

Crescent View West Charter

Rafael Aguilar

Principal, Crescent View West Charter

About Our School

Hello Students, Parents and Guardians,

Welcome to Crescent View West , home of the Wolverines. Crescent View West is a school committed in providing a top quality education to students in the Central Valley.

This is done by employing enthusiastic, energetic and motivated educators that put students first. Our staff has established high expectations for themselves and students. They understand that a winning combination includes superior class instruction, challenging curriculum and creating a strong teacher, student, parent and community relationship.

Our school is an exciting and wonderful place for students to earn an education. We provide a program that suits the needs of all students depending on individual needs. Our teachers work together as a team to impact the lives of each student in and out of the classroom. We pride ourselves in that we support all students socially and academically by continuously learning through professional development to stay current with the latest educational trends.

In addition, Crescent View West has established a tradition of excellence and demonstrated continuous success. This is evident in our yearly Academic Point Index (API) and the number of students that graduate from Crescent View West. Our staff continues to build upon the positive school culture and advocates for the diversity and uniqueness of each student.

Finally, we believe by building strong relationships with our students, parents and community we can positively change lives. We encourage all to visit our school and witness for themselves the wonderful program we offer.

Sincerely,

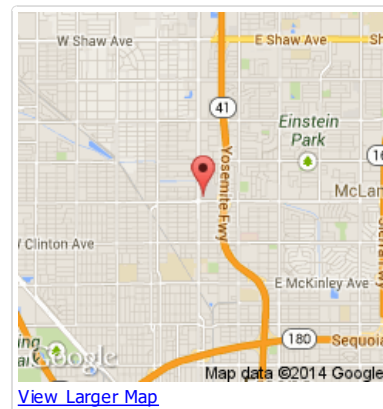
Rafael Aguilar, Principal

Crescent View West

Contact

1901 East Shields Ave., Ste. 130
Fresno, CA
93726-5309

Phone: 559-225-1106
E-mail: raqular@cvsouth.org



Data and Access

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

- For more information about SARC requirements, see the [California Department of Education \(CDE\) SARC Web page](#).
- For additional information about the school, parents 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](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the [CDE API Web page](#).

About This School

Contact Information (School Year 2012-13)

School	
School Name	Crescent View West Charter
Street	1901 East Shields Ave., Ste. 130
City, State, Zip	Fresno, Ca, 93726-5309
Phone Number	559-225-1106
Principal	Rafael Aguilar
E-mail Address	raqular@cvsouth.org
County-District-School (CDS) Code	10101080109991

District	
District Name	Fresno County Office of Education
Phone Number	(559) 265-3000
Web Site	http://www.fcoe.org
Superintendent First Name	Jim
Superintendent Last Name	Yovino
E-mail Address	jyovino@fcoe.org

Last updated: 1/31/2014

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

Crescent View West is a public charter organization that offers a personalized educational program for those students who need an independent study approach in meeting academic needs.

Typical students are those who have stopped going to their comprehensive high school, have not graduated, have adult responsibilities, need to make up classes in order to attain class-level status, or have unique scheduling needs that complicate the completion of their compensatory educational requirement. Many students merely work more effectively in an independent study environment. Regardless of the reason, CVW offers a uniquely structured academic program, rigorously guided by the California Subject Area Content Standards, that provides a challenging yet highly individualized education for students.

The mission of Crescent View West is to engage students who are no longer a part of the instructional plan offered by the traditional high school. Crescent View West equips students ages 14-22, with two kinds of literacy necessary in the 21st century – the ability to read, write, speak, and calculate with clarity and precision, and the ability to participate passionately and responsibly in the life of the community. CVW will enable students to become literate, self-motivated, lifelong learners by providing a multi-cultural, student-centered environment, in which all students will be held to high academic and behavioral standards, will work in collaborative relationships, both within and outside CVW and will perform service to the greater community. CVW is committed to providing a safe, pleasant, and disciplined environment that is conducive to learning. Through Personalized Learning, students in grades 9-12 will acquire the knowledge and skills necessary to become competent learners and responsible citizens in the 21st century.

Additionally, the mission of CVW is to prepare students to become active participants in a world of cultural diversity and rapid technological change. This mission is a challenge that has been taken by an aggressive administration that is currently engaged in an ambitious program of "authentic, standards-based reform" that "holds high expectations and provides high levels of support for all students, teachers, and educational leaders." Through Personalized Learning, students are held to the highest academic standards, and given the nurturing required to reach those standards. Partnership among students, parents, and educators is the foundation of our program. All educators are encouraged to use innovative teaching methods. Our high expectations and individualized choices encourage students to become actively engaged, passionate learners. Graduates are prepared to successfully compete in the workforce, to attend colleges of their choice, communicate across gender, race, and socioeconomic complexities, and value service to others in society.

