

Cram Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

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/>.

2025-26 School Contact Information

School Name	Cram Elementary School
Street	29700 Water Street
City, State, Zip	Highland, CA 92346
Phone Number	(909) 307-2460
Principal	Michael Laba
Email Address	michael_laba@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/cram
Grade Span	K-5
County-District-School (CDS) Code	36-67843-6036487

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

As Principal of Cram Elementary School, I am pleased to present to the community our School Accountability Report Card. In November, 1988, California voters enacted Proposition 98, which establishes an ongoing minimum funding guarantee for public schools and provides for the development and issuance of a School Accountability Report Card for each school in the state. The Redlands Unified School District Board of Education then adopted a policy in August 1989 that such a Report Card shall be established for each school in the District. "The purpose of the School Accountability Report Card shall be to communicate important information to parents and other interested parties in the community about each of our public schools, and in this way, guarantee accountability for dollars spent." (AR 6810) Since the re-establishment of Cram Elementary School in 1997, we have had the opportunity to present our report card annually. Cram families and alumni take special pride in this school and its

2025-26 School Description and Mission Statement

over 100-year heritage. Our active PTSA, School Site Council, ELAC and classroom volunteers all reflect this pride. Students are motivated to reach their full potential in safe, orderly, and clean classrooms and school. Discipline is strong and consistent; serious incidents seldom occur. The school focuses on behaviors of Character Counts, and has established specific location expectations across our campus. School spirit and positive reinforcement of good citizenship are rewarded through a variety of activities and incentives for students. While there are areas in the Report Card that highlight our program strengths, we have also continued to identify the area of mathematics and problem solving, as well as writing as a top priority for our program. Cram Elementary School puts a strong emphasis on reading and language arts, as well as mathematics curriculum for our students. As we continue in our second century of high quality instruction for students at Cram Elementary School, this is an appropriate time to present to you our School Accountability Report Card, outlining our history, our current challenges, and the bright future for Cram students.

School Summary: Cram Elementary School is administered by the Redlands Unified School District, which serves 150 square miles of San Bernardino County, one of the fastest growing areas in California. The Redlands Unified School District serves sixteen elementary schools, four middle schools, three comprehensive high schools, and one alternative high school. Cram Elementary School has a rich history and traces its origins back to 1869, when the first school was built on land donated by Lewis Cram in the area known as Cramville. Andrew Cram (the first Lewis Cram child to attend the school) described that first school as a "...little building, 16 x 24 feet, rudely constructed with merely framing timbers and boards on the outside, and without a ceiling." The first class at this school had 17 pupils in attendance. Since that time, there have been five additional Cram Schools: 1878, 1882, 1902, 1958, and finally, 1997. The current school opened its doors to students on September 9, 1997, and houses approximately 500 students. The school is a combination of permanent and relocatable buildings, and includes a multi-purpose room, a library, a computer lab, administrative offices, and twenty-nine classrooms. The school mascot was established as "the cardinal" back in the early 1900's, and continues today. Students are involved in a variety of programs and services at Cram Elementary School including instrumental music (grades 4-5), Gifted and Talented Education (grades 3-5), Special Education (Specialized Academic Instruction and Language, Speech and Hearing services; grades K-5), and the English Language Learner Program (grades K-5). The staff, parents, and community of Cram Elementary School, a school rich in history, are committed to:

- * Creating a safe, nurturing educational environment.
- * Applauding the uniqueness of each student, and fostering the development of positive self-esteem.
- * Reinforcing students' sense of responsibility, independence and mutual respect.
- * Developing the whole child – academically, socially, emotionally, and physically.
- * Instilling a lifelong love of learning in our students.
- * Nurturing the development of adaptable, flexible thinkers.
- * Assisting students to develop to their fullest potentials.
- * Leading students successfully into and through the 21st century equipped to contribute to our schools, communities, nation, and world.
- * Striving continuously for the highest levels of academic excellence! This year will be a year of continued work to ensure the success of ALL children. We have worked hard to establish a school filled with support and positive strategies for our students. We will focus on our goal of EACH child meeting or exceeding the state and district grade level standards in academics.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	121
Grade 1	85
Grade 2	70
Grade 3	69
Grade 4	75
Grade 5	87
Total Enrollment	507

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.5
American Indian or Alaska Native	0.2
Asian	8.3
Black or African American	3
Filipino	1.6
Hispanic or Latino	49.9
Native Hawaiian or Pacific Islander	0.2
Two or More Races	5.9
White	28.6
English Learners	6.9
Foster Youth	0.8
Homeless	1.6
Socioeconomically Disadvantaged	42.2
Students with Disabilities	20.1

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.

