

# Cresson Elementary School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://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.

## 2023-24 School Contact Information

<b>School Name</b>	Cresson Elementary School
<b>Street</b>	11650 East Cresson Street
<b>City, State, Zip</b>	Norwalk, CA 90650
<b>Phone Number</b>	562.868.6620
<b>Principal</b>	Erin Dunroe
<b>Email Address</b>	edunroe@llcsd.net
<b>School Website</b>	https://cresson.llcsd.net/
<b>County-District-School (CDS) Code</b>	19647176014997

## 2023-24 District Contact Information

<b>District Name</b>	Little Lake City Elementary School District
<b>Phone Number</b>	562.868.8241
<b>Superintendent</b>	Jonathan Vasquez
<b>Email Address</b>	jvasquez@llcsd.net
<b>District Website</b>	www.llcsd.net

## 2023-24 School Description and Mission Statement

### Principal's Message

Cresson Elementary School is a neighborhood school nestled in a community that includes single-family homes and apartment complexes. Most of our students either walk to school or are driven by their parents each day. Cresson serves approximately 250 students from Autism Focus Preschool through fifth grade, encompassing a diverse group of learners that includes English Learners, Students with Disabilities, and Gifted and Talented Education (GATE) students. Once they complete fifth grade, our students move on to Lake Center Middle School then Santa Fe High School.

Our hard-working, dedicated staff includes eleven general education teachers, special education staff, interventionists, classroom paraprofessionals, office and custodial staff, and the principal. We enjoy the support of many parent and community volunteers who dedicate countless hours to assist our staff in ensuring that our students receive the best possible educational experiences. Our team works collaboratively during Data Reflection Sessions, during staff meetings, on early release Wednesdays, and during professional development opportunities. We collect and analyze data, reflect on student progress, and plan instruction using research-based strategies that address the goals of the new California State Standards to ensure that our students are well-prepared for their futures in college and careers. Our professional development funds (LCAP 7) allow us to offer training that is specifically-designed to address reading deeply, writing across the curriculum using text evidence, having a deep understanding of mathematical concepts in order to apply math skills and strategies in a variety of situations, and using technology as a tool to learn, create, and demonstrate understanding. This collaborative, data-driven approach to instruction resulted in our making gains in both language arts and math on the California Assessment of Student Performance and Progress. Cresson was named a California Gold Ribbon School and a Title I Academic Achievement School in 2016, and received the CSBA Golden Bell Award in 2017. During the 2018-2019 school year, Cresson was recognized as a California Business for Education Excellence (CBEE) Honor Roll School. Cresson was recently recognized as a 2020 Top Los Angeles County Public School. Most recently, Cresson was recognized as one of the U.S. News and World Report Best Elementary Schools.

At Cresson, we maintain high expectations for all learners to reach their potential. We believe this includes addressing the needs of the whole child, academically, socially, emotionally, and physically. Using our Student Motivation (LCAP 33) and district funds (LCAP 26 and 27) we have developed a Positive Behavior Intervention and Support (PBIS) school-wide behavior plan aimed at promoting positive character traits and an anti-bully program, which are designed to help increase student school connectedness and engagement. In fall 2023, Cresson received the PBIS gold medal for our schoolwide implementation. We

## 2023-24 School Description and Mission Statement

have implemented the district-adopted Second Step character education program school wide. In addition to our school programs, we have district and community partnerships that include art, physical education, technology, counseling, and the THINK Together afterschool program. Our annual Parent Survey results indicate an overall satisfaction rate of 93%, and Cresson scored at or above 85% on all survey questions. Our Healthy Kids Survey results showed overall growth and stability in school connectedness from the 2015-2016 school year to the 2022-2023 school year (82% to 91%) and that students continue feeling safe at school. The 2022-23 survey showed that 100% of Cresson students feel a teacher or some other adult really cares about them. Approximately 97% of our surveyed students indicated that an adult at school listens to them, and 89% indicated that there is an adult at school who believes they will be a success. Our children are our greatest resource and we invest great effort in addressing the unique needs of every individual student.