Last updated: 1/31/2014

Opportunities for Parental Involvement (School Year 2012-13)

All parents are notified of opportunities for joining and meeting with other parents and staff through the efforts of the Parent Advisory Committee. In addition, all parents are required to attend school on orientation day with their students for the purpose of becoming familiarized with the school, staff, and procedures. Parents are notified through mail, staff telephones, and a one call system that uses a recorded message to go to all parents within a short amount of time. A quarterly newsletter also keeps parents updated on activities, important dates, and meetings as well as any other important events taking place at Crescent View West.

Last updated: 1/31/2014

Student Performance

Standardized Testing and Reporting Program

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

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

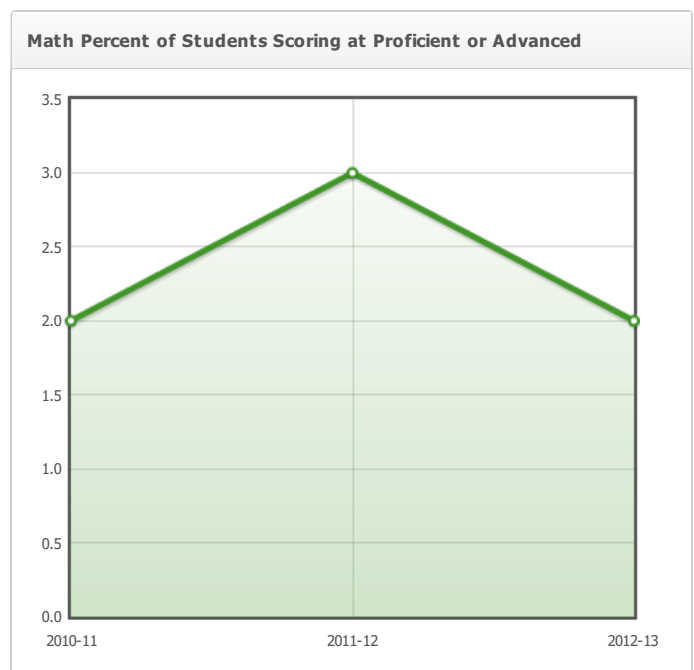
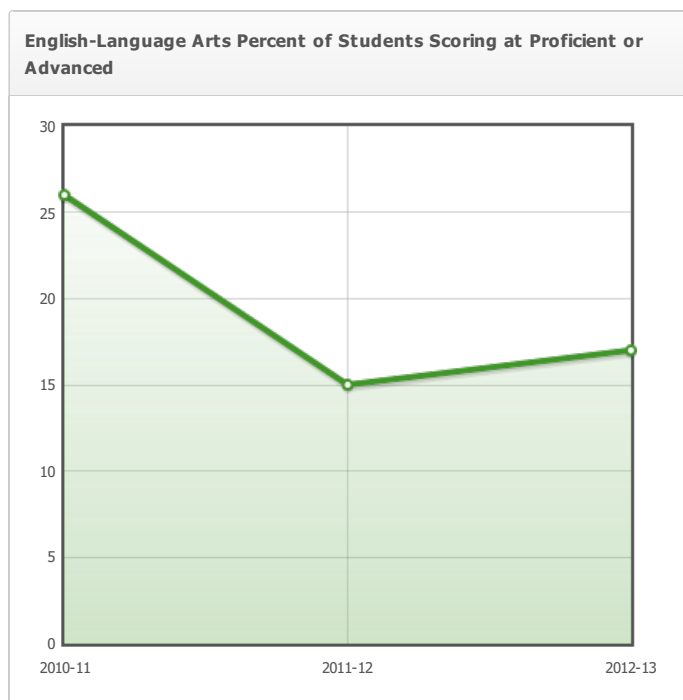
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

