

# Crafton Elementary

## 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>	Crafton Elementary
<b>Street</b>	311 N. Wabash Ave.

<b>City, State, Zip</b>	Redlands, CA 92374
<b>Phone Number</b>	(909) 794-8600
<b>Principal</b>	David Finley
<b>Email Address</b>	david_finley@redlands.k12.ca.us
<b>School Website</b>	<a href="https://www.redlandsusd.net/crafton">https://www.redlandsusd.net/crafton</a>
<b>County-District-School (CDS) Code</b>	36-67843-6036479

## 2023-24 District Contact Information

<b>District Name</b>	Redlands Unified School District
<b>Phone Number</b>	(909) 307-5300
<b>Superintendent</b>	Juan Cabral
<b>Email Address</b>	juan_cabral@redlands.k12.ca.us
<b>District Website</b>	www.redlands.k12.ca.us

## 2023-24 School Description and Mission Statement

For 135 years, Crafton Elementary School has been a community of learners: staff, teachers, students and parents who are committed to increasing personal and academic excellence in the context of community. Crafton Elementary staff participates in professional development to gain knowledge on how to support rigorous academic student achievement, robust social and emotional learning, equitable opportunities in the classroom, AVID strategies, and Positive Behavior Individual Supports (PBIS), for which we were recently honored with platinum PBIS status, the highest ranking in PBIS.

As an active center of our community, rich with heritage and traditions, Crafton School focuses on family involvement by providing many opportunities for all our students, staff, and community to interact via events including frequent family nights, 100% attendance family picnics, bike-to-school days, parent and grandparent breakfasts, and pastry with the principal events. Our PTA, School Site Council, ELAC [English Language Advisory Council], AAPAC [African American Parent Advisory Council], play a critical part in supporting getting both students and parents involved.

Crafton staff has created a rigorous learning environment that focuses on standards-aligned initial instruction, while also providing targeted interventions that support the needs of all students, including social skills, and innovative new ways to learn in the classroom.

We have strive to keep our campus safe, orderly, clean to ensure a healthy and safe environment. Our staff works to validate student efforts and recognize positive behaviors, while having a clear discipline plan that is consistent with our behavior expectations in line with our Platinum-level PBIS strategies, which reinforce a respectful, responsible, trustworthy, and safe school climate for all students.

The Common Core Standards in language arts, mathematics, social students, and science continue to be the priority for our instructional program. We are proud to be an schoolwide AVID Elementary site that focused on organizational skills and family connectedness. We have expanded our STEAM innovation opportunities from the lab to the classroom. Students experience twenty-first century technology and skills that will provide them with life long opportunities.

As we continue in our second century of high quality instruction for students at Crafton Elementary School, this is an appropriate time to present to you our annual School Accountability Report Card, sharing past accomplishments, current challenges, and a bright future for Crafton students.

**SCHOOL SUMMARY:** Crafton Elementary School was established in 1888 in the city of Redlands on the banks of the Zanja for the purpose of educating the local Native American children. The site later developed into an agricultural area surrounded by orange groves. The school's focus then changed to serve the new population of students. Over the course of these 130+ years, thousands of students have received their primary education foundation at Crafton Elementary School. Many of these students - representing five generations of Redlands families - have gone on to distinguish themselves in such areas as business, law, medicine, education, and the arts. Present enrollment figures indicate that nearly 700 students are fortunate enough to be part

## 2023-24 School Description and Mission Statement

of the Crafton Cougar family, many of them the children and grandchildren (and, yes, great-grandchildren) of former Crafton Cougars!

**PURPOSE:** At Crafton Elementary School, we will provide an equitable education that gives our students the necessary tools to reach their full potential in a changing world.

**CORE VALUES:** Crafton Cougars are respectful, responsible, trustworthy, and safe. In the context of community, we spotlight these character traits in the classroom, on the playground and all across our campus. We seek to let students' passion for learning shine through in all they do.