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)	20.7	95.4	852.6	87.88	234405.2	84
Intern Credential Holders Properly Assigned	0	0	6.3	0.66	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	22.2	2.29	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	31.8	3.28	11953.1	4.28
Unknown/Incomplete/NA	1	4.6	57.1	5.89	15831.9	5.67
Total Teaching Positions	21.7	100	970.2	100	279044.8	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.

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)	20.2	91.01	850.2	87.12	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	7.5	0.77	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.49	34.3	3.52	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	30	3.08	11746.9	4.23
Unknown/Incomplete/NA	1	4.49	53.7	5.5	14303.8	5.15
Total Teaching Positions	22.2	100	975.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	20.7	89.9	844.4	86.83	230039.4	100
Intern Credential Holders Properly Assigned	1	4.33	10.5	1.09	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.3	1.43	22.6	2.33	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	24	2.47	12112.8	4.34
Unknown/Incomplete/NA	1	4.33	70.8	7.28	13705.8	4.91
Total Teaching Positions	23	100	972.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0.3
Misassignments	0.00	1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	0.3

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	5	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	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>.

2025-26 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. They review the materials that have been approved for purchase. Teachers at each site have an opportunity to preview texts prior to selection. Textbooks are selected and purchased on a seven-year cycle, rotating by content area. All Cram Elementary School students are provided with all state and district adopted materials. Each student has available a copy of all necessary textbooks and curriculum materials in the classroom.

Year and month in which the data were collected

December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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.	0%
Mathematics	Math In Focus Houghton Mifflin Harcourt (2014)	0%
Science	Inspire Science by McGraw-Hill (2021)	0%
History-Social Science	Social Studies Alive! TCI (2019)	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

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

School Facility Conditions and Planned Improvements

Description of the safety, cleanliness, and adequacy of the school facility:

Safety: The staff has developed a comprehensive disaster plan, with monthly practice drills. Maintenance and repairs are handled via a work order process, with emergency repairs given the highest priority and district maintenance staff ensuring timely repairs. All school facilities are in good repair, and none of the eight emergency needs specified in Education Code Section 17592.72 exist.

Cleanliness: The governing board has adopted cleaning standards, and the principal works daily with custodial staff to develop cleaning schedules. A litter-free and graffiti-free environment is emphasized by students and staff, and custodians clean the campus daily.

Adequacy: Cram was built in 1997 and consists of 29 permanent rooms. The school is equipped with modern technology, including student Chromebook carts (TK-5), Newline interactive flat panels, and Windows 11 laptops for teachers. All school facilities are in good repair, and the campus appearance has been enhanced by exterior painting of all buildings and additional murals.

Description of any planned or recently completed facility improvements:

The appearance of the school has been enhanced by exterior painting of all buildings, as well as additional murals throughout the campus. No other specific planned or recently completed facility improvements are detailed.

Year and month of the most recent FIT report

July 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Facility is inspected monthly
Interior: Interior Surfaces	X			Facility is inspected monthly
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Facility is inspected monthly.
Electrical	X			Facility is inspected monthly
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Facility is inspected monthly
Safety: Fire Safety, Hazardous Materials	X			Facility is inspected monthly
Structural: Structural Damage, Roofs	X			Facility is inspected monthly
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Facility is inspected monthly

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	59	59	50	50	47	48
Mathematics (grades 3-8 and 11)	49	47	37	37	35	37

2024-25 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	231	222	96.10	3.90	59.46
Female	102	98	96.08	3.92	61.22
Male	129	124	96.12	3.88	58.06
American Indian or Alaska Native	--	--	--	--	--
Asian	19	17	89.47	10.53	52.94
Black or African American	12	12	100.00	0.00	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	116	112	96.55	3.45	60.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	16	94.12	5.88	62.50
White	64	63	98.44	1.56	65.08
English Learners	18	16	88.89	11.11	18.75
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	103	99	96.12	3.88	52.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	48	88.89	11.11	33.33

2024-25 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	231	225	97.40	2.60	46.67
Female	102	99	97.06	2.94	38.38
Male	129	126	97.67	2.33	53.17
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	42.11
Black or African American	12	12	100.00	0.00	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	116	113	97.41	2.59	45.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	16	94.12	5.88	43.75
White	64	63	98.44	1.56	55.56
English Learners	18	18	100.00	0.00	16.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	103	99	96.12	3.88	37.37
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	54	49	90.74	9.26	28.57

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	53.66	37.65	32.96	33.45	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	88	85	96.59	3.41	37.65
Female	38	36	94.74	5.26	41.67
Male	50	49	98.00	2.00	34.69
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	42	41	97.62	2.38	36.59
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	27	100.00	0.00	44.44
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	41	38	92.68	7.32	26.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	20	90.91	9.09	20.00

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.