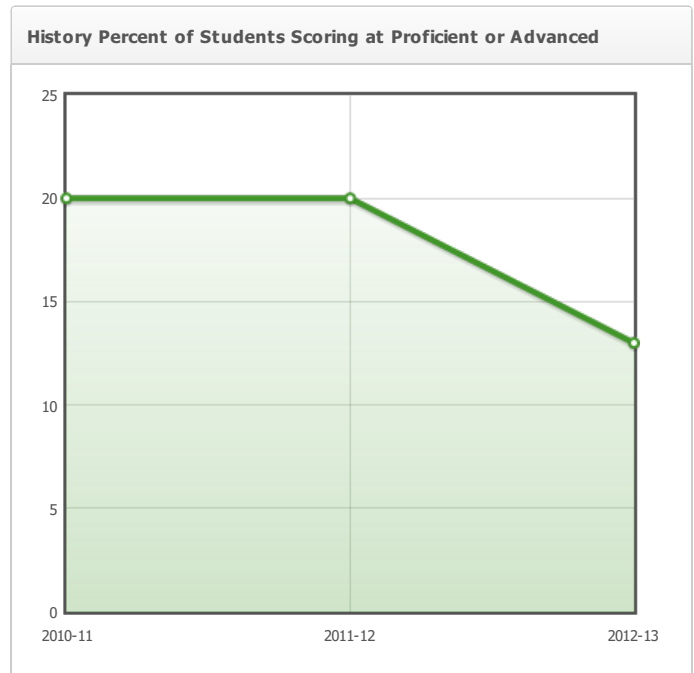
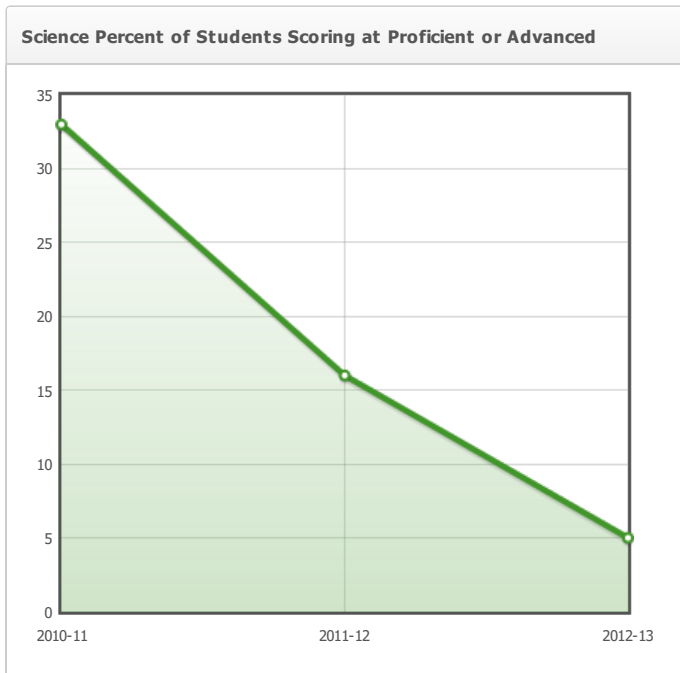
For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	26%	15%	17%	26%	28%	30%	54%	56%	55%
Mathematics	2%	3%	2%	23%	25%	27%	49%	50%	50%
Science	33%	16%	5%	17%	14%	12%	57%	60%	59%
History-Social Science	20%	20%	13%	7%	9%	6%	48%	49%	49%

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





Last updated: 1/31/2014

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	30%	27%	15%	6%
All Students at the School	17%	2%	5%	13%
Male	12%	1%	6%	13%
Female	23%	4%	4%	13%
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	17%	1%	3%	8%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	24%	5%	14%	25%
Two or More Races	13%	6%	N/A	27%
Socioeconomically Disadvantaged	15%	3%	2%	10%
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	10%	N/A	N/A	7%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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

Last updated: 1/31/2014

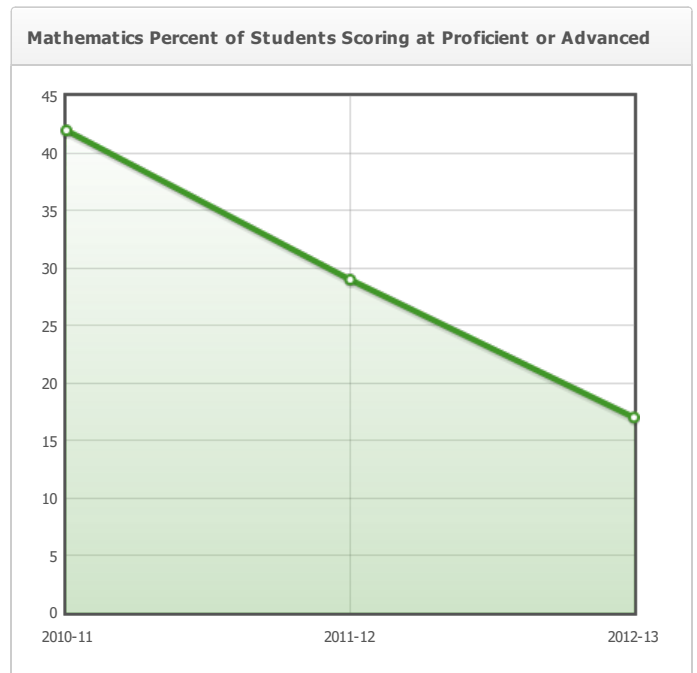
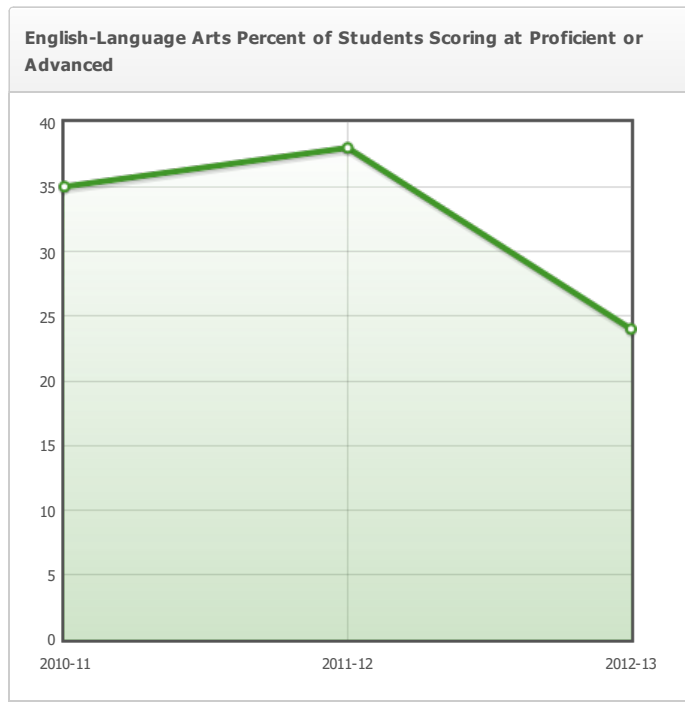
California High School Exit Examination Results for All Grade Ten Students –

