

Crescent Elementary School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 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	Antoinette Coe
Email Address	acoe@orangeusd.org
School Website	https://www.orangeusd.org/crescent-elementary-school
County-District-School (CDS) Code	30-66621-6029763

2021-22 District Contact Information

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

2021-22 School Overview

Crescent Elementary is one of 27 elementary schools in the Orange Unified School District. 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 760 students are enrolled in grades TK through sixth during the 2021-2022 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 five 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 are a 1:1 device school so every student and staff member has a school device. 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 and 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.

Mission Statement: In partnership with parents and community, Crescent Elementary shares a commitment to provide a

2021-22 School Overview

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.

School Vision: Crescent Elementary School will create and sustain a high quality and safe learning environment that provides our students with a pathway to college, career and life-long learning.

To achieve our educational Mission and Vision the school community is dedicated to the following:

- Staff will provide a positive, safe, and supportive environment for all students.
- Parent partnership and participation is crucial and encouraged.
- Educators will engage students through hands-on lessons, cooperative learning, problem solving, and application to real world experiences.
- There will be high academic and behavioral expectations to prepare our students to be college and career ready.
- Students will leave Crescent with the skills, attitude, and commitment to be lifelong learners.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	87
Grade 1	89
Grade 2	80
Grade 3	104
Grade 4	109
Grade 5	134
Grade 6	124
Total Enrollment	727

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
American Indian or Alaska Native	0.1
Asian	24.6
Black or African American	0.8
Filipino	3.2
Hispanic or Latino	22.3
Two or More Races	6.6
White	40.3
English Learners	4.3
Foster Youth	0.3
Homeless	0.4
Socioeconomically Disadvantaged	13.1
Students with Disabilities	6.7

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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. 15-21-22 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 30, 2021.

Year and month in which the data were collected

September 2021

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 was adopted in 2019 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%
History-Social Science	TCI (Teacher's Curriculum Institute) California Social Studies Alive (grades K-5) and TCI California History Alive (Grade 6) was adopted in 2021 and 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		N/A
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

Crescent Elementary School was built in 1967 and houses 760 students in grades TK through 6th. Our campus is comprised of 28 classrooms, 1 learning lab, 2 STEM labs, a library, a kitchen, a faculty lounge, a front office, and a support staff room. We do not have any portable classrooms or buildings on campus. The overall campus is well-maintained and in good working condition. In the Summer of 2021, the campus received new paint, updated bathrooms and a new STEM lab. During the Fall of 2021 the campus received a new kindergarten playground, additional speed bumps in the parking lot, and air filtration systems. Room 303 is scheduled to have the flooring, windows, and furniture replaced later this school year.

The school custodians and office staff constantly monitor the campus and submit work orders for repairs in a timely manner. In addition to daily campus walk throughs, the custodian and principal conduct a quarterly detailed facilities inspection to stay on top of needs as they arise at the site. Our night custodians communicate daily through a daily log to note what has been cleaned and if any area of the campus needs attention or a work order needs to be submitted. Our district facilities person visits campus to check on open work orders and projects.

Year and month of the most recent FIT report

10/6/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Room 303: Carpet worn/torn tripping hazard Room 603: 1 light out West wall paint peeling
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
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			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	470	NT	NT	NT	NT
Female	216	NT	NT	NT	NT
Male	254	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	128	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	99	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	40	NT	NT	NT	NT
White	190	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	57	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	470	NT	NT	NT	NT
Female	216	NT	NT	NT	NT
Male	254	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	128	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	99	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	40	NT	NT	NT	NT
White	190	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	57	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

RI/MI Student Groups	RI/MI Total Enrollment	RI/MI Number Tested	RI/MI Percent Tested	RI/MI Percent Not Tested	RI/MI Percent At or Above Grade Level
All Students	470	465	98.94%	1.06%	84.30%
Female	216	216	100.00%	0.00%	82.87%
Male	254	249	98.03%	1.97%	85.54%
American Indian or Alaska Native	1	1	100.00%	0.00%	100.00%
Asian	124	123	99.19%	0.81%	92.68%