**FUTURE-FOCUSED MINDSET:** At Crafton we give our students the opportunity to discover and develop their full potential. All students, staff, and parents are consistently and collaboratively engaged in adaptive growth as learners, including not just students but teachers, leaders, supporters, and positively contributing members of the school community. Our diversity is considered by all as one of our primary strengths; as we value our ethnic, racial, and cultural differences, we also choose to unite in our determination to ensure the success of ALL students in fully achieving mastery of district and common core standards. Our students will seek to solve problems, be innovative and valuable citizens of the world.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	114
Grade 1	107
Grade 2	100
Grade 3	118
Grade 4	110
Grade 5	115
<b>Total Enrollment</b>	<b>664</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50%
Male	50%
Asian	3.6%
Black or African American	4.5%
Filipino	0.5%
Hispanic or Latino	53.6%
Native Hawaiian or Pacific Islander	0.8%
Two or More Races	5.1%
White	31.5%
English Learners	3.9%
Foster Youth	0.8%
Homeless	6.2%

Socioeconomically Disadvantaged	60.2%
Students with Disabilities	14.2%

## 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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.60	90.12	832.10	85.87	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.70	0.70	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.44	35.20	3.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.15	29.80	3.08	12115.80	4.41
Unknown	2.00	6.30	65.10	6.72	18854.30	6.86
<b>Total Teaching Positions</b>	<b>31.70</b>	<b>100.00</b>	<b>969.10</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.10	93.18	852.60	87.88	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.30	0.66	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	22.20	2.29	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.38	31.80	3.28	11953.10	4.28
Unknown	2.00	6.40	57.10	5.89	15831.90	5.67
<b>Total Teaching Positions</b>	<b>31.20</b>	<b>100.00</b>	<b>970.20</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

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
<b>Permits and Waivers</b>	0.00	0.00
<b>Misassignments</b>	0.10	0.00
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.10	0.00

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
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1.00	0.00
<b>Local Assignment Options</b>	0.00	0.10
<b>Total Out-of-Field Teachers</b>	1.00	0.10

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

The California State Board of Education reviews elementary level textbooks and adopts those that meet standards defined in the State Frameworks. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators. All materials have been reviewed by teachers and administrators and pilot programs run at school sites prior to selection of each textbook. All core textbooks are State approved and aligned to the State content standards. Each year consumable materials are replaced and necessary growth and replacement materials are bought to assure all students including Multilingual students have a State-adopted textbook or instructional materials to use in class and to take home to complete required homework assignments. All students at Crafton Elementary School, including Multilingual students have a Math, English, Science, and Social Studies State-adopted textbook to use in class and to take home to complete required homework assignments. Copies of student textbooks are available for parent review at the District Instructional Resource Center.

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	Journeys Common Core Houghton Mifflin Harcourt (2013)***Not from a most recent state adoption for K-5 but is considered from the most recent local adoption for TK. ***The Current Adoption is considered to be aligned to the Common Core State Standards.	No	0%
Mathematics	Math In Focus Houghton Mifflin Harcourt (2014)	Yes	0%
Science	Inspire Science by McGraw-Hill (2021)	Yes	0%
History-Social Science	Social Studies Alive! TCI (2019)	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

## School Facility Conditions and Planned Improvements

The current school building, which includes thirty classrooms, a library, an innovation lab, an administrative office, a multi-purpose room/cafeteria was modernized in 2005-2006, and new portable classroom and Innovation lab in 2021-2022. In 2020 our site received new heat, air conditioning units, and had the filter systems upgraded. As a result, our facilities are in good repair. Students and staff work hard to recycle and keep the campus clean and safe. A litter-free environment is emphasized and custodians clean the campus daily. Our ECO Friends Club has been critical in helping us transform all our flower beds into learning spaces for student and creating an environmental friendly campus. Many of the flower bed areas have been updated with planting boxes and outdoor learning spaces. The club also meets regularly to assist in maintaining and beautifying the school grounds. Our campus is monitored closely by the staff, and any safety hazards are addressed immediately.

**MAINTENANCE AND REPAIRS:** The governing board has adopted cleaning standards for all schools in RUSD. A summary of these standards is available at the school office, at the District Office, or at [www.redlands.k12.ca.us](http://www.redlands.k12.ca.us). The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. When maintenance and repairs are

## School Facility Conditions and Planned Improvements

needed, the site custodians are notified and the work or repair is completed, if possible. If repairs are such that they cannot be accomplished by the custodians, District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Our school has had to close two student restrooms and two adult restrooms in the E wing due to issues with that wing's septic tank. Restrooms in the C and K wings are remain open. School site custodians clean and disinfect each classroom regularly and the school district provides a grounds crew who work at Crafton on a rotating basis. Crafton's PTA also assists in providing safe play equipment and structures for our students. A portion of our running track was refurbished, by PTA fundraising efforts. PTA continues to fundraise to complete the refurbishing of the track. PTA paid for 60% of the track to be refurbished in the spring of 2021. Our students, teachers and Running Club, the Crafton Cruisers, get significant use of the track on a daily basis.

