Crowley Elementary School

2023-2024 School Accountability Report Card
(Published During the 2024-2025 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. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the 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 website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Crowley Elementary School
Street	214 East Ferguson Street
City, State, Zip	Visalia, CA 93291
Phone Number	(559) 730-7758
Principal	Bo Yang
Email Address	byang@vusd.org
School Website	https://www.vusd.org/crowley
Grade Span	P-6
County-District-School (CDS) Code	54-72256-6054548

2024-25 District Contact Information

District Name	Visalia Unified School District
Phone Number	559-730-7300
Superintendent	Kirk Shrum
Email Address	kshrum@vusd.org
District Website	www.vusd.org

2024-25 School Description and Mission Statement

Crowley Elementary School serves approximately 465 students in grades Pre-K through 6th Grade. Our teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. The school holds high expectations for the academic and social development of all students. Curriculum planning, staff development and assessment activities are focused on assisting students in mastering the state academic content standards, as well as increasing the overall student achievement of all subgroups.

School Mission Statement:

2024-25 School Description and Mission Statement

Our mission is to create a high quality learning environment that fosters continuous growth and development for all students and staff.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	55
Grade 2	45
Grade 3	59
Grade 4	59
Grade 5	66
Grade 6	57
Total Enrollment	422

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.7
Male	54.3
Asian	14.5
Black or African American	0.7
Filipino	0.7
Hispanic or Latino	79.9
Two or More Races	0.7
White	1.2
English Learners	28.7
Foster Youth	0.5
Homeless	3.3
Migrant	0.5
Socioeconomically Disadvantaged	90.5
Students with Disabilities	10

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)	22.50	95.75	1187.10	86.89	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.25	67.90	4.97	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	54.60	4.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	31.20	2.29	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	25.30	1.86	18854.30	6.86
Total Teaching Positions	23.50	100.00	1366.30	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.60	100.00	1227.70	88.08	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	71.60	5.14	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	35.30	2.53	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	27.10	1.95	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	31.90	2.29	15831.90	5.67
Total Teaching Positions	21.60	100.00	1393.80	100.00	279044.80	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.

2022-23 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)	18.50	94.88	1166.60	85.45	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	70.00	5.13	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	5.12	47.10	3.46	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	35.90	2.63	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	45.50	3.33	14303.80	5.15
Total Teaching Positions	19.50	100.00	1365.30	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	1
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	1

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading Language Arts: McGraw Hill Wonders K-5 (2014) Pearson My Perspectives Grade 6 (2017) Heggerty Phonetic Awareness (2022) Fundations, Wilson Language, K-2 (2023) Supplemental: Leveled Guided Reading Books Leveled Literacy Intervention (2015)	Yes	0%
Mathematics	Houghton Mifflin Harcourt Go Math! (2015)	Yes	0%
Science	Base: McGraw Hill Inspire Science (2019)	Yes	0%
History-Social Science	Base: McGraw-Hill IMPACT Social Studies (2018)	Yes	0%
Health	Goodheart-Wilcox Essential Health (2021)	Yes	0%
Visual and Performing Arts	Silver Burdett (Classroom Music Grade 4-6) Strictly Strings (Orchestra) Standard of Excellence (Band)	Yes	0%

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

School Facility Conditions and Planned Improvements

Crowley Elementary School takes great efforts to ensure a safe, clean, and functional physical environment for students, staff, and volunteers. Sufficient space is provided for students and staff to support teaching and learning. This includes space provided by classrooms, playgrounds, and staff workrooms. To assist our school in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at

School Facility Conditions and Planned Improvements

the district office. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Maintenance and Repair
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.

Cleaning Process and Schedule
In addition to custodial staff on duty during the school day, a team of maintenance specialists comes in after-hours for daily cleaning. District and school maintenance staff work cooperatively with administrators to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Program
The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The deferred maintenance program ensures that all classrooms and facilities are maintained to a degree of adequacy that allows for a good learning environment.

Facilities Improvement
During 2022-2023, Crowley completed the modernization project. In addition, routine maintenance was completed.