Three-Year Comparison

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	35%	38%	24%	17%	16%	10%	59%	56%	57%
Mathematics	42%	29%	17%	16%	14%	10%	56%	58%	60%

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



Last updated: 1/31/2014

California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	90%	7%	3%	90%	9%	1%
All Students at the School	76%	13%	11%	83%	17%	N/A
Male	90%	5%	5%	82%	18%	N/A
Female	63%	21%	17%	83%	17%	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	78%	13%	9%	77%	23%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	63%	19%	19%	81%	19%	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	83%	8%	8%	84%	16%	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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

Last updated: 1/31/2014

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

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the [CDE PFT Web page](#).

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	N/A	N/A	N/A
9	42.9%	7.1%	7.1%

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

Last updated: 1/31/2014

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

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

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

API Rank	2010-11	2011-12	2012-13
Statewide	B	B	B
Similar Schools	B	B	B

Last updated: 1/31/2014

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	69	35	-80
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	74	17	-73
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	70	33	-74
English Learners			
Students with Disabilities			

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

Last updated: 1/31/2014

Academic Performance Index Growth by Student Group – 2012-13 Growth API

Comparison

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

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	101	629	115	445	4,655,989	790
Black or African American	3		25	442	296,463	708
American Indian or Alaska Native	1		0		30,394	743
Asian	4		4		406,527	906
Filipino	0		0		121,054	867
Hispanic or Latino	59	603	67	455	2,438,951	744
Native Hawaiian or Pacific Islander	1		0		25,351	774
White	33	647	17	421	1,200,127	853
Two or More Races	0		2		125,025	824
Socioeconomically Disadvantaged	76	632	111	448	2,774,640	743
English Learners	13	612	28	466	1,482,316	721
Students with Disabilities	10		41	395	527,476	615

Last updated: 1/31/2014

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

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

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

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	No
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	No	No
Met Graduation Rate	No	No

Last updated: 1/31/2014

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the [CDE PI Status Determinations Web page](#).

Indicator	School	District
Program Improvement Status	Not in PI	
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	%

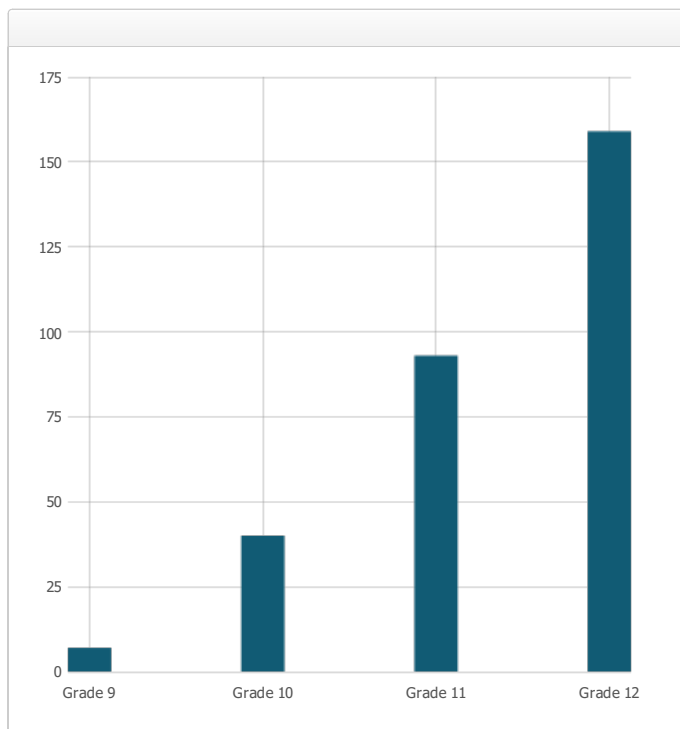
Note: Cells shaded in black or with N/A values do not require data.

