

Crescent Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Crescent Elementary School
Street	5001 E. Gerda Drive
City, State, Zip	Anaheim, CA 92807
Phone Number	(714) 997-6371
Principal	Shele Tamaki
E-mail Address	mtamaki@orangeusd.org
Web Site	
CDS Code	30-66621-6029763

District Contact Information	
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Michael L. Christensen
E-mail Address	superintendent@orangeusd.k12.ca.us
Web Site	www.orangeusd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

Crescent Elementary is one of 27 elementary schools in the Orange Unified School District and we are on a modified traditional calendar. Built in 1967, and previously operating as two separate schools (a K-3 school and a 4th - 6th grade school), we are now a transitional kindergarten through sixth grade school situated on one campus. The school is in an idyllic setting, nestled next to a park, in a residential area in the northwest corner of Anaheim Hills. Approximately 770 students are enrolled in grades TK through sixth during the 2016/2017 school year. Our student population is ethnically diverse and includes eight GATE (Gifted and Talented Education) classes in grades 3 - 6. We value and honor our cultural diversity and are proud of the cross-cultural participation in school events. We provide a strong, integrated curriculum with language as the centerpiece of learning. We focus upon the development of a balance of skills, knowledge, and understanding.

It is my pleasure to invite you to read our School Accountability Report Card. Our staff models the belief that learning is a life-long journey. We have a strategic framework for whole school improvement based upon an analysis of student achievement and the selection of research-based instructional strategies. Teachers are trained in a variety of instructional strategies with an emphasis on the research-based "Nine Effective Strategies" by Robert Marzano and the Common Core 5 C's: collaboration, critical thinking, communication, creativity and character. We recognize that to empower our students and prepare them for the demands of the future, we also need to empower ourselves. We have an Instructional Leadership Team (ILT), which meets regularly to guide our staff through the process of using effective research-proven teaching practices. We have a fully equipped computer lab with enough computers so that every student has their own while in the lab. Technology is used to increase and enhance student and teacher access to information, their ability to use data, their productivity and their creativity.

Our Crescent families and staff share a common vision to create a community of life-long learners who possess strong character traits of respect and responsibility. The staff is committed to treating students with dignity and creating an environment that provides maximum opportunities for learning. Our goal is to provide students with a strong educational foundation so that they leave Crescent Elementary with educational experiences that have prepared students academically, and instilled the problem-solving and critical thinking skills necessary to become successful 21st century learners. We provide each student with a challenging and rigorous curriculum that addresses Academic Content Performance Standards. We believe every child can achieve academic success. Our staff is dedicated to providing every student with quality instructional experiences which recognize, support, and maintain high expectations. Our school district provides staff development and support district wide.

Mission Statement: In partnership with parents and community, we share a commitment to provide a positive and engaging school climate and culture focused on student achievement, social-emotional well-being, student connectedness and strong character and citizenship for the 21st Century.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	114
Grade 1	73
Grade 2	93
Grade 3	113
Grade 4	132
Grade 5	125
Grade 6	132
Total Enrollment	782

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.1
Asian	21.7
Filipino	3.7
Hispanic or Latino	24.7
Native Hawaiian or Pacific Islander	0.1
White	44.1
Two or More Races	3.2
Socioeconomically Disadvantaged	14.7
English Learners	6.5
Students with Disabilities	5.4
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	30	27	28	1279
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 13, 2016

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 13-16-17 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on October 13, 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Reading—California—Medallion Edition adopted in 2009 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Prentice Hall, Timeless Voices, Timeless Themes Adopted in 2003 (Grade 6) selected from the list of standards-based materials adopted by the State Board of Education. Fully available for all students.	Yes	0%
Mathematics	Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Scott Foresman Science Program adopted in 2008 Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
History-Social Science	Harcourt Social Studies Program adopted in 2006 Grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Glencoe Discovering Our past Social Studies Program adopted in 2006 Grade 6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Foreign Language	N/A	Yes	N/A
Health	Too Good for Drugs program adopted in 2008 Grades 3-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	N/A
Visual and Performing Arts	N/A	Yes	N/A
Science Laboratory Equipment (grades 9-12)	N/A	Yes	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Crescent Elementary School was built in 1967 and houses 770 students in grades TK through 6th. The overall campus is well-maintained and in good working condition. Summer 2016 the athletic fields were upgraded with a new irrigation system and grass. Outdoor lighting replaced in summer 2016 improved campus security.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 8/2/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	300 & 400 Bldgs: 4: Carpet worn and needs replacement 500 Bldg: 4: Carpet worn and needs replacement 600 Bldg: 4: Carpet worn and needs replacement 700 Bldg: 4: Carpet worn and needs replacement 800 Bldg: 4: Carpet worn and needs replacement Admin Office Carpet worn and needs replacement Cafeteria and Faculty Lounge re-painted