Year and month of the most recent FIT report	1/7/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: HEART OFFICE: 2. VENT COVER IS MISSING.
Interior: Interior Surfaces		X		201: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 202: 4. CEILING TILE HAS A WATER STAIN. 10. EVACUATION MAP IS NOT POSTED. 32: 4. CEILING TILE IS MISSING. 7. TWO LIGHT PANELS ARE OUT. 14. SKID PAINT IS PEELING ON RAMP. 401: 4. CEILING TILE HAS A WATER STAIN. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE EXTINGUISHER TAG IS MISSING. 701: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. WINDOW SCREENS ARE MISSING. 702: 4. HOLE IN CEILING TILE. 15. WINDOW SCREENS ARE MISSING. 703: 4. CEILING TILES HAVE WATER STAINS. 15. WINDOW SCREENS ARE MISSING. 705: 4. WALLPAPER IS TORN. 7. ELECTRICAL COVER IS MISSING. 10. PLUG IN AIR FRESHENER. 15. WINDOW SCREEN IS MISSING. 706: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. WINDOW SCREEN IS MISSING. 802: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 7. ELECTRICAL COVER IS MISSING IN CEILING. 9. DRINKING FOUNTAIN HAS A LOW FLOW.

School Facility Conditions and Planned Improvements

			HEART: 4. CEILING TILES HAVE WATER STAINS. 7. MULTIPLE LIGHT PANELS ARE OUT. 10. NO ROOM ID. MPR: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. STAFF LOUNGE: 4. CEILING TILE HAS A WATER STAIN. 9. DRINKING FOUNTAIN HAS NO FLOW.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		404: 5. COB WEBS ABOVE WINDOW SILLS. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 15. TWO WINDOWS HAVE BB HOLES. 501: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 503: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 701: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. WINDOW SCREENS ARE MISSING. 704: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 15. WINDOW SCREEN IS MISSING. 709: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. LIGHT DIFFUSER IS BROKEN. ADMIN: 5. UNSECURED ITEMS ARE STORED TOO HIGH. BOYS RESTROOM: 5. ROOM HAS A URINE ODOR.
Electrical		X	201: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 30: 7. MULTIPLE LIGHTBULBS ARE OUT. 32: 4. CEILING TILE IS MISSING. 7. TWO LIGHT PANELS ARE OUT. 14. SKID PAINT IS PEELING ON RAMP. 33: 7. ONE LIGHT PANEL IS OUT. 10. PLUG IN AIR FRESHENER IS PRESENT. FIRE EXTINGUISHER IS NOT MOUNTED. 705: 4. WALLPAPER IS TORN. 7. ELECTRICAL COVER IS MISSING. 10. PLUG IN AIR FRESHENER. 15. WINDOW SCREEN IS MISSING. 709: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. LIGHT DIFFUSER IS BROKEN. 801: 7. ELECTRICAL COVER IS MISSING IN CEILING. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 802: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 7. ELECTRICAL COVER IS MISSING IN CEILING. 9. DRINKING FOUNTAIN HAS A LOW FLOW. BOYS RESTROOM: 7. ELECTRICAL COVER IS MISSING. GIRLS RESTROOM: 7. ELECTRICAL COVER IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)

School Facility Conditions and Planned Improvements

				HEART: 4. CEILING TILES HAVE WATER STAINS. 7. MULTIPLE LIGHT PANELS ARE OUT. 10. NO ROOM ID. MPR: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. OFFICE: 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCET HAS A LOW FLOW AND A DRIP. 14. TRIP HAZARDS ON WALKWAY.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	302: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. 14. TRIP HAZARD ON WALKWAY. MULTIPLE EXTERIOR BACK PACK HOOKS ARE BROKEN. 401: 4. CEILING TILE HAS A WATER STAIN. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE EXTINGUISHER TAG IS MISSING. 402: 9. DRINKING FOUNTAIN HANDLE IS BROKEN AND HAS A LOW FLOW. 404: 5. COB WEBS ABOVE WINDOW SILLS. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 15. TWO WINDOWS HAVE BB HOLES. 503: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 504: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 704: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 15. WINDOW SCREEN IS MISSING. 708: 9. DRINKING FOUNTAIN HAS A LOW FLOW. 801: 7. ELECTRICAL COVER IS MISSING IN CEILING. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 802: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 7. ELECTRICAL COVER IS MISSING IN CEILING. 9. DRINKING FOUNTAIN HAS A LOW FLOW. GIRLS RESTROOM: 7. ELECTRICAL COVER IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED.) GIRLS RESTROOM: 9. FAUCET HANDLE IS BROKEN. (NO MENSTRUAL NOTICE IS POSTED.) OFFICE: 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCET HAS A LOW FLOW AND A DRIP. 14. TRIP HAZARDS ON WALKWAY. STAFF LOUNGE: 4. CEILING TILE HAS A WATER STAIN. 9. DRINKING FOUNTAIN HAS NO FLOW. UNISEX RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED.)
Safety: Fire Safety, Hazardous Materials	X			202: 4. CEILING TILE HAS A WATER STAIN. 10. EVACUATION MAP IS NOT POSTED.