Black or African American	4	3	75.00%	25.00%	33.33%
Filipino	8	8	100.00%	0.00%	87.50%
Hispanic or Latino	99	97	97.98%	2.02%	73.20%
Native Hawaiian or Pacific Islander	0	0	0.00%	0.00%	0.00%
Two or More Races	44	44	100.00%	0.00%	93.18%
White	189	189	99.47%	0.53%	83.07%
English Learners	7	7	100.00%	0.00%	42.86%
Foster Youth	1	1	100.00%	0.00%	0.00%
Homeless	2	2	100.00%	0.00%	100.00%
Socioeconomically Disadvantaged	57	55	96.49%	3.51%	63.64%
Students with Disabilities	40	40	100.00%	0.00%	47.50%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

RI/MI Student Groups	RI/MI Total Enrollment	RI/MI Number Tested	RI/MI Percent Tested	RI/MI Percent Not Tested	RI/MI Percent At or Above Grade Level
All Students	470	461	98.09%	1.91%	82.43%
Female	216	214	99.07%	0.93%	80.84%
Male	254	247	97.24%	2.76%	83.81%
American Indian or Alaska Native	1	1	100.00%	0.00%	100.00%
Asian	124	123	99.19%	0.81%	95.93%
Black or African American	4	3	75.00%	25.00%	33.33%
Filipino	8	8	100.00%	0.00%	75.00%
Hispanic or Latino	99	95	95.96%	4.04%	66.32%
Native Hawaiian or Pacific Islander	0	0	0.00%	0.00%	0.00%
Two or More Races	44	43	97.73%	2.27%	86.04%
White	189	188	98.95%	1.05%	81.91%
English Learners	7	7	100.00%	0.00%	42.86%
Foster Youth	1	1	100.00%	0.00%	100.00%
Homeless	2	2	100.00%	0.00%	50.00%
Socioeconomically Disadvantaged	57	55	96.49%	3.51%	63.64%
Students with Disabilities	40	39	97.50%	2.50%	35.90%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	34.95	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	134	NT	NT	NT	NT
Female	59	NT	NT	NT	NT
Male	75	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	45	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	25	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	48	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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, 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, TK through grade 4 Music, Art Masters, STEM materials, emergency preparedness supplies, library books, and PBIS incentives. PTA provides volunteers for our "Reflections" art contest, "I Know My States" geography challenge, 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 Trunk or Treat, Winter 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, academic interventions, technology, 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. Parental involvement is an essential part in helping to educate our children at Crescent.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	758	747	11	1.5
Female	367	362	6	1.7
Male	391	385	5	1.3
American Indian or Alaska Native	1	1	0	0.0
Asian	185	182	2	1.1
Black or African American	8	7	1	14.3
Filipino	23	23	0	0.0
Hispanic or Latino	163	163	3	1.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	49	48	2	4.2
White	312	306	3	1.0
English Learners	37	37	2	5.4
Foster Youth	3	3	1	33.3
Homeless	4	4	2	50.0
Socioeconomically Disadvantaged	102	102	5	4.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	63	62	1	1.6

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.00	2.56	0.19	3.47	0.20
Expulsions	0.00	0.00	0.01	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.26	2.03	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Each of the district's schools develop and adopt, 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. All visitors are required to enter and sign in through the office and wear a visitor badge while on campus. Crescent has a Site Safety Plan developed and monitored by the School Site Council. The plan is reviewed with the staff annually and periodically during the year as we implement our plan. Our School Safety Plan was updated and reviewed in February, 2021. Our goals for the 2021-2022 school year includes incorporating school wide character education programs, continuing to promote positive behavior using a school wide Positive Behavior and Intervention System of support, maintaining a clean and safe campus, communicating parking lot safety procedures to parents and staff, and replenishing 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, carpool, and walking safety procedures are addressed in age-appropriate class discussions and assemblies. Parents are informed immediately through a strong home-school communication system of any emergency situations or issues that occur on campus. Appropriate student behavior is reinforced through our Restorative Practices and positive incentives. Providing a safe environment for our students is of paramount concern at Crescent Elementary.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	32		2	1
1	27		3	
2	29		3	
3	27		4	
4	30		2	2
5	33		1	3
6	30		4	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	32		1	
1	30		2	
2	30		3	
3	25	1	3	
4	34		2	2
5	33	2	2	4
6	33		3	4
Other	32		1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	29		3	
1	30		3	
2	27		3	
3	26		4	
4	27		6	
5	41		4	6
6	34		4	8