Erin Dunroe, PRINCIPAL

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	57
Grade 1	43
Grade 2	34
Grade 3	35
Grade 4	33
Grade 5	35
<b>Total Enrollment</b>	<b>237</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.3%
Male	47.7%
American Indian or Alaska Native	0.4%
Asian	1.7%
Black or African American	1.3%
Filipino	0.8%
Hispanic or Latino	86.9%
Native Hawaiian or Pacific Islander	1.3%
Two or More Races	3%
White	3.8%
English Learners	22.4%
Foster Youth	2.5%
Homeless	13.1%
Socioeconomically Disadvantaged	86.1%
Students with Disabilities	16%

### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	11.00	99.19	174.60	90.77	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	4.20	2.18	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.10	0.62	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.10	0.90	1.60	0.83	12115.80	4.41
<b>Unknown</b>	0.00	0.00	10.70	5.59	18854.30	6.86
<b>Total Teaching Positions</b>	11.00	100.00	192.40	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	12.00	99.26	173.90	93.14	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.80	0.96	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	3.60	1.93	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.10	0.83	1.30	0.70	11953.10	4.28
<b>Unknown</b>	0.00	0.00	6.00	3.26	15831.90	5.67
<b>Total Teaching Positions</b>	12.00	100.00	186.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.00</b>	<b>0.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.10	0.10
<b>Total Out-of-Field Teachers</b>	<b>0.10</b>	<b>0.10</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Language Arts Adopted 2003-2004 School Year	No	0

<b>Mathematics</b>	Houghton Mifflin Go Math K - 8 Adopted 2013-2014 School Year	Yes	0
<b>Science</b>	TWIG Science Adopted 2023-2024 School Year	Yes	0
<b>History-Social Science</b>	Harcourt - CA Edition History Social Studies Adopted 2006-2007 School Year	No	0
<b>Foreign Language</b>	N/A	No	0
<b>Health</b>	N/A	No	0
<b>Visual and Performing Arts</b>	Students receive instruction in the VAPA Standards but we do not use an adopted text.	No	0

## School Facility Conditions and Planned Improvements

Cresson School was built in the early 1950s has 14 regular classrooms, 9 portable classrooms, a multipurpose room, a library, and an administration building,

Custodians clean each classroom every other day and all restrooms every day. Our custodians clear our campus of litter daily, and the district maintenance personnel remove any graffiti. The district maintains the landscaping on a bi-weekly schedule.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to making those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

**Year and month of the most recent FIT report**

12-23

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		

## School Facility Conditions and Planned Improvements

### 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).

#### College and Career Ready

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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	54	55	55	56	47	46
<b>Mathematics</b> (grades 3-8 and 11)	34	36	33	38	33	34

## 2022-23 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.

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.

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

The number of students tested includes 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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	107	103	96.26	3.74	55.34
<b>Female</b>	63	63	100.00	0.00	53.97
<b>Male</b>	44	40	90.91	9.09	57.50
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	94	91	96.81	3.19	52.75
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	12	11	91.67	8.33	81.82
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	25	24	96.00	4.00	25.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	19	19	100.00	0.00	36.84
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	95	91	95.79	4.21	51.65
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	15	14	93.33	6.67	7.14

## 2022-23 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.

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.

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

The number of students tested includes 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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	107	104	97.20	2.80	35.58
<b>Female</b>	63	63	100.00	0.00	26.98
<b>Male</b>	44	41	93.18	6.82	48.78
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	94	91	96.81	3.19	32.97
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	12	12	100.00	0.00	50.00
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	25	25	100.00	0.00	20.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	19	19	100.00	0.00	15.79
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	95	92	96.84	3.16	31.52
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	15	14	93.33	6.67	7.14

## 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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	28.89	47.22	30.68	34.98	29.47	30.29

## 2022-23 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	36	36	100.00	0.00	47.22
<b>Female</b>	21	21	100.00	0.00	28.57
<b>Male</b>	15	15	100.00	0.00	73.33
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	31	31	100.00	0.00	45.16
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	32	32	100.00	0.00	46.88
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