School Facility Conditions and Planned Improvements

			302: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. 14. TRIP HAZARD ON WALKWAY. MULTIPLE EXTERIOR BACK PACK HOOKS ARE BROKEN. 303: 10. EVACUATION MAP IS NOT POSTED. 15. TWO WINDOWS HAVE BB HOLES/CRACKS. 401: 4. CEILING TILE HAS A WATER STAIN. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. FIRE EXTINGUISHER TAG IS MISSING. 705: 4. WALLPAPER IS TORN. 7. ELECTRICAL COVER IS MISSING. 10. PLUG IN AIR FRESHENER. 15. WINDOW SCREEN IS MISSING. HEART: 4. CEILING TILES HAVE WATER STAINS. 7. MULTIPLE LIGHT PANELS ARE OUT. 10. NO ROOM ID. LIBRARY: 10. EVACUATION MAP IS NOT POSTED. OFFICE: 11. PAINT IS PEELING ON FACIA. 15. WINDOW SCREEN IS MISSING.
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	302: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. 14. TRIP HAZARD ON WALKWAY. MULTIPLE EXTERIOR BACK PACK HOOKS ARE BROKEN. 303: 10. EVACUATION MAP IS NOT POSTED. 15. TWO WINDOWS HAVE BB HOLES/CRACKS. 32: 4. CEILING TILE IS MISSING. 7. TWO LIGHT PANELS ARE OUT. 14. SKID PAINT IS PEELING ON RAMP. 404: 5. COB WEBS ABOVE WINDOW SILLS. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 15. TWO WINDOWS HAVE BB HOLES. 701: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. WINDOW SCREENS ARE MISSING. 702: 4. HOLE IN CEILING TILE. 15. WINDOW SCREENS ARE MISSING. 703: 4. CEILING TILES HAVE WATER STAINS. 15. WINDOW SCREENS ARE MISSING. 704: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 15. WINDOW SCREEN IS MISSING. 705: 4. WALLPAPER IS TORN. 7. ELECTRICAL COVER IS MISSING. 10. PLUG IN AIR FRESHENER. 15. WINDOW SCREEN IS MISSING. 706: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. WINDOW SCREEN IS MISSING. OFFICE: 11. PAINT IS PEELING ON FACIA. 15. WINDOW SCREEN IS MISSING. OFFICE: 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCET HAS A LOW FLOW AND A DRIP. 14. TRIP HAZARDS ON WALKWAY.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	26	31	42	43	46	47
Mathematics (grades 3-8 and 11)	20	18	26	28	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	250	244	97.60	2.40	30.74
Female	115	113	98.26	1.74	29.20
Male	135	131	97.04	2.96	32.06
American Indian or Alaska Native	0	0	0	0	0
Asian	38	38	100.00	0.00	34.21
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	192	186	96.88	3.12	29.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	69	66	95.65	4.35	10.61
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	224	219	97.77	2.23	30.14
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	22	21	95.45	4.55	4.76

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	250	246	98.40	1.60	18.29
Female	115	114	99.13	0.87	14.04
Male	135	132	97.78	2.22	21.97
American Indian or Alaska Native	0	0	0	0	0
Asian	38	38	100.00	0.00	26.32
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	192	188	97.92	2.08	16.49
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	69	68	98.55	1.45	5.88
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	224	221	98.66	1.34	17.65
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	22	21	95.45	4.55	4.76

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	14.81	13.64	26.54	25.54	30.29	30.73

2023-24 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	68	68	100.00	0.00	13.64
Female	35	35	100.00	0.00	8.82
Male	33	33	100.00	0.00	18.75
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	50	50	100.00	0.00	12.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	14	14	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	59	59	100.00	0.00	14.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	9.09

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.

