 580-5012 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Chaperone Field Trips
Classroom Helper
Library Helper
Booster Club

Committees
English Learner Advisory Council
School Site Council
Team Coyote

School Activities
Art Nights
Back to School Night
Band Performances
Math Nights
Open House
Student Performances
Special Events
Family Friday Lunch
Literacy Nights

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Reche Canyon Elementary School's original facilities were built in 1988; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Installation of wireless internet
- Replace/Rebuild patio cover
- Addition of solar panels (2015-16)
- Installation of LCD projectors (2015-16)

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and an evening crew are assigned to Reche Canyon. The day custodian is responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- Office area cleaning
- Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening crew is responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1988
Acreage	10.6
Square Footage	52769
	Quantity
Permanent Classrooms	20
Portable Classrooms	13
Restrooms (sets)	4
Computer Lab(s)	2
Library	1
Math Lab	1
Multipurpose Room	1
Playground	1

Facilities Inspection

The district's maintenance department inspects Reche Canyon Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Reche Canyon Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, November 11, 2015. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Wednesday, November 11, 2015			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✔		
B. Interior		✔	
C. Cleanliness	✔		
D. Electrical		✔	
E. Restrooms / Fountains	✔		
F. Safety	✔		
G. Structural	✔		
H. External	✔		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(B)	Stain office condensation.
(D)	Room 24 Girls Restroom - Light flickering.
(H)	Room 5 - Windows hard to open.

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✔		

Rating Description
Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators and noon aides are strategically assigned to designated entrance areas and the playground. During recess, teachers supervise playground activity. Administrators and noon aides monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, administrators and teachers monitor student behavior to ensure a safe and orderly departure.

Reche Canyon Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Reche Canyon Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in March 2015.

Classroom Environment

Discipline & Climate for Learning

Reche Canyon Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	12-13	13-14	14-15
	RCES		
# of Students Suspended	21	14	17
# of Students Expelled	0	0	0
	CJUSD		
# of Students Suspended	1224	1054	908
# of Students Expelled	32	31	35
	California		
# of Students Suspended	329370	279383	243603
# of Students Expelled	8266	6611	5692

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Class Size Distribution Self-Contained Classes				
	2012-13			
	Avg. Class	Number of Classrooms		
Grade	Size	1-20	21-32	33+
K	22.0	3	1	1
1	20.0	3	2	
2	26.0	2		1
3	18.0	5		
4	29.0		3	
5	28.0		4	
6	26.0		4	
	2013-14			
	Avg. Class	Number of Classrooms		
Grade	Size	1-20	21-32	33+
K	20.0	1	4	
1	24.0		2	
2	29.0		2	1
3	24.0		3	
4	27.0		2	
5	29.0		4	
6	29.0		3	
Other	15.0	1	1	
	2014-15			
	Avg. Class	Number of Classrooms		
Grade	Size	1-20	21-32	33+
K	19.0	2	2	1
1	22.0		3	
2	21.0	1	3	
3	23.0	1	3	
4	29.0		3	
5	30.0		2	
6	24.0	1	4	
Other	23.0		1	

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

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Reche Canyon Elementary School revolve around the Common Core State Standards. During the 2014-15 school year, Reche Canyon Elementary School held staff development training devoted to:

- Common Core State Standards
- English Language Development (ELD) Training
- Leadership Training
- Positive Behavior Interventions and Supports (PBIS)

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Reche Canyon Elementary School supports ongoing professional growth throughout the year on minimum days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2014-15 school year, Reche Canyon Elementary School's teachers attended the following events hosted by the Colton Joint Unified School District:

• Collaboration
• Common Core: ELA and Math
• GATE Workshops: Working w/GATE Students
• Google Apps: Using Google in the Classroom
• Transition Teams: Pacing Guides

Reche Canyon Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2012-13	2013-14	2014-15
3	3	3