Last updated: 1/31/2014

School Climate

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

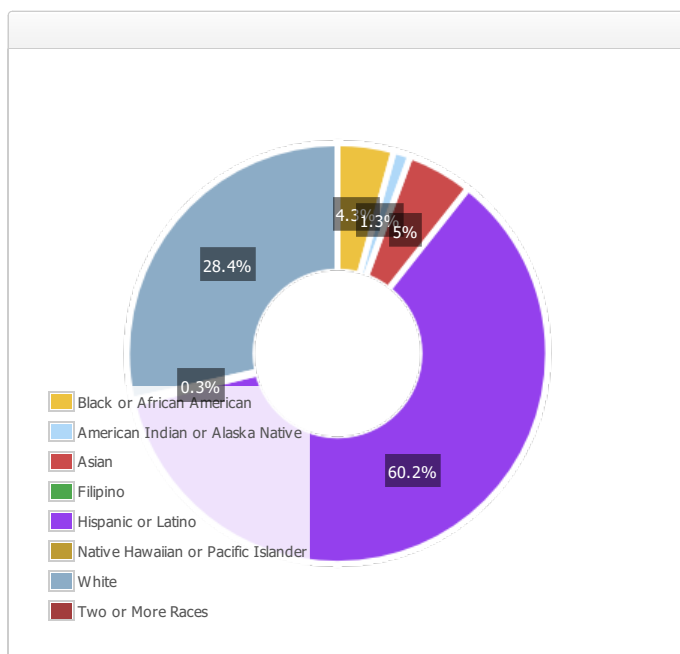
Grade Level	Number of Students
Grade 9	7
Grade 10	40
Grade 11	93
Grade 12	159
Total Enrollment	299



Last updated: 1/31/2014

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

Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	1.3
Asian	5.0
Filipino	0.0
Hispanic or Latino	60.2
Native Hawaiian or Pacific Islander	0.3
White	28.4
Two or More Races	0.0
Socioeconomically Disadvantaged	82.3
English Learners	15.4
Students with Disabilities	8.0



Last updated: 1/31/2014

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

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

Last updated: 1/31/2014

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	3.5				63	0	0	5.0	79	1		
Mathematics	7.8				37	2	0	4.0	41			
Science	5.2				13	0	0	8.0	12	1		
Social Science	5.7				18	0	0	6.0	28	1		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/31/2014

School Safety Plan (School Year 2012-13)

All teachers and staff have safety plan binders at their desks, and yearly Staff Development time is dedicated to our safety plan.

Key elements of the safety plan are: emergency exit procedures, lock down procedures, medical and first aid procedures.

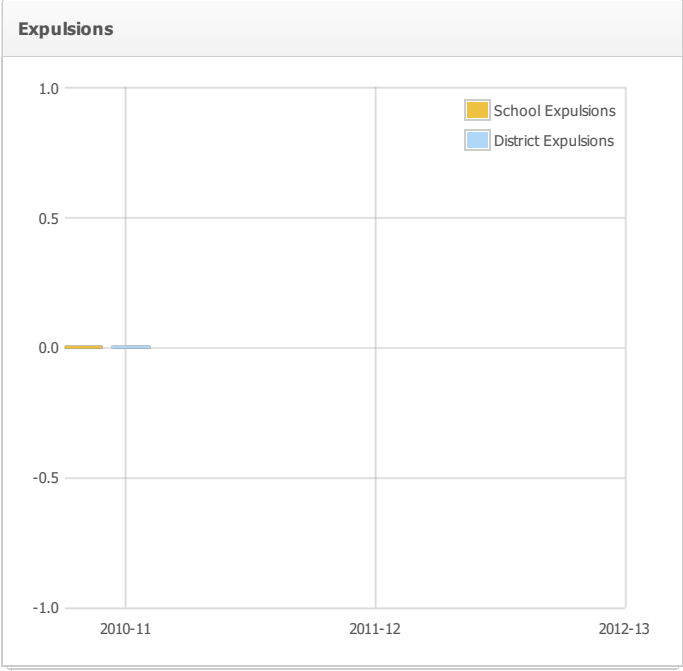
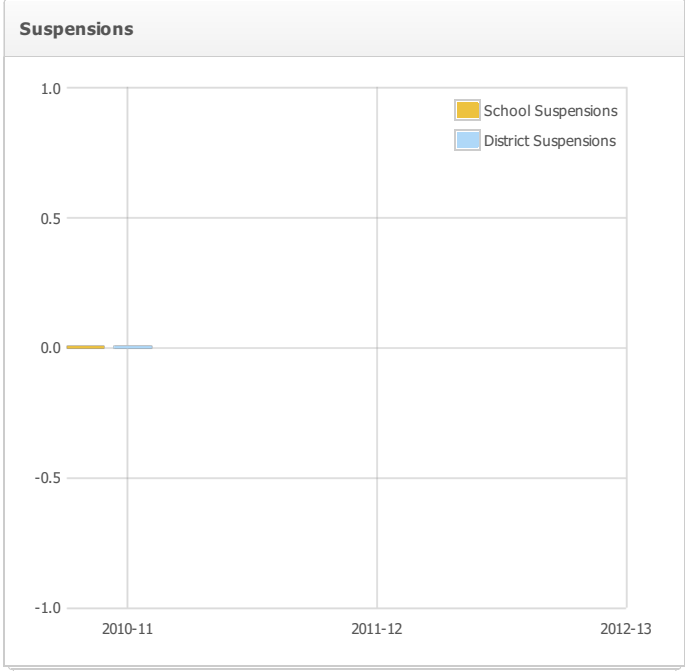
The safety plan also has procedures for : fire, earthquake, gas leak, bomb threat, chemical spill, violent behavior, and psychological crisis.