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0.1

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5303.16	0	\$5303.16	\$85061.31
District	N/A	N/A	\$6616.90	\$87,379
Percent Difference - School Site and District	N/A	N/A	-22.0	-2.7
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-45.7	0.5

2020-21 Types of Services Funded

Crescent Elementary utilizes site funding, donations, and PTA to support the following:

- *Tutoring and intervention services
- *Enrichment activities and programs
- *Professional development for staff
- *Technology and software to support student engagement and instruction
- *Supplemental instructional materials to support student learning
- *Family Engagement workshops and family nights

Local Control Funding Formula Funds (LFCC) provides support to foster youth, English Learners, and Socioeconomic Disadvantaged students. LCFF and Lottery allocations include extra earnings for tutoring, technology and software purchases, parent workshops, teacher professional development, supplemental instructional materials, release time for teachers to observe/analyze data/plan and extra earnings for staff to provide family engagement nights.

The Crescent Parent Teacher Association helps provide several outstanding supplemental programs for our students such as Art Masters, Walk Through History, California Explorer, and TK through grade 4 Music. In addition, students enjoy standards-related field trips and cultural programs. PTA donations also provide technology to support instruction and instructional software such as Starfall and Vocabulary A-Z.

In addition to site funded support, OUSD provides a school psychologist and counselor to support the social emotional needs of our students. The school psychologist and counselor work hand in hand to provide individual, group and class support to address the social needs and mental health of our students.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,446	\$50,897
Mid-Range Teacher Salary	\$83,885	\$78,461
Highest Teacher Salary	\$109,082	\$104,322
Average Principal Salary (Elementary)	\$130,156	\$131,863
Average Principal Salary (Middle)	\$137,808	\$137,086
Average Principal Salary (High)	\$165,215	\$151,143
Superintendent Salary	\$256,476	\$297,037
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

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.

Crescent has a mix of highly seasoned teachers with multiple years of teaching experience and those newer to the profession. Our staff models the belief that learning is a life-long journey. School based staff development and Grade level Collaboration topics are selected by our Instructional Leadership Team. This year we are focusing on the following: implementing adopted curriculum, collaborating to continue the development of our STEM program with a biomedical focus, diving deeper into AVID strategies and supports, using data to drive instruction, revisiting restorative practices, implementing Multiple Tiered Systems of Support (MTSS) and incorporating technology into the classroom.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	19	16	17

Orange Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11928	2026	16.99	83.01	54.10
Female	5816	1016	17.47	82.53	58.84
Male	6112	1010	16.52	83.48	49.36
American Indian or Alaska Native	20	7	--	65.00	--
Asian	1093	216	19.76	80.24	83.33
Black or African American	143	26	18.18	81.82	30.77
Filipino	186	44	23.66	76.34	70.45
Hispanic or Latino	7162	1097	15.32	84.68	43.09
Native Hawaiian or Pacific Islander	27	4	14.81	85.19	--
Two or More Races	509	75	14.73	85.27	65.33
White	2788	557	19.98	80.02	62.48
English Learners	2223	204	9.18	90.82	14.29
Foster Youth	73	12	16.44	83.56	41.67
Homeless	254	22	8.66	91.34	18.18
Military	28	5	17.86	82.14	--
Socioeconomically Disadvantaged	5836	872	14.94	85.06	41.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1594	271	17.00	83.00	12.18

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11928	2009	16.84	83.16	31.30
Female	5816	1000	17.19	82.81	30.99
Male	6112	1009	16.51	83.49	31.61
American Indian or Alaska Native	20	8	--	60.00	--
Asian	1093	214	19.58	80.42	71.03
Black or African American	143	26	18.18	81.82	15.38
Filipino	186	42	22.58	77.42	47.62
Hispanic or Latino	7162	1083	15.12	84.88	17.70
Native Hawaiian or Pacific Islander	27	4	14.81	85.19	--
Two or More Races	509	74	14.54	85.46	55.41
White	2788	558	20.01		38.67
English Learners	2223	202	9.09	90.91	3.54
Foster Youth	73	13	17.81	82.19	15.38
Homeless	254	24	9.45	90.55	0.00
Military	28	5	17.86	82.14	--
Socioeconomically Disadvantaged	5836	864	14.80	85.20	16.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1594	268	16.81	83.19	5.97

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.