## 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.

#### 2023-24 Opportunities for Parental Involvement

Communication and parent involvement is very important at Cresson Elementary School. We know the value of a strong home-school partnership, and we desire to see this relationship grow, for the benefit of our students, families, staff, and the community. Our ongoing goal is to increase our parent involvement, not only in family events, but also in leadership and training opportunities. We will continue to seek opportunities to share information and gain input from parents. In addition, we will offer information and training sessions aimed at keeping our parents up-to-date with what is happening at Cresson and the district. We will strongly encourage our parents to engage in the parent education opportunities offered by the Little Lake City School District. We provide translation as needed for parent meetings and training. These efforts will continue to be supported by our Parental Involvement funds (LCAP 28).

It is our goal to keep everyone informed and involved through a variety of sources, including the school marquee, school newsletters, classroom newsletters, flyers, Parent Square phone calls, text messages and emails, social media, and the school's web page. Teachers use parent communication platforms such as ClassDojo or Remind to promote two-way communication with families. The principal, Ms. Dunroe, has an open door policy and welcomes parent input, questions, or concerns.

Cresson parents are invited and encouraged to be active participants in the school community. Parent leadership opportunities include membership in the School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Teacher Organization (PTO). Cresson enjoys the support of parents and community members as volunteers in the classroom and in the school office, chaperones on field trips, and support for special programs and events, such as Back-to-School Night, the Trunk or Treat, Family Science events, Family Art Nights, the Winter Program, Read Across America Day, Open House, Volunteer Appreciation, Movie Nights, the Talent Show, Lunch with a Loved One, and our Spring Performance. Our LCAP 28 funds help purchase supplies for our family events such as glow stick necklaces for the outdoor movie night. For information about getting involved at our school, please contact your child's teacher, the principal, or the PTO at (562) 868-6620.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	264	255	86	33.7
Female	142	134	41	30.6
Male	122	121	45	37.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	4	4	2	50.0
Black or African American	3	3	1	33.3
Filipino	3	2	0	0.0
Hispanic or Latino	226	219	74	33.8
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	7	7	4	57.1
White	12	11	3	27.3
English Learners	67	63	21	33.3
Foster Youth	8	8	2	25.0
Homeless	42	41	17	41.5
Socioeconomically Disadvantaged	229	222	81	36.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	57	53	29	54.7

### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.00	1.33	1.66	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.03	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

Safety is of the utmost importance at Cresson Elementary School. To ensure safety and security, students enter campus from 7:45 to 8:15 through the front gate that is monitored by employees. At 8:15 one gate is locked and students coming after that time must enter through the main office. The office door remains locked all day and visitors ring the bell to gain entrance. All visitors must sign in digitally with the school office and receive the appropriate badge before entering the campus, and they must sign out upon leaving. The principal, teachers, and support staff monitor the grounds and supervise students before, during, and after school in order to ensure student safety.

Cresson's Comprehensive Safe School Plan is updated annually and it was reviewed and approved by SSC/ELAC on November 16, 2023. It includes procedures for emergencies, school-wide behavior policies, our plan to address bullying, and how we protect the physical, emotional, and social well-being of all students. Our plan is shared with all personnel at a staff meeting each year. Safety drills are conducted on a regular basis, including fire, earthquake, and lock down procedures to address physical safety. We participate in The Great California Shakeout, a statewide earthquake drill, each October. We have instituted Positive Behavior Intervention and Support, a school-wide behavior policy that emphasizes respect, responsibility, collaboration, and safety. A team of staff members have participated in training on PBIS (funded through district LCAP 27), which helped us review and revamp our plan to ensure that it fully addresses the needs of the students and the school community and that it is implemented with the greatest degree of effectiveness. The team will continue to participate in the third tier of training, which will entail full implementation of the program throughout our school. All staff has been trained in the district-adopted Second Step program (funded through district LCAP 27), which addresses social-emotional learning and includes a unit about bully prevention. To address the emotional well-being of students, we have the support of a counseling intern from Turning Point and a site counselor (funded through district LCAP 26), as well as access to resources in the local community, such as WACSEP interns, Pacific Clinics and The Whole Child. We work with the site counselor to coordinate programs and supports for student social-emotional learning. We also use information from annual surveys to help us make decisions regarding our safety plan. Our annual Parent Survey results indicate an overall satisfaction rate of 93%, and Cresson scored at or above 85% on all survey questions. Our Healthy Kids Survey results showed overall growth and stability in school

## 2023-24 School Safety Plan

connectedness from the 2015-2016 school year to the 2022-2023 school year (82% to 91%) and that overall students continue feeling safe at school (89%). During the 2022-2023 school year 100% of students surveyed believes there is a teacher or some other adult who really cares about them and 97% of students believe adults treat students fairly.