2023-24 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 requires only participation results 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%	99%	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.

2024-25 Opportunities for Parental Involvement

Parent involvement and communication are essential to our school success. Crowley Elementary School continually strives to involve parents by sharing information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities.

There are numerous and varied opportunities for parent involvement at Crowley Elementary. Participating in parent-teacher conferences, serving on advisory committees and leadership teams, including, but not limited to, the English Learners Advisory Committee (ELAC), School Site Council (SSC), and Crowley Community School Advisory Council. Additional opportunities for parental involvement also exist at the district level.

Parent events this year have been a success. We've had:
Coffee with the Principal (Monthly)
Family Picnic
Literacy Night
STEM Night
Bingo Night
Harvest Carnival
Movie Night
Pictures with Santa

Parents who would like more information on how to become involved may contact Principal Bo Yang at (559) 730-7758 or email byang@vusd.org.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	460	441	92	20.9
Female	213	202	38	18.8
Male	247	239	54	22.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	65	65	9	13.8
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	366	351	78	22.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	146	140	23	16.4
Foster Youth	--	--	--	--
Homeless	21	18	4	22.2
Socioeconomically Disadvantaged	417	399	89	22.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	49	49	13	26.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.22	3.76	8.26	5.15	5.4	5.88	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.2	0	0	0.19	0.25	0.2	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.26	0.00
Female	3.76	0.00
Male	12.15	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	7.69	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.47	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	4.11	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	8.15	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.24	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The Visalia Unified School District Board of Education has stated that a primary goal of the school district is to ensure positive and safe learning environments. A safe school environment provides the basic atmosphere where learning is maximized. All Visalia Unified School District staff participate in maintaining this safe and positive environment. Each school site has

2024-25 School Safety Plan

developed a comprehensive safe school plan with the input from parents, staff, students and community agencies such as law enforcement and fire departments. These plans address key safety improvement needs and are evaluated on a regular basis. They address all aspects of school safety such as the physical facilities and grounds, conduct codes, staffing needs, positive learning approaches and character education. The safety plans are reviewed and approved by the sites' School Site Council and are fully compliant with federal and state regulations.

The Visalia Unified School District Board of Education reviews and approves all site plans by March 1st as per the state's deadline. Crowley Elementary SSC reviewed and approved the CSSP on January 28, 2025. It was also reviewed with staff on January 28, 2025.
Crowley Elementary was trained on how to use RAPTOR.

The comprehensive school safety plans for each site in addition to adding in all the new safety changes that were implemented within the last school year. That includes:

- -Language with ALICE active shooter training
- -Language with Raptor, our emergency response system
- -Safety procedural changes
- -Reunification location changes
- -Evacuation map changes now called Four Corners
- -Updated Incident Command System for each site and district
- -And many more smaller changes

Students have the right to a safe campus and learning environment. Prevention of school safety problems is a priority of all school staff, parents and students. These plans are in place, but hopefully never needed. Each day students come to school to learn, be safe and enjoy the learning environment. Keeping safety in mind, in all we do, makes this possible.

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.

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	19	1	2	
1	20	1	2	
2	21	1	2	
3	23		3	
4	28		6	
5	22	1	8	
6	25	2	8	

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	24	1	2	
1	24		2	
2	29		2	
3	31		2	
4	21	3	6	
5	19	3	6	
6	18	5	6	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	28		6	
1	28		6	
2	22		6	
3	30		5	
4	20	2	5	
5	23	3	3	1
6	20	4	3	

2023-24 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	422

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	8,094.70	618.39	7,476.3	89,711.33
District	N/A	N/A	4,172.81	$86,565
Percent Difference - School Site and District	N/A	N/A	56.7	3.6
State	N/A	N/A	$10,771	$94,625
Percent Difference - School Site and State	N/A	N/A	-36.1	-5.3

Fiscal Year 2023-24 Types of Services Funded

In addition to general state funding, the District received federal and state aid for the following categorical, special education, and support programs:

Federal Programs
Title I, Part A, School & District Discretionary Block Grants
Title I, Part C, Migrant Education
Title II, Part A, Improving Teacher Quality
Title II, Part D, Enhancing Education Through Technology
Title III, Limited English Proficient
Title IV Part A SSAE
ESSER I, II, & III
IDEA, Special Education

