

Crescent Elementary School 2012-13 SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2013-14

Crescent Elementary Contact Information (School Year 2013-14)

1001 Anderson Dr.

Suisun, CA 94585

(707) 435-2771

Principal:

Stephanie Wheeler, Principal

Contact E-mail Address:

stephaniew@fsusd.org

County-District-School (CDS) Code: 48705406051106

Fairfield-Suisun Unified

Contact Information (School Year 2013-14)

(707) 399-5000

www.fsusd.org

Superintendent:

Kris Corey

Contact E-mail Address:

krisc@fsusd.org



Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

• 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

District Contact Information (School Year 2013-14)

Name	Fairfield-Suisun Unified
Phone Number	(707) 399-5000
Web Site	www.fsusd.org
Superintendent	Kris Corey
E-mail Address	krisc@fsusd.org
CDS Code	48705406051106

School Contact Information (School Year 2013-14)

Name	Crescent Elementary
Street	1001 Anderson Dr.
City, State, Zip	Suisun, CA 94585
Phone Number	(707) 435-2771
Principal	Stephanie Wheeler, Principal
E-mail Address	stephaniew@fsusd.org

School Description and Mission Statement (School Year 2012-13)

Crescent Elementary, home of the Crescent Stars, is a K-5 elementary school with an average enrollment of 665 students. Crescent is very proud of their selection as a 2012 California Distinguished School. Crescent hosts one Special Day Class for pre-school age students with an enrollment of 14, one Special Education TAP class with an enrollment of 8. The school serves a diverse population that includes the following Achievement Groups: 20% African American, 2% American Indian, 32% Hispanics, 23% Caucasian, 12% Filipino, 7.5% Asian, 1.6% Native Hawaiian/Pacific-Islander students, 8.3% Two or More Races, 17.6% English Learners and 8.5% Students with Disabilities. The cultural diversity of our students is celebrated and viewed as an opportunity to learn more about other people and traditions. Every child is treasured and seen as unique with special qualities and attributes. Students are continually encouraged to do their best in a safe, positive learning environment. Crescent is fortunate to have an active and involved parent community. Parents are viewed as partners in the educational process and are encouraged to participate in the school to the extent they are able. The instructional program is designed with the goal of each child reaching the new, rigorous grade level Common Core State Standards. Our standards-based instruction and the use of research validated best practice strategies ensures that students are actively engaged in the learning process and are developing into reflective, critical thinkers who can collaborate with both students and adults. Expectations for student achievement are high. Student progress is continually monitored through the use of frequent formative assessments. The results are used to drive instruction and develop interventions to meet individual needs. Crescent Elementary is a student-centered, professional learning community. The staff works collaboratively in teams to analyze data and to discuss best instructional practices to enhance student academic success. Our mission is to ensure that all students learn at high levels. Our Vision: •To provide a standards based instructional program designed for student mastery of the content standards. •To monitor student learning through the use of frequent common formative assessments. •To provide differentiated interventions and enrichment opportunities to support academic growth. •To ensure a culture of collaboration, learning and continuous growth that utilizes research validated best practices. •To foster positive relationships with our parents and school community and encourage active involvement in the school. •To use technology to enhance student learning and to provide greater access to the core curriculum. •To celebrate and respect cultural diversity.

Opportunities for Parental Involvement (School Year 2012-13)

Crescent Elementary offers a number of exciting and meaningful opportunities for parents to enrich the educational experience for the Crescent family. Our Partnership for Educational Progress (PEP) program is an educational option available to all K-5 students in the Fairfield-Suisun Unified School District. The program, which was established in 1989, meets all district and state curriculum standards while providing a unique and engaging learning environment with small group learning, and active parent participation on a weekly basis. We hold Scholastic Book Fairs every year in the fall and spring. Additionally, we welcome parent volunteers in the classrooms. Students have increased opportunities to grow and blossom when parents are able to come into the classroom and assist in the learning process.

III. Student Performance

Standardized Testing and Reporting Program

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The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	64%	59%	60%	53%	56%	56%	54%	56%	55%
Mathematics	68%	68%	66%	48%	50%	51%	49%	50%	50%
Science	62%	60%	57%	52%	55%	56%	57%	60%	59%
History-Social Science	N/A	N/A	N/A	46%	45%	47%	48%	49%	49%

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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	56%	51%	56%	47%
All Students at the School	60%	66%	57%	N/A
Male	55%	66%	59%	N/A
Female	65%	66%	55%	N/A
Black or African American	52%	58%	44%	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	61%	78%	N/A	N/A
Filipino	66%	77%	67%	N/A
Hispanic or Latino	53%	62%	50%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	69%	68%	77%	N/A
Two or More Races	68%	76%	N/A	N/A
Socioeconomically Disadvantaged	53%	60%	52%	N/A
English Learners	39%	52%	N/A	N/A
Students with Disabilities	35%	42%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	25%	23.6%	15.3%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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.