Last updated: 1/31/2014

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions						
Expulsions						

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



Last updated: 1/31/2014

School Facilities

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

Crescent View West provides a clean and safe environment where students can learn. Courses are taught by highly qualified, credentialed teachers trained to meet the needs of the students. Currently Crescent View West has one location at Manchester Center in Fresno.

Last updated: 1/31/2014

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

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No repairs required.
Interior: Interior Surfaces	Good	No repairs required.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No repairs required.
Electrical: Electrical	Good	No repairs required.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	No repairs required.
Safety: Fire Safety, Hazardous Materials	Good	No repairs required
Structural: Structural Damage, Roofs	Good	No repairs required
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No repairs required

Overall Facility Rate (School Year 2013-14)

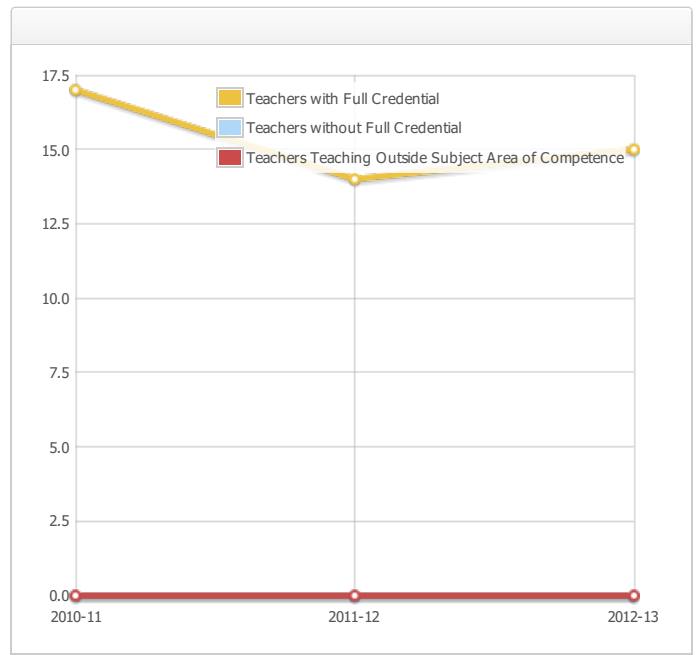
Overall Rating	Exemplary
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Last updated: 1/31/2014

Teachers

Teacher Credentials

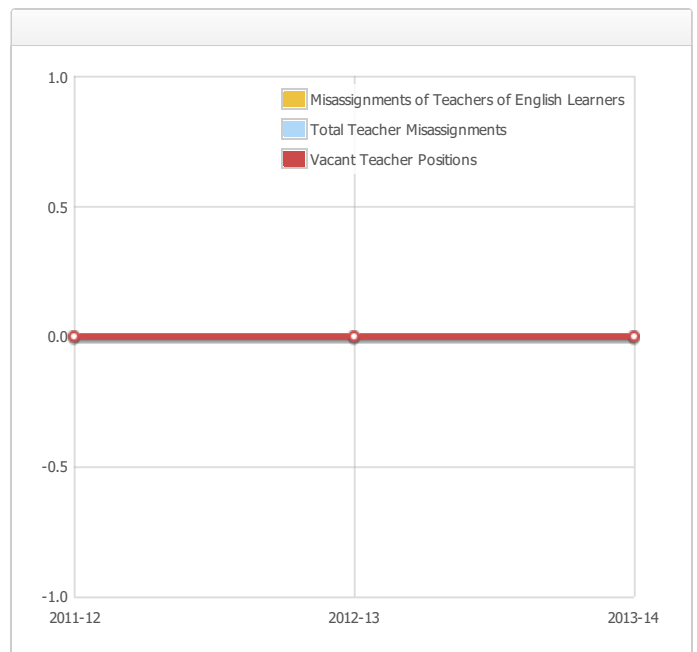
Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	17	14	15	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/31/2014

Teacher Misassignments and Vacant Teacher Positions

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



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

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

Last updated: 1/31/2014

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13) -

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	90	10
All Schools in District	90	10
High-Poverty Schools in District	90	10
Low-Poverty Schools in District	0	0

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

Last updated: 1/31/2014

Support Staff

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	405.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	1.0	N/A