Year and month of the most recent FIT report

July 2023

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			Facility is inspected monthly to ensure cleanliness and safety.
<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			
<b>External:</b> 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)	58	51	51	50	47	46
<b>Mathematics</b> (grades 3-8 and 11)	52	42	35	37	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>	347	344	99.14	0.86	51.45
<b>Female</b>	177	175	98.87	1.13	57.71
<b>Male</b>	170	169	99.41	0.59	44.97
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	13	13	100.00	0.00	69.23
<b>Black or African American</b>	12	12	100.00	0.00	25.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	192	190	98.96	1.04	43.68
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	19	19	100.00	0.00	73.68
<b>White</b>	106	106	100.00	0.00	63.21
<b>English Learners</b>	15	12	80.00	20.00	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	18	18	100.00	0.00	27.78
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	144	143	99.31	0.69	38.46
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	58	58	100.00	0.00	29.31

## 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
All Students	347	344	99.14	0.86	41.86
Female	177	174	98.31	1.69	42.53
Male	170	170	100.00	0.00	41.18
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	61.54
Black or African American	12	12	100.00	0.00	8.33
Filipino	--	--	--	--	--
Hispanic or Latino	192	190	98.96	1.04	32.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	19	100.00	0.00	68.42
White	106	106	100.00	0.00	57.55
English Learners	15	14	93.33	6.67	0.00
Foster Youth	--	--	--	--	--
Homeless	18	18	100.00	0.00	44.44
Military	--	--	--	--	--
Socioeconomically Disadvantaged	144	142	98.61	1.39	29.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	58	100.00	0.00	18.97

### 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
Science (grades 5, 8 and high school)	39.82	38.94	32.27	31.39	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
All Students	113	113	100.00	0.00	38.94
Female	60	60	100.00	0.00	45.00
Male	53	53	100.00	0.00	32.08
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	55	55	100.00	0.00	29.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	39	39	100.00	0.00	51.28
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	42	42	100.00	0.00	26.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	11.11

### 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	93%	100%	100%	98%	98%

## 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

Crafton is very fortunate to have the active involvement and support of our parent community. Parent volunteers support the Crafton program through PTA, School Site Council, ELAC [English Language Advisory Council], AAPAC [African American Parent Advisory Council], classroom volunteers, and organizing a plethora of after-school programs as Crafton Choir, Crafton Cruisers Running Club, ECO Friends, Innovation lab, C-STEM club, intervention and GATE classes. Crafton has a deeply committed PTA and School Site Council. Staff, parents, students, and our community have a sense of pride and ownership in the history and traditions of Crafton Elementary School. Parents support the school and staff through their membership in PTA and involvement in various school programs and activities including family nights, 100% attendance family picnics, bike-to-school days, parent and grandparent breakfasts, pastry with the principal events, student performances and bi-monthly awards assemblies.

### 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	711	705	126	17.9
Female	355	351	66	18.8
Male	356	354	60	16.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	24	24	1	4.2
Black or African American	31	31	9	29.0
Filipino	3	3	0	0.0
Hispanic or Latino	393	387	93	24.0
Native Hawaiian or Pacific Islander	5	5	2	40.0
Two or More Races	34	34	4	11.8
White	218	218	17	7.8
English Learners	45	44	10	22.7
Foster Youth	9	8	0	0.0
Homeless	53	53	11	20.8
Socioeconomically Disadvantaged	433	430	99	23.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	127	126	28	22.2

## 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
<b>Suspensions</b>	0.00	0.70	0.28	0.22	3.67	4.39	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.03	0.07	0.00	0.07	0.08

### 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.28	0
Female	0	0
Male	0.56	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	0.51	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	2.22	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.23	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.57	0

## 2023-24 School Safety Plan

Crafton Elementary School utilizes data from its California Safe Schools Assessment and suspension/expulsion reports to evaluate the current status of school crime. A Safe School Plan is updated and adopted in September of each school year and is reflective of the school's safety needs. The key components of Crafton's Safe School Plan include a description of school procedures and safety protocols, discipline policies and procedures, dress code guidelines, hallway policy, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and disaster response procedures. A Safety Committee, which consists of both Certificated and Classified staff members, students, and parents, is in place and meets regularly to review safety procedures and make recommendations based on current needs.