## 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.

### 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	8	5		
1	11	2	1	
2	13	2	1	
3	20	1	1	
4	21	1	1	
5	23	1	1	

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	15	4		
1	15	1	1	
2	17	2		
3	12	2	1	
4	21	1	1	
5	22	1	1	
Other	2	1		



## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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
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## 2022-23 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	237

## 2022-23 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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	16,389	1,655	14,734	88,039
District	N/A	N/A	13,387	\$83,600
Percent Difference - School Site and District	N/A	N/A	9.6	9.7
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	63.8	-0.8

## Fiscal Year 2022-23 Types of Services Funded

The Little Lake City School District provides additional services for students using federal funds (Title I, Title III, Title IV) and LCAP funds. Title I funds are primarily used to support all students using a Response to Intervention (RtI) model. At the elementary sites, Interventionists are funded to provide differentiated instruction to meet the needs of all learners within the RtI model in ELA and mathematics during the school day. At the middle schools, Interventionists monitor student academic progress and determine placement for intervention based on student needs. Title I funds are also used to support parent involvement at both the site and district level. Title III is used to provide supplemental services to all English Learners including additional tutoring beyond the school day, and professional development for EL Coordinators. Title IV funds provide students with a well-rounded education and supports using phenomena in NGSS-designed lessons through the creation of NGSS kits. In addition, these funds support safe and healthy students through the implementation of a social emotional learning program, Second Step, which is a proactive approach to building essential social and behavioral skills.

LCAP funds are also given directly to sites to supplement services for English learners, low income students, and homeless/foster students. Some specific site actions and services include LCAP 2 for supplemental materials to support student learning, LCAP 7 for site based training and professional development for staff, LCAP 28 for site specific parent engagement opportunities, LCAP 29 for site based tutoring and intervention needs, and LCAP 33 for site based student motivation activities. These site specific services are in addition to District-wide LCAP services including school counselors and response to intervention services.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
<b>Beginning Teacher Salary</b>	\$51,855	\$54,046
<b>Mid-Range Teacher Salary</b>	\$77,155	\$84,515
<b>Highest Teacher Salary</b>	\$104,469	\$110,867
<b>Average Principal Salary (Elementary)</b>	\$114,144	\$136,841
<b>Average Principal Salary (Middle)</b>	\$118,260	\$141,477
<b>Average Principal Salary (High)</b>	\$0	\$137,985
<b>Superintendent Salary</b>	\$202,452	\$217,473
<b>Percent of Budget for Teacher Salaries</b>	33.02%	32.43%
<b>Percent of Budget for Administrative Salaries</b>	5.13%	5.62%

## Professional Development

Cresson staff engages in ongoing professional development in order to effectively meet the needs of all students. From the fall of 2014 to spring 2017, Cresson participated in training and coaching in the use of CELL/ExLL strategies to support literacy skills across the curriculum in all grade levels. As part of this process, a literacy coach provided professional training sessions, observation and individual coaching sessions. Teachers also had opportunities to observe peers in other classrooms and other schools. All teachers have now been trained in an updated model of Guided Reading and administering reading assessments. This professional development includes strategies to support students in reading with depth of understanding and writing across the curriculum using text evidence and support. Since the deep understanding and application of text continues to be of particular focus, Cresson has continued to engage in professional development regarding Close Reading, through district and site TOSA training and support and through our Student Achievement Leadership Team (SALT) collaboration. Teachers now routinely engage in grade level and vertical articulation and collaboration facilitated by district personnel, our site TOSA, and the site administrator.