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

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

Last updated: 1/31/2014

Curriculum and Instructional Materials

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

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

Year and month in which data were collected: January 2014

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Holt Literature Language Arts 3rd, 4th, 5th & 6th Course (Holt, Rinehart, & Winston)	Yes	0.0
Mathematics	Algebra 1 (Prentice Hall) Algebra/Trigonometry (McDougal Littell) Geometry (Prentice Hall) Pre-calculus (Larson and Hostetler) Calculus Eight Edition (Houghton Mifflin) Mathematics with Business Applications (Glencoe)	Yes	0.0
Science	Earth Science CA Edition (Prentice Hall) Biology CA Edition (Prentice Hall) Chemistry (Prentice Hall) Conceptual Physics (Prentice Hall)	Yes	0.0
History-Social Science	Principles in Action (Prentice Hall CA Edition) Magruder's American Government (Prentice Hall CA Edition) American Anthem, Modern American History (Holt CA Edition) World History, The Modern World (Prentice Hall CA Edition)	Yes	0.0
Foreign Language	Buen Viaje Level 1 (Glencoe) Buen Viaje Level 2 (Glencoe)	Yes	0.0
Health	Health(AGS)	Yes	0.0
Visual and Performing Arts	Understanding Art (Glencoe)	Yes	0.0
Science Laboratory Equipment (grades 9-12)	Virtual labs- Biology CA Edition (Prentice Hall) Virtualabs - Chemistry (Prentice Hall) Probeware Laboratory Manual/CD-ROM- Conceptual Physics (Prentice Hall)	Yes	0.0

Last updated: 1/31/2014

School Finances

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$7,667	\$420	\$7,247	\$60,514
District	N/A	N/A	\$8,119	\$64,870
Percent Difference – School Site and District	N/A	N/A	-10.74%	-6.71%
State	N/A	N/A	\$5,537	N/A
Percent Difference – School Site and State	N/A	N/A	30.88%	N/A

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

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

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 1/31/2014

Types of Services Funded (Fiscal Year 2012-13)

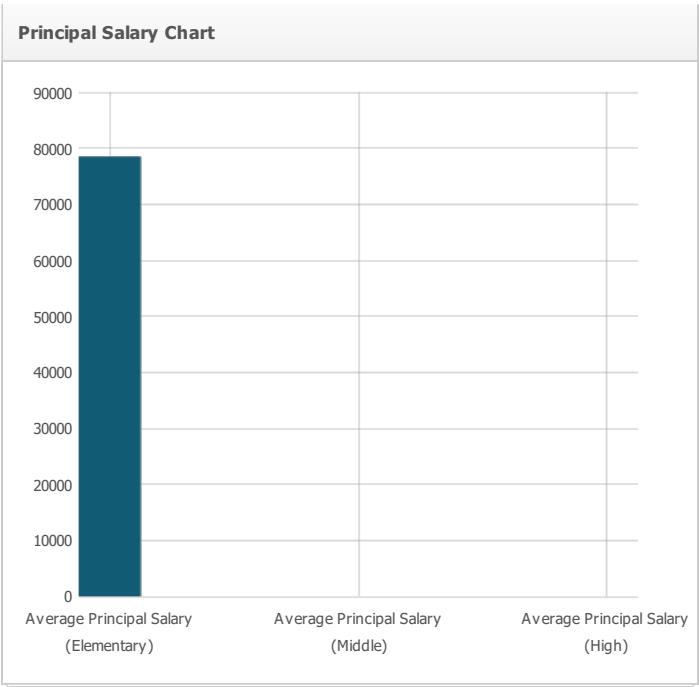
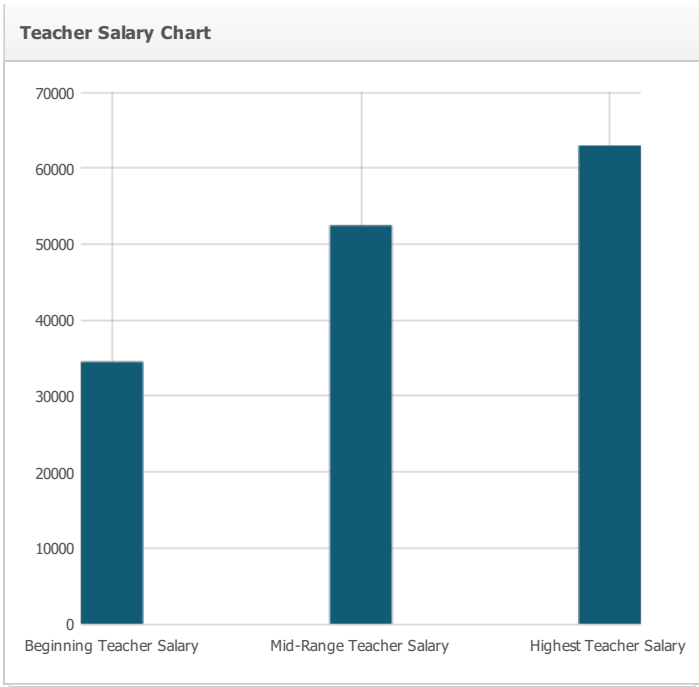
Crescent View West does accept categorical funding: Title II Part A is used for our staff development only. Title III-LEP funds, we support the learning of the English Learner Students. ARRA (Ed Jobs) funding is used to retain teachers positions. Special Education programs for SELPA, students with special needs.