**SCHOOL SAFETY** To ensure student safety before school, campus monitors, staff, and the principal's present at the outer gates during arrival and dismissal. They will also supervise the school grounds including the bus drop-off area, parent drop-off area, cafeteria, and playground. During the school day all entrance areas to the school are locked. The campus is fully enclosed by security fencing and all visitors must go through the office to sign in using the Raptor system, get a visitor's pass, and gain access to campus. Crafton School personnel are diligent in ensuring that all adults on campus have signed-in and accounted for through RAPTOR in the case of an emergency. Before and after school, teachers, campus monitors, custodians and administration ensure the safety of students by supervising the bus loading area and front parking lot which is used by parents to pick students up from school. Crossing guards on both ends of campus ensures students cross the nearby streets safely. Teachers, campus monitors, and the Assistant Principal, and the Principal supervise the areas until all students have left the campus for home.

We have monthly schoolwide drills to ensure readiness in the event of a variety of potential crisis situations stated in our Safe School Plan, including fire, earthquake, lock-down and intruder on campus. The RAPTOR system, mentioned above for visitor safety, is also used in these drills to quickly know the location and status of every student and staff member across campus in a matter of minutes.

## 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	16	6		
1	22		5	
2	23		5	
3	20	3	2	
4	28		4	
5	34			2
Other	14	3		

## 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	20	2	4	
1	20	3		
2	22	1	4	
3	23		5	
4	25		4	
5	28		4	
Other	18	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
K	19	4	2	1
1	24	0	4	0
2	29	0	3	1
3	23	0	5	0
4	27	0	4	0
5	28	0	4	0
6	0	0	0	0
Other	16	2	0	0

## 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	265.6



## 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)	2.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.1

## 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	\$9,164.41	\$2,093.46	\$7,070.95	\$86,986.45
District	N/A	N/A	\$8,465.02	\$91,547
Percent Difference - School Site and District	N/A	N/A	-17.9	-5.1
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-7.3	-4.1

## Fiscal Year 2022-23 Types of Services Funded

Crafton School receives both federal and state categorical funds for supplemental services for School Improvement (SSP) and Title 1 Categorical funds are budgeted after review and consideration by staff, school site council, and site administration. Categorical funds bring approximately \$266,973.00 to our school annually. Personnel funded for the past few years with categorical money include intervention teachers in the areas of ELA, Math, and ELD along with a technology and library paraprofessional. Title 1: Schoolwide Title 1 funds are provided on the basis of enrollment of students who demonstrate living in socio-economically disadvantaged households. This is a federally funded program to help educationally disadvantaged students in eligible schools achieve grade level proficiency. Student Support Time (SST) is available to all students, while also targeting the standards-based needs of identified students with state-funded ELOP teachers in both reading and math. After school, these ELOP teachers provide enrichment, STEAM activities and learning enrichment until 5:00 PM for nearly 200 students. Gifted and Talented Education Program (GATE) Students are tested initially during third grade to determine qualification for participation in the GATE program.

STATE STANDARDS: Redlands Unified School District has adopted the Common Core State Standards for English Language Arts and Mathematics; and the California State Standards for Science, History/Social Science, and Physical Education. Crafton Elementary School students continue to demonstrate their acquisition of these standards through above-average performance reported on Crafton's CA Dashboard.

## Fiscal Year 2022-23 Types of Services Funded

**GOALS:** Our goals are aligned with the District's two LCAP goals for 2023-24: (1) Crafton Elementary students will be provided an equitable education that provides all students a safe and supportive environment that focuses on their social and emotional well being, physical well-being, safety, and college and career readiness. This will be done through a tiered support system and in a positive school culture, and, (2) Crafton Elementary administration and staff will support the District's excellence for all, specifically addressing the priorities of excellence in academics and equality through equity. It will ensure that high expectations for all students through best first instruction, high quality teaching, research-based learning opportunities that support students success, and intervention/enrichment opportunities that support and assist students through tiered supports. These efforts will help increase academic achievement by all students.

**SUMMARY OF STRENGTHS:** Crafton's dedicated, professional staff that works to meet the needs of all students is one of our biggest strengths. This professional learning community meets collaboratively to ensure student success. Staff training has been integrated into the professional day, with the staff readily willing to take advantage of every learning opportunity to ensure increased student achievement. Teachers are following a revamped Scope & Sequence that highlights instruction of English Language Arts standards, math instruction, science and social studies. Crafton works to include all students in the learning process our students with special learning disability are encouraged to mainstream when it is academically appropriate as well as our TK/K-2 students are included in an all-day inclusion program. Students have also received small group instruction during Student Support Time. The Innovation Lab includes current technology such as LegoWeDo, Osmos, Ozobots, We Video, and Zspace. Every classroom on campus has a technology focuses to support students during small group learning, creating space in the classroom that strengthens students academic skills through hands on technology and engineering materials. In addition, all student have 1:1 devices and Google Classroom accounts for use at school. As mentioned in earlier sections of the SARC, our strong PTA and active parent involvement is another key strenght of the Crafton Community that keeps our 135+ year traditions alive and well.