## Professional Development

Staff development continues to focus on California State Standards and how to address them with high levels of rigorous learning and student engagement. In addition to participating in district professional development with the UCLA Math Project related to math teaching and learning, we continue to work with district coaches to ensure that our teaching and learning challenge and enrich our students so that they can meet state standards and their own personal goals. During the 2019-2020 school year, the district math coaches worked with a group of teachers from each grade level to update the district's instructional pacing guide and assessments to ensure alignment with state standards, assessments, and expectations of rigor. By the end of the 2022-2023 school year all teachers were trained in designated and integrated ELD. Site Professional Development funds (LCAP 7) have allowed Cresson to address specific site training and collaboration needs in order to best meet the needs of all students. Our science leader continues to participate in training on the Next Generation Science Standards with the UCLA Science Project. Our new staff members have participated in all new teacher trainings as well as instructional coaching cycles with the district TOSAs. In addition, we have a team of teachers trained to be Thinking Maps trainers in order to provide support for the schoolwide implementation of this training with all of our staff and all new teachers. All of Cresson's teachers have been trained in Thinking Maps and are using them to organize and communicate information and learning. During the spring of 2020 and throughout the 2020-2021 school year, all teachers engaged in professional development in a variety of technology platforms and strategies. Some of the topics of professional development included Zoom, Clever, Screencastify, Epic Books, Learning A-Z, Kami, Seesaw, ST Math, Discover Education, and Lexia. Many of these technology skills and platforms are used to enhance instruction and practice to meet the needs of our students in an increasingly digital world. During the summer of 2023, 8 staff members attended district training on ViewSonic smartboards and then integrated the smartboards in their classroom at the beginning of the 2023-2024 school year. During the 2023-2024 school year all Cresson staff participated in district training on the newly adopted science curriculum, Twig. To address student behavior needs, a strong focus has been on professional development related to Social-Emotional Learning, Trauma Informed Practices, and our Positive Behavior Intervention and Supports (PBIS) schoolwide system. During the 2023-2024 school year, the PBIS leadership team will attend three professional development sessions in order to continue to develop our tiered intervention system. All staff participated in district counselor-led PD, and a group of ten staff members piloted Mindful Schools training and integrated calming corners in their classrooms beginning in fall 2022. During the 2022-2023 school year, five staff members participated in the restorative justice professional development offered by the LA County Office of Education. These staff members presented on the restorative practices strategies to the rest of the Cresson staff. In December 2023, all Cresson staff engaged in Foundations of Trauma-Informed Practice for Educational and Care Settings.

During Innovative Learning Collaborative (ILC) meetings, grade level teams continue to analyze student work and assessment data and collaboratively plan instruction, focusing on the diverse needs of all of our student subgroups, including GATE, English Learners, and Students with Disabilities. The Cresson staff is dedicated to the learning and growth that needs to occur on their part so that they are well-equipped to provide appropriate instruction to all of our students. SALT facilitated the creation, implementation, and ongoing monitoring of a School Instruction Plan to address specific student learning targets within and across grade levels. This team looks at data, engages in professional development, and facilitates staff collaboration and learning in order to strategically focus on identified student learning goals. Analysis of the data from the 2021-2022 and 2022-2023 school years showed we needed to make math a priority at Cresson. As part of our Collaborative Inquiry Cycles, SALT wrote an additional school goal focused on math and we have used this goal to focus our learning rounds, ILC discussions and our choice of math instructional strategies. In October 2023, we invited the math TOSAs to present on productive struggle and have since made it a topic of discussion in our ILC meetings. Cresson's SALT continues to provide instructional leadership from the middle to support all staff in deep, meaningful conversations and planning to raise the level of rigor and student engagement across all curricular areas. As this team becomes increasingly empowered, students and staff benefit from increased achievement and habits of lifelong learning. A select group of staff will work directly with a consultant from Innovate Ed. to deepen our understanding in these areas and to help us create and implement our process and protocols. This will be shared with all staff during ILC meetings, grade level meetings, and staff meetings to ensure common understanding, create team buy-in, and to increase collective efficacy.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	8	8	8