State Programs

Fiscal Year 2023-24 Types of Services Funded

Supplemental and Concentration Funds
Child Development Programs

The students at Crowley Elementary School benefit from many other research-based interventions that are designed to address the individual needs of all our students, and they are:

Onsite Reading Intervention Teacher who organizes and oversees the Response to Intervention, along with our Data/RtI team, Gen. Ed. teacher, for all students performing below proficiency.
Onsite counselor daily who helps students achieve academic success, develop an understanding of career opportunities, and develop social/emotional in response to issues they face.
Onsite social worker two days a week to support students and families with SEL needs.
Onsite special friends daily to promote positive relationships, build self esteem, and form connections.
School librarian daily to provide multiple opportunities for students to go to the library to check out books in addition to engaging in enrichment activities during recess, lunch and afterschool such as Maker Space, book club, board games and arts/crafts.
Special education aide who supports students in the Learning Center.
A Behavior Intervention Technician was hired full time to coordinate and facilitate PBIS with staff.
Instructional Coach was hired to provide teachers with support in the areas of: instruction, classroom management, curriculum planning, and assessment.
The district offers optional Professional Development afterschool, as well as staff trainings on minimum days.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$60,666	$56,573
Mid-Range Teacher Salary	$87,672	$87,186
Highest Teacher Salary	$117,330	$119,665
Average Principal Salary (Elementary)	$158,625	$148,486
Average Principal Salary (Middle)	$151,260	$154,835
Average Principal Salary (High)	$169,694	$170,008
Superintendent Salary	$302,702	$338,699
Percent of Budget for Teacher Salaries	28.54	31.41
Percent of Budget for Administrative Salaries	6.11	4.86

Professional Development

Our district provides professional development based on data from both the district and school levels to ensure that areas of need are being addressed. Professional Development occurs at the district, school, and classroom level dependent on teacher goals. The district provides Teachers on Special Assignment at all grade levels to provide on-site coaching and support after professional development has occurred.

Support for Novice Teachers: Due to a shortage of highly qualified teachers in our area, twenty percent of Visalia Unified's certificated educators do not yet hold a clear credential and are considered "novice" educators. In response to this challenge

Professional Development

and in compliance with the California Commission on Teacher Credentialing, Visalia Unified offers a robust support and training system for these novice educators including differentiated professional development and continuous professional growth opportunities. The professional learning system begins with the New Certificated Staff Summer Institute which is a five-day interactive training offered in August one week before school begins. This training covers classroom management, classroom culture, curriculum frameworks, and lesson design. In addition, a four-day workshop on student engagement and cooperative learning is offered during winter break so that teachers may implement new structures and strategies during the spring semester. All novice teachers receive ongoing support and individualized training throughout the year via weekly meetings with their assigned mentors at their respective school sites. Mentors and district teachers-on-assignment support implementation of new knowledge by providing in-class coaching, collaborating on lesson design, accompanying novice teachers on classroom tours, and assisting with student data analysis to drive instructional decisions. In addition, novice teachers and their mentors attend monthly after-school training in action research and are provided time to reflect on their instructional practice.   Mentors and teachers on assignment are carefully selected experienced educators trained in how to facilitate the individualized professional growth of novice teachers. Novice teachers who have preliminary credentials participate in the VUSD Teacher Induction Clear Credential Program which is accredited by the Commission and is offered at no cost to the candidate.

Support for Veteran Teachers: Veteran teachers in need of classroom management assistance also have access to one-on-one mentor support as may be needed in the case of a new grade level assignment or challenging class. Visalia Unified also offers a Peer Assistance and Review (PAR) program which is a formal system of mentoring and accountability.

Professional Development is held each Monday after school. Classified employees have professional development once a month.

The principal provides ongoing feedback and coaching. Part of this process is goal setting for each teacher. Administration has one on one meetings with each teacher to set goals for the trimester, look at data, and reflect on the trimester. These meetings take place 3 times a year, one each trimester.

The instructional coach visits classrooms daily and provides ongoing feedback. The coach uses the coaching cycle to help teachers plan, support, and reflect.

Professional development focuses on creating effective Professional Learning Community and data driven instruction process by providing clear guidance on the cycle of inquiry through the Guiding Coalition team.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8