Last updated: 1/31/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,507	\$38,719
Mid-Range Teacher Salary	\$52,457	\$55,637
Highest Teacher Salary	\$62,953	\$70,797
Average Principal Salary (Elementary)	\$78,512	\$90,284
Average Principal Salary (Middle)	\$00	\$94,675
Average Principal Salary (High)	\$00	\$85,183
Superintendent Salary	\$89,332	\$104,272
Percent of Budget for Teacher Salaries	%	35.0%
Percent of Budget for Administrative Salaries	%	7.0%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).



Last updated: 1/31/2014

School Completion and Postsecondary Preparation

Admission Requirements for California’s Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the [UC Admissions Information Web page](#).

California State University

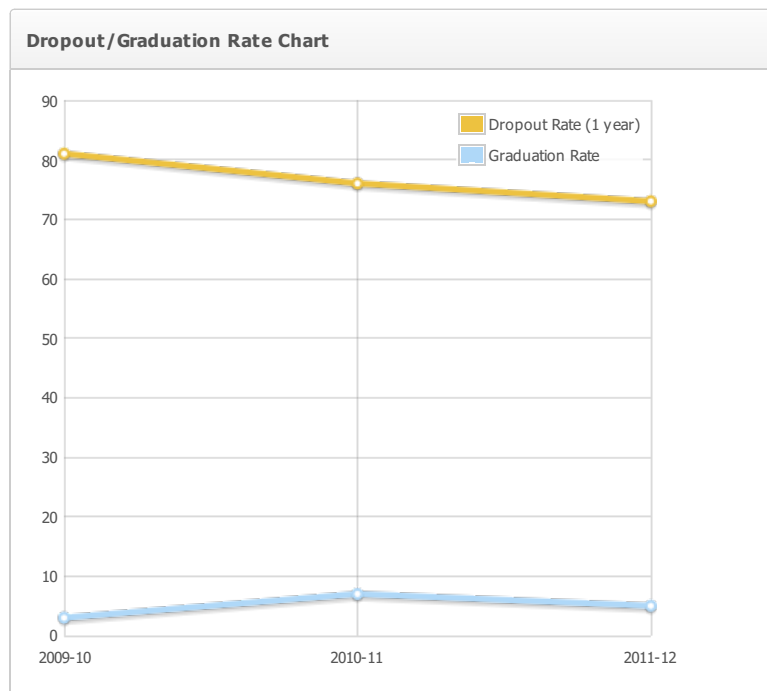
Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the [CSU Web page](#).

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	81.6	76.4	73.5	21.5	17.3	15.2	16.6	14.7	13.1
Graduation Rate	3.72	7.14	5.83	69.09	74.11	75.31	74.72	77.14	78.73



Last updated: 1/31/2014

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011-12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	48	78	418,598
Black or African American	3	7	28,078
American Indian or Alaska Native	1	1	3,123
Asian	6	7	41,700
Filipino			12,745
Hispanic or Latino	30	50	193,516
Native Hawaiian or Pacific Islander			2,585
White	8	13	127,801
Two or More Races			6,790
Socioeconomically Disadvantaged	42	70	217,915
English Learners	17	24	93,297
Students with Disabilities	1	5	31,683

Note: "N/D" means that no data were available to the CDE or LEA to report.

Last updated: 1/31/2014

Career Technical Education Programs (School Year 2012-13)

Crescent View West's Career Technical Education (CTE) programs emphasize and support academic achievement and are designed to encourage pupils to explore career options, educational, training and skill requirements for career interests, as well as, help students to develop desirable skills and competencies that are conducive to job success and personal growth. Career Exploration, Resume Writing, Interviewing, Community Service, Keyboarding, Computer Literacy and "General" Work Experience Education are components of the CTE programs that are available to Crescent View West students.

Last updated: 1/31/2014

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0

Last updated: 1/31/2014

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	42.8
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

Last updated: 1/31/2014

Advanced Placement Courses (School Year 2012-13)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0

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

*Where there are student course enrollments.

Last updated: 1/31/2014

Instructional Planning and Scheduling

Professional Development

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

CV West had 10 days dedicated to professional development. The primary areas of focus were ELA and math proficiency and intervention. Student achievement data was used to determine the need for professional development in reading, writing and math.

Professional development was delivered to staff in the form of monthly meetings on campus; off site trainings/workshops; conferences.

Teachers are supported during implementation through instructional coaching, meetings between teacher/department/principal, and student test results and performance data.

Last updated: 1/31/2014