

Crescent Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	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
Email Address	mtamaki@orangeusd.org
Website	https://www.orangeusd.org/crescent-elementary-school
County-District-School (CDS) Code	30-66621-6029763

Entity	Contact Information
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Gunn Marie Hansen, Ph.D.
Email Address	ghansen@orangeusd.org
Website	www.orangeusd.org

School Description and Mission Statement (School Year 2019-20)

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 765 students are enrolled in grades TK through sixth during the 2019-2020 school year. Our student population is ethnically diverse and includes seven 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 our 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 "Thirteen 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 2018-19)

Grade Level	Number of Students
Kindergarten	95
Grade 1	81
Grade 2	86
Grade 3	106
Grade 4	119
Grade 5	133
Grade 6	120
Total Enrollment	740

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.2
Asian	23.6
Filipino	1.9
Hispanic or Latino	24.1
Native Hawaiian or Pacific Islander	0.1
White	41.9
Two or More Races	5.3
Socioeconomically Disadvantaged	14.7
English Learners	6.4
Students with Disabilities	6.1
Foster Youth	0.3
Homeless	0.4

A. Conditions of Learning**State Priority: Basic**

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	27	27	27	1122
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 26, 2019

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. 13-19-20 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 September 26, 2019.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Reading Wonders ELA/ELD Program adopted in 2017 for 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%
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%
Science	Amplify Science Program adopted in 2019 for Grades K-6. It was 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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%
Health	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. Fully available to all students.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Crescent Elementary School was built in 1967 and houses 765 students in grades TK through 6th. The overall campus is well-maintained and in good working condition. Summer 2018 several more buildings received new flooring and paint. Summer 2016 the athletic fields were upgraded with a new irrigation system and grass. Outdoor lighting replaced in summer 2016 improved campus security. Maintenance Department plans to refurbish all campus restrooms Summer 2020. Any classroom lights out have been replaced and cleaners stored away in custodial room since August FIT inspection. Work orders have been submitted to replace stained or broken tiles noted below. Work order submitted to repair sink in 803.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** 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

Year and month of the most recent FIT report: 8/27/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	600 Bathrooms: Girls partitions showing rust Room 603: Broken tile Room 604: 1 stained tile Room 703: Ripped ceiling tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	Room 701: 1 light out Room 806: 1 light out & 1 ceiling tile damaged
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	800 Bathrooms: Boys urinal not working Room 803: sink not working
Safety: Fire Safety, Hazardous Materials	Fair	Custodial room: spray cans and cleaners
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	85	82	57	57	50	50
Mathematics (grades 3-8 and 11)	79	80	43	44	38	39

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

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	476	473	99.37	0.63	81.82
Male	244	244	100.00	0.00	79.92
Female	232	229	98.71	1.29	83.84
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	133	132	99.25	0.75	93.18
Filipino	11	11	100.00	0.00	100.00
Hispanic or Latino	104	104	100.00	0.00	62.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	190	188	98.95	1.05	82.98
Two or More Races	22	22	100.00	0.00	90.91
Socioeconomically Disadvantaged	69	69	100.00	0.00	68.12
English Learners	62	61	98.39	1.61	78.69
Students with Disabilities	33	33	100.00	0.00	45.45
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	476	474	99.58	0.42	79.54
Male	244	244	100.00	0.00	83.61
Female	232	230	99.14	0.86	75.22

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	133	132	99.25	0.75	95.45
Filipino	11	11	100.00	0.00	81.82
Hispanic or Latino	104	104	100.00	0.00	55.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	190	189	99.47	0.53	79.89
Two or More Races	22	22	100.00	0.00	95.45
Socioeconomically Disadvantaged	69	69	100.00	0.00	59.42
English Learners	62	62	100.00	0.00	79.03
Students with Disabilities	33	33	100.00	0.00	45.45
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	15.3	27.5	43.5

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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 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, Mystery Science and academic competitions. PTA has 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, Family Science Night 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 State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.3	0.5	0.0	3.0	2.8	2.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 lock-down 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, 2019. Our goals for the 2019-2020 school year include incorporating school wide character education programs, continue as a "bucket-filling" school to promote positive behavior and prevent bullying, communicate parking lot safety procedures to parents and staff, and replenish emergency supplies 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 Restorative Practices, 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	31		3		31		4	1	32		2	1
1	29		3		30		2		27		3	
2	27		3		30		3		29		3	
3	24		5		27		4		27		4	
4	30		4		34		1	3	30		2	2
5	34			5	30		4		33		1	3
6	32		4		34			4	30		4	
Other**												

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.8

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5215.65	0	\$5215.65	\$76958.64
District	N/A	N/A	\$6616.90	\$83,902.00
Percent Difference - School Site and District	N/A	N/A	-23.7	-8.6
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-36.0	-6.8

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

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

Types of Services Funded (Fiscal Year 2018-19)

Crescent Elementary received LCFF funding for instructional support (e.g., technology hardware, software, educational materials, after-school tutoring, etc.).

The Crescent Parent Teacher Association helps provide several outstanding supplemental programs for our students. They include: Art Masters, Mystery Science, 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,901	\$48,612
Mid-Range Teacher Salary	\$79,070	\$74,676
Highest Teacher Salary	\$106,421	\$99,791
Average Principal Salary (Elementary)	\$129,252	\$125,830
Average Principal Salary (Middle)	\$131,552	\$131,167
Average Principal Salary (High)	\$153,039	\$144,822
Superintendent Salary	\$256,476	\$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	18	18	19

Staff development opportunities are provided through District and in-house experts, mentoring programs such as CTIP (California Teacher Induction Program), staff meetings, conferences, peer observations, Instructional Specialist demonstration lessons, etc. Each year (2) full-days of PD are provided to teachers (August and November). The remaining Professional Development sessions are partial days after school on Modified Wednesdays. During the 2017-18, 2018-19 and 2019-20 school years, Modified Wednesdays have been used for after school staff development including: Wonders ELA and Amplify Science Series Adoption training, ELD Designated Instruction, Math Questions Promoting Academic Discourse, NGSS, STEAM Lab, Formative Assessments, SBAC Interims and Performance Task test support, Restorative Practices, Social-Emotional Learning (SEL) and Technology Tools to expand our repertoire of instructional strategies to support student 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 Standards-based, best instructional practices and acquire new teaching skills. Crescent's School Plan for Student Achievement specifies all activities and funding sources utilized by Crescent will support 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.