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 8/2/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			Outdoor lighting replaced 2016
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			School fields were upgraded with a new irrigation system and grass - summer 2016

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/2/2016				
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	75	77	50	53	44	48
Mathematics	69	73	38	40	34	36

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	113	113	100.0	63.7
	4	137	134	97.8	79.1
	5	125	124	99.2	79.8
	6	135	133	98.5	82.7
Male	3	49	49	100.0	57.1
	4	77	74	96.1	79.7
	5	68	68	100.0	76.5
	6	67	66	98.5	78.8
Female	3	64	64	100.0	68.8
	4	60	60	100.0	78.3
	5	57	56	98.3	83.9
	6	68	67	98.5	86.6
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
American Indian or Alaska Native	5	--	--	--	--
Asian	3	27	27	100.0	81.5
	4	33	33	100.0	93.9
	5	39	39	100.0	94.9
	6	30	29	96.7	100.0
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	31	31	100.0	48.4
	4	32	31	96.9	74.2
	5	21	21	100.0	38.1
	6	22	22	100.0	68.2
Native Hawaiian or Pacific Islander	5	--	--	--	--
White	3	43	43	100.0	60.5
	4	61	59	96.7	74.6
	5	53	53	100.0	81.1
	6	67	66	98.5	80.3
Two or More Races	3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	14	14	100.0	35.7
	4	18	17	94.4	47.1
	5	16	15	93.8	46.7
	6	20	20	100.0	70.0
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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

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

Note: The number of students tested includes 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	113	113	100.0	76.8
	4	137	134	97.8	70.2
	5	125	124	99.2	66.1
	6	135	133	98.5	79.5
Male	3	49	49	100.0	77.5
	4	77	74	96.1	78.4
	5	68	68	100.0	70.6
	6	67	66	98.5	74.2

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	3	64	64	100.0	76.2
	4	60	60	100.0	60.0
	5	57	56	98.3	60.7
	6	68	67	98.5	84.8
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
American Indian or Alaska Native	5	--	--	--	--
Asian	3	27	27	100.0	92.6
	4	33	33	100.0	87.9
	5	39	39	100.0	94.9
	6	30	29	96.7	89.7
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	31	31	100.0	54.8
	4	32	31	96.9	64.5
	5	21	21	100.0	28.6
	6	22	22	100.0	66.7
Native Hawaiian or Pacific Islander	5	--	--	--	--
White	3	43	43	100.0	81.4
	4	61	59	96.7	67.8
	5	53	53	100.0	56.6
	6	67	66	98.5	80.3
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	14	14	100.0	50.0
	4	18	17	94.4	41.2
	5	16	15	93.8	20.0
	6	20	20	100.0	63.2
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes 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 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	95	92	90	73	68	64	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	125	124	99.2	89.5
Male	68	68	100.0	91.2
Female	57	56	98.3	87.5
Asian	39	39	100.0	97.4
Hispanic or Latino	21	21	100.0	66.7
White	53	53	100.0	90.6
Socioeconomically Disadvantaged	16	15	93.8	66.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.3	42.9	

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Crescent Elementary is proud of the generous support and involvement of its parents and community. Parents volunteer at Crescent in the classroom, at assemblies, health screenings and a number of other activities. Parents serve on the PTA Board, ELAC, School Site Council and District committees such as the Legislative Coalition, District Advisory Committee, DELAC and Community Advisory Committee (CAC).

The Crescent PTA offers varied educational enhancements, not only through funding, but also by being actively involved on all levels. The PTA supports the instructional program by providing funding and/or volunteers for various instructional support programs. This year, PTA donated funding for supplemental classroom materials, technology, curricular enrichment programs such as "Art Masters", TK through grade 4 Music, academic competitions and field trips. PTA provided dedicated volunteers for our "Reflections" art contest, "I Know My States" geography competitions, in addition to a myriad of classroom volunteers. The PTA also provides school connectedness events for students and their families throughout the year such as the Fall Festival, International Fair, Fun Run and Career Day. More information on parent involvement may be found on the PTA website at <http://www.crescentpta.org/>.