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	5	7	6
Similar Schools	6	8	8

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	41	-3	-3
Black or African American			7
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	70	-3	-14
Native Hawaiian or Pacific Islander			
White			24
Two or More Races			
Socioeconomically Disadvantaged	67	-6	-4
English Learners	66	-4	-12
Students with Disabilities			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	School	Growth API	LEA	Growth API	State	Growth API
All Students at the School	421	832	15,643	790	4,655,989	790
Black or African American	95	782	2,746	728	296,463	708
American Indian or Alaska Native	5		165	803	30,394	743
Asian	32	858	793	861	406,527	906
Filipino	60	868	1,425	877	121,054	867
Hispanic or Latino	128	805	5,846	754	2,438,951	744
Native Hawaiian or Pacific Islander	4		187	796	25,351	774
White	72	889	3,028	845	1,200,127	853
Two or More Races	25	887	1,453	811	125,025	824
Socioeconomically Disadvantaged	280	802	9,086	743	2,774,640	743
English Learners	105	807	3,792	714	1,482,316	721
Students with Disabilities	48	638	1,782	606	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	85.7%

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	103
Grade 1	116
Grade 2	133
Grade 3	111
Grade 4	111
Grade 5	86
Total Enrollment	660

Student Enrollment by Student Group (School Year 2012-13)

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Group	Percent of Total Enrollment
Black or African American	19.2
American Indian or Alaska Native	0.9
Asian	7.1
Filipino	13
Hispanic or Latino	30.5
Native Hawaiian/Pacific Islander	1.2
White	20
Two or More Races	8.00
Socioeconomically Disadvantaged	64.4
English Learners	22.9
Students with Disabilities	7.1

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2010-11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	30.3	0	4	0	31.5	0	4	0	26	1	3	0
1	30	0	4	0	32	0	4	0	29	0	4	0
2	29.8	0	4	0	31.3	0	4	0	19	5	2	0
3	26.8	0	4	0	31	0	3	0	19	5	1	0
4	32.3	0	1	2	32	0	2	2	28	1	1	2
5	32.7	0	1	2	33.5	0	0	2	22	2	1	1
Other					0	0	0	0	0	0	0	0

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

School Safety Plan (School Year 2012-13)

Our goal is to create a safe and supportive school climate with 100% of our students participating in the schoolwide positive behavior program called Setting Limits. Our certificated staff and noon duty supervisors received an initial full day training to support positive behavior in every school setting and several refreshers, including: playground, classroom, cafeteria and traveling on campus during, before and after school. We focus on the six character traits of Trustworthiness, Fairness, Responsibility, Respect, Caring and Citizenship as a foundation of our behavior choices. Crescent offers alternative consequences such as Lunch Bunch and Library Helper in order to increase student access to instruction and attendance while decreasing suspensions to a school wide level below 5%.

Suspensions and Expulsions

Rate*	School 2010-11	School 2011-12	School 2012-13	District 2010-11	District 2011-12	District 2012-13
Suspensions	1.36	6.1	7	15.53	19.7	20.6
Expulsions	0.15	0.1	0	0.6	0.4	0.2

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

Crescent Elementary is located in the Lawler Ranch subdivision on Anderson Drive.

General

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available on this site. Below is more specific information on the condition of the school and the efforts made to ensure the students are provided with a clean, safe, and functional learning environment.

Age of School Building

The new campus opened in the Fall of 2004 and consists of approximately 48,800 square feet designed with for support of student learning and provides students and staff with classrooms wired for technology, a centrally located library media center and multipurpose building with a stage and full service kitchen. The campus contains soccer and baseball field areas, as well as a generous playground with specialized play equipment for physical fitness. The campus is located next to naturally created wetlands for environmental education.

Maintenance and Repair

District maintenance staff ensures that repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The District governing board has adopted Strategic Goals, which include cleaning standards for all schools in the District. (Strategic Goal #4). These standards are available at any school site and the District Office. The District's Operations Department works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school, along with the supervision of the site principal.

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair/replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Deferred Maintenance Projects

There has been \$30,000 budgeted for Deferred Maintenance projects at this site during the 2013-14 school year.

Modernization Projects

There are no modernization projects planned at this site during the 2013-14 school year. The entire school facility was built in 2004 and therefore the does not require modernization. Please see the description under the heading "Age of School Buildings."

New Construction Projects









There are no new construction projects planned at this site during the 2013-14 school year.