Instructional Materials

All textbooks used in the core curriculum at Reche Canyon Elementary School are currently being aligned to the Common Core State Standards Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Thursday, September 03, 2015, the Colton Joint Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 16-06 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2015-16 school year, Colton Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2012	Houghton Mifflin, *Houghton Mifflin Reading - Medallion Edition*	0 %
2002	Houghton Mifflin, *Reading California*	0 %
2012	Houghton Mifflin Harcourt School Publishers, *Splash into Pre-K Program*	0 %
History-Social Science		
2006	Macmillan/McGraw-Hill, *California Vistas*	0 %
Mathematics		
2009	Glencoe/McGraw-Hill, *California Math Triumphs*	0 %
2008	Pearson Scott Foresman, *Scott Foresman - Addison Wesley enVisionMath California*	0 %
Science		
2007	Macmillan/McGraw-Hill, *Macmillan/McGraw-Hill California Science*	0 %

Professional Staff

Counseling & Support Staff

Reche Canyon Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Reche Canyon Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2014-15		
	No. of Staff	FTE
Academic Counselor	0	0
Counselor	1	0.5
Health Assistant	1	0.4
Library Media Technician	1	0.5
Nurse	1	*
Psychologist	1	0.5
Speech Therapist	1	0.5

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

Teacher Assignment

During the 2014-15 school year, Reche Canyon Elementary School had 27 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2014-15		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB- Compliant Teachers
Reche Canyon Elementary School	100.0 %	0.0 %
District Totals		
All Schools	99.0 %	1.0 %
High-Poverty	99.0 %	1.0 %
Low-Poverty	0.0 %	0.0 %

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Teacher Credentials & Assignments				
	RCES			CJUSD
	13-14	14-15	15-16	15-16
Total Teachers	26	28	29	1055
Teachers with full credentials	25	27	29	1055
Teachers without full credentials	1	1	0	0
Teachers teaching outside subject area of competence (with full credential)	0	0	0	9
Teacher misassignments for English learners	0	0	0	0
Total teacher misassignments	0	0	0	0
Vacant teacher positions	0	0	0	4

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.*

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2013-14 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2013-14		
	CJUSD	State Average of Districts in Same Category
Beginning Teacher Salary	$41,484	$43,165
Mid-Range Teacher Salary	$65,812	$68,574
Highest Teacher Salary	$84,961	$89,146
Superintendent Salary	$171,159	$234,382
Average Principal Salaries:		
Elementary School	$101,996	$111,129
Percentage of Budget:		
Teacher Salaries	41%	38%
Administrative Salaries	5%	5%

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

Expenditures Per Student

For the 2013-14 school year, Colton Joint Unified School District spent an average of $8,243 of total general funds to educate each student (based on 2013-14 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Colton Joint Unified School District receives state and federal categorical funding for special programs. For the 2013-14 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- California Clean Energy Jobs Act
- Common Core State Standards Implementation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally defined
- Quality Education Investment Act
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title IV
- Title X, McKinney-Vento Homeless Assistance
- Vocational Programs

Expense of Education Per Pupil 2013-14					
	Dollars Spent per Student				
	RCES	CJUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	569	N/A	N/A	N/A	N/A
Total**	$5,108	N/A	N/A	N/A	N/A
Restr.†	$150	N/A	N/A	N/A	N/A
Unrestr.††	$4,958	$5,105	97.13	$5,348	92.71
Avg. Teacher Salary	$71,979	$69,525	103.53	$72,971	98.64

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

** Average Daily Attendance*

SARC Data

DataQuest

DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about Reche Canyon Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to AYP, CAASPP, CST results, enrollment, and staffing.

Public Internet Access Location

Parents may access Reche Canyon Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Reche Canyon Elementary School is Loma Linda Branch Library, a branch of San Bernardino County Library.

Address: 25581 Barton Road, Loma Linda
Phone Number: (909) 796-8621
WebSite: http://www.sbcounty.gov/library/home/
Number of Computers Available: 40

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Colton Joint Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in December 2015.