The Crescent School Site Council, composed of staff and parents, reviews the instructional program and approves additional State funding for staff development and developmental educational materials. The School Site Council meets a minimum of six times a year and invites all interested parents to attend its meetings. ELAC (English Learner Advisory Council), meets a minimum of 4 times a year and all parents of Limited English Proficient students are invited to attend. Parental involvement is an essential part in helping to educate our children at Crescent.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.9	0.4	1.2	3.6	2.8	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Each of the district's schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, updated their Safe School Plan. Each school forwards its Safe School Plan to the district through the office of Student and Community Services (SCS). The SCS office provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

Our staff is committed to providing a safe and orderly learning environment. Fire evacuation drills are held monthly and earthquake and lockdown drills are both conducted quarterly. All schools in the district are linked through an emergency radio contact system, and district radio drills are held periodically to be prepared in case of an actual disaster. Providing a safe environment for our students is of paramount concern at Crescent Elementary.

Crescent has a Site Safety Plan monitored by the School Site Council. The plan is reviewed with the staff each Fall and periodically during the year as we implement our plan. Our School Safety plan was updated and reviewed in February, 2016. Our goals for the 2016-2017 school year include incorporating school wide character education programs, continue as a "bucket-filling" school to promote positive behavior and eliminate bullying, communicate parking lot safety procedures to parents and staff, and replenish emergency kits for all students.

School wide, classroom and bus rules are reinforced throughout the school by teachers, the principal, instructional assistants, noon duty supervisors, bus drivers and parent volunteers. Bus, bike and walking safety procedures are addressed in age-appropriate class discussions and assemblies. Parents are informed immediately through a strong home-school communication system if their child is involved in any inappropriate or unsafe behavior. Appropriate student behavior is reinforced through our Peaceful Playground and positive reinforcement program.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	73.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28	1	4		28	1	1	2	28	1	1	2
1	32		1		29		3		29		3	
2	30		3		28		3		28		3	
3	32		2	1	23		5		23		5	
4	33		2	2	29		4		29		4	
5	34		2	2	32		2	2	32		2	2
6	34		1	3	32		2	2	32		2	2
Other	32		1									

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.6	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	3899.47	7.47	3892	59706.63
District	N/A	N/A	\$3,840	\$78,819
Percent Difference: School Site and District	N/A	N/A	-1.3	-21.7
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-29.2	-20.8

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

Types of Services Funded (Fiscal Year 2015-16)

Crescent Elementary received LCFF funding for instructional support (e.g., technology hardware, software, educational materials, etc.). The Crescent Parent Teacher Association helps provide several outstanding supplemental programs for our students. They are as follows: Art Masters, Imagination Machine, Science on the Go, California Explorer and TK through grade 4 Music. In addition, students enjoy standards-related field trips and cultural programs.

Native American and McKinney-Vento funds are also available to provide academic assistance to qualifying students.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,270	\$45,092
Mid-Range Teacher Salary	\$74,538	\$71,627
Highest Teacher Salary	\$100,322	\$93,288
Average Principal Salary (Elementary)	\$122,017	\$115,631
Average Principal Salary (Middle)	\$123,406	\$120,915
Average Principal Salary (High)	\$143,744	\$132,029
Superintendent Salary	\$240,000	\$249,537
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for 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/>.

Professional Development (Most Recent Three Years)

Staff development opportunities are provided through teacher-to-teacher, mentoring programs such as CTIP (California Teacher Induction Program) and PAR (Peer Assessment and Review), staff meetings, conferences, and school-based in-service meetings. CTIP, PAR, school facilitators, and outside consultants provide school and district-level staff with curriculum development in identified areas of need. A comprehensive, standards-based professional development program is essential in achieving a balanced curriculum to meet the needs of our students. During the 2016/2017 school year, Modified Wednesdays are used for after school staff development including: Write From the Beginning, ELD/Differentiated Instruction, Data Use, SBAC strategies, Technology Tools and training to expand our repertoire of instructional strategies for support of students' academic achievement.

Crescent has a mix of highly seasoned teachers with multiple years of teaching experience and those newer to the profession who contribute new ideas. Our staff models the belief that learning is a life-long journey. There are numerous district and on-site opportunities for staff to learn best instructional practices and acquire new skills. Crescent's Single Plan for Student Achievement specifies all activities and funding sources utilized by Crescent to meet the needs of all students. To reach our goals, professional development opportunities are designed and implemented to assist the principal, teachers and paraprofessionals in supporting all students in meeting the rigorous state standards. The District also provides training to support all teachers in areas such as technology, GLAD, science and strategies to support our English Learners.