- **CRITICAL NEEDS** The diverse needs of students in a post-pandemic era coupled with changing demographics is a challenge for the Crafton learning community. The two biggest areas of focus for the 2023-24 school year, based on our 22-23 year-end data review, are [1] reducing chronic absenteeism (over 20% of our students in 22/23 missed more than 10% of the school year!) and [2] reversing a nearly 10% drop of students scoring in the "meets or exceeds standards" range in MATH in 22/23 State Tests (SBAC) compared to the previous year. Our extensive review of the data led us to a few key action points to address these needs: {1} Align instruction more closely to the rigor of the standards while providing data-based interventions for specified students when observation and assesments reveal a need. {2} Implement a 3 tiered plan to reduce chronic absenteeism that focuses on positive motivation, parent invovlement and data-based action steps. {3} Implement a new phonics-based curriculum K-5 to better teach the ELA RF standards.

Alongside and undergirding these action points are the support of our ELOP teachers, now providing in-class intervention daily alongside our classroom teachers, fine-tuning the scale-up of last year's special education inclusive approach with additional support targeted as needed, AND maximixing this year's new 2-1-2 schedule that provides a minimum day for staff collaboration nearly each week.

Crafton students will continue to be provided with activities that will demonstrate the relevancy of technology to their daily lives. This will be accomplished through use of classroom technology (laptops and Google Classroom). Strategies will incorporate the use of our web-based Renaissance Learning programs, web-based Lexia Core5 Reading program, and web-based Freckle math intervention. Crafton students will participate in regular activities to improve their self-esteem, school spirit, and sportsmanship. These activities shall include monthly awards handed out at our Flag Ceremony, Positive Behavior Intervention and Support (PBIS), Friendly Helpers. Crafton will deepen our implementation Elementary AVID strategies by focusing this year on the "I" in WICOR--Inquiry, guided by our AVID team presentations.

Facilities School and staff work hard to keep the campus clean and safe. The appearance of our school has been enhanced by new outdoor learning spaces, ensuring buildings are in good repair, and making a commitment to a litter/graffiti-free environment. Thankfully, none of the eight emergency needs specified in Education Code Section 17592.72 exist at our school.

## 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>	\$54,693	\$55,550
<b>Mid-Range Teacher Salary</b>	\$86,952	\$84,645
<b>Highest Teacher Salary</b>	\$114,801	\$111,284
<b>Average Principal Salary (Elementary)</b>	\$141,031	\$139,860
<b>Average Principal Salary (Middle)</b>	\$150,733	\$146,440
<b>Average Principal Salary (High)</b>	\$163,648	\$158,447
<b>Superintendent Salary</b>	\$280,000	\$278,268
<b>Percent of Budget for Teacher Salaries</b>	33.8%	32.21%
<b>Percent of Budget for Administrative Salaries</b>	4.27%	4.89%

## Professional Development

Crafton Elementary School prioritizes on-going professional growth for staff. Our school has been able to provide on site both in-person and virtual opportunities throughout the school year for Professional Development. This year's new 2-1-2 schedule has provided 90 minutes per week for staff collaboration. At least one meeting per month is focused on PD, involving district teachers-on-assignment who train our staff on new curriculum and instructional approaches. Other trainings include AVID (Inquiry) and how to administer SBAC-focused interim assessments (IABs and fIABs). Other collaboration days give teachers the opportunity to meet in grade level teams to work directly with colleagues to review student data and develop action plans, as well as receive additional professional training that emphasizes schoolwide goals on improving classroom instruction to ensure improved academic achievement for all students. Grade level curriculum planning and communication are also an important part of these meetings.

Redlands Unified School District has also offered two District Professional Development days along with many additional monthly trainings and grade level collaboration days once a month. Staff has been trained in Positive Behavior Intervention and Support (PBIS), AVID Elementary strategies, UDL strategies, Lexia Core5 Reading program, Accelerated Reader (AR), Cultivating Rigor, Thinking Maps, and Common Core shifts including both Math and Language Arts. Each of these programs is used, as deemed appropriate at each grade level, from grade TK through grade 5. This year's Staff Development focuses on implementing Phonics curriculum and addressing ELA RF standards, Aligning instruction to the rigor of the standard, Tiered supports and Learning strategies, and District Scope and Sequence. Our full-day PD this year on November 1 focused on vertical articulation of math standards across the grade levels.

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>	13	15	20