School Facility Good Repair Status (School Year 2013-14)

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

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

Overall Facility Rate (School Year 2013-14)

	Exemplary	Good	Fair	Poor
Overall Rating	—		—	—

VII. Teachers

Teacher Credentials

Teachers	School 2010-11	School 2011-12	School 2012-13	District 2012-13
Teachers with Full Credential	25	25	23	835
Teachers without Full Credential	0	0	0	34
Teachers Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	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 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	
All Schools in District	96	4
High-Poverty Schools in District	96	4
Low-Poverty Schools in District	96.49	3.51

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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.4	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non - teaching)	1.5	N/A
Other	0.4	N/A

Note: Cells shaded in black or 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2014

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	All pupils, including English learners, have state-adopted and standards-aligned reading/language arts textbooks and instructional materials to use in class and to take home to complete required homework assignments. Textbooks are current and in good condition.	For grades K-5: Macmillan McGraw-Hill CA Treasures, copyright date 2010, adopted by local governing agency spring 2010. For grades 6-8: Pearson Literature CA Reading and Language, copyright date 2010, adopted by local governing agency fall 2010. For Reading/Language Arts Intensive Intervention Core Replacement with embedded ELD in grades 4-6: Steck Vaughn Gateways, adopted by local governing agency spring 2009.	0%

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Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Mathematics	All pupils, including English learners, have state-adopted and standards-aligned mathematics textbooks and instructional materials to use in class and to take home to complete required homework assignments. Textbooks are current and in good condition.	For grades K-8: Macmillan McGraw-Hill/Glencoe CA Mathematics, copyright date 2008, adopted by local governing agency spring 2008.	0%
Science	All pupils, including English learners, have state-adopted and standards-aligned science textbooks and instructional materials to use in class and to take home to complete required homework assignments. Textbooks are current and in good condition.	For grades K-5: Macmillan McGraw-Hill CA Science, copyright date 2007, adopted by local governing agency spring 2007. For grades 6-8: Prentice Hall CA Science Explorer, copyright date 2008, adopted by local governing agency spring 2007.	0%
History-Social Science	All pupils, including English learners, have state-adopted and standards-aligned history/social science textbooks and instructional materials to use in class and to take home to complete required homework assignments. Textbooks are current and in good condition.	For grades K-5: Harcourt Reflections, copyright date 2007, adopted by local governing agency spring 2007. For grades 6-8: Holt CA Social Studies, copyright date 2006, adopted by local governing agency spring 2007.	0%
Foreign Language			0%
Health	All pupils, including English learners, have state-adopted and standards-aligned health textbooks and instructional materials to use in class and to take home to complete required homework assignments. Textbooks are current and in good condition.	For grades K-6: Macmillan McGraw-Hill Health and Wellness, copyright date 2006, adopted by local governing agency spring 2006.	0%
Science Laboratory Equipment (grades 9-12)			0%
Visual and Performing Arts			0%

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$4,227	\$477	\$3,750	\$72,920
District	N/A	N/A	\$4,073	\$64,449
Percent Difference - School Site and District	N/A	N/A	-7.93	13.14
State	N/A	N/A	\$5,537	\$69,704
Percent Difference - School Site and State	N/A	N/A	-32.27	4.61

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

Crescent offers a robust intervention program for students who are English Learners as well as those who are performing below proficient levels. These opportunities are available in an after-school model where the students are invited to attend three days per week for extra support with a credentialed teacher, as well as a Summer Mastery Academy and a Jump Start for Kindergarten students and students who require extra support. The summer intersession is held for eight days after the end of the school year, and the Jump Start program is four days for the incoming Kindergarten students and 5 days for incoming First-Fifth grade students. We are fortunate to have a 4-day per week pull-out reading support program that works with students in grades 1-3 who are performing below proficient in ELA. Additionally, Crescent's Kindergarten Jump Start provides readiness activities for kindergarten students who have shown they require this support based on an individual kindergarten screening done in the spring. Categorical funds are used for these student intervention program

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,281	\$41,461
Mid-Range Teacher Salary	\$63,014	\$66,132
Highest Teacher Salary	\$79,009	\$85,734
Average Principal Salary (Elementary)	\$103,907	\$107,205
Average Principal Salary (Middle)	\$110,377	\$111,640
Average Principal Salary (High)	\$121,763	\$122,627
Superintendent Salary	\$259,658	\$225,175
Percent of Budget for Teacher Salaries	0.41%	0.38%
Percent of Budget for Administrative Salaries	0.07%	0.05%

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

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Many professional development opportunities occur each school year. Staff development training opportunities range from 3-day trainings to shorter trainings done in smaller increments of 1-2.75 hour blocks. Over the last three years we have averaged just over six professional development days per year.