2024-25 California Physical Fitness Test Participation Rates

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	98%	98%	98%	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.

2025-26 Opportunities for Parental Involvement

Cram is very fortunate to have the active involvement and support of our parent community. Parent volunteers support the Cram School program through our PTSA, School Site Council, and ELAC, as well as classroom helpers, and by volunteering to serve on a myriad of committees, both at the school and district level, including, but not limited to our Safety Committee, and PBIS Committee. There are also many family activities sponsored by the PTSA and staff that enable parent and community involvement. Some of the events sponsored by our PTSA and school funds include a school-wide Book Fair, Barnes and Noble Family Reading Night, Annual Carnival, and "Reflections Night." Staff sponsored events include One School, One Book family reading program, and the Cram Holiday Program. We connect with parents on academic performance through parent/teacher conferences, IEP, and IST meetings, weekly newsletter, and communication as needed. Parents are welcome to volunteer in classrooms, the Cram Innovation Lab, as well as in our school library.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	536	527	50	9.5
Female	263	259	25	9.7
Male	273	268	25	9.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	44	44	6	13.6
Black or African American	19	18	3	16.7
Filipino	--	--	--	--
Hispanic or Latino	273	266	33	12.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	31	31	2	6.5
White	147	146	4	2.7
English Learners	42	42	5	11.9
Foster Youth	--	--	--	--
Homeless	13	12	1	8.3
Socioeconomically Disadvantaged	249	246	39	15.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	136	133	28	21.1

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.21	0.18	0	4.39	3.21	3.02	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.07	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

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

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.

2025-26 School Safety Plan

Cram School utilizes data from its California Safe School Assessment and suspension/expulsion reports to evaluate the current status of school crime. A Safe School Plan is adopted in October of each school year and is reflective of the school's safety needs.

The key components of Cram's Safe School Plan include a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and lock down, disaster response procedures. Throughout the year drills are held to provide the opportunity for feedback and practicing for a real emergency.

Cram Elementary School staff has a close working relationship with the Highland Division of the San Bernardino County Sheriff's Department who assist whenever necessary.

To ensure student safety before school, campus monitors, teachers, and administration supervise the school grounds including the single point of entry, cafeteria, and playground. During the school day all entrance areas to the school are locked with the exception of the front entrance, which is the administration office. Signs are posted to indicate all visitors must report to the administration office and may not be on school grounds unless they have a visitors pass.

After school, teachers help to supervise outside of their classrooms, the pick-up line, and the bus pick-up area. Two teachers and an administrator supervise the areas until all students have left the campus for home. Surveillance cameras are in place throughout the school campus to monitor various access points.

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.

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	17	4	1	0
1	18	3	0	0
2	22	0	3	0
3	26	0	3	0
4	26	0	3	0
5	27	0	3	0
6	0	0	0	0
Other	15	2	0	0

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	21	1	3	0
1	22	0	3	0
2	28	0	2	0
3	24	0	3	0
4	28	0	3	0
5	28	0	3	0
6	0	0	0	0
Other	11	3	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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		
1	27		3	
2	22		3	
3	32		1	
4	24	1	2	
5	27	1	2	
Other	14	2		

2024-25 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	1042

2024-25 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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$10,889.49	\$2,550.28	\$8,339.21	\$98,354.82
District	N/A	N/A	\$10,404.68	\$105,673
Percent Difference - School Site and District	N/A	N/A	-22.0	-7.2
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-28.8	-5.3

Fiscal Year 2024-25 Types of Services Funded

Currently recognized critical needs are:

Funding Due to economic factors throughout the California school community, our school does not generate some of the state and federal funds that are common to other school. We must look for other funding sources such as special grants or our PTSA and community programs such as the REP Foundation, as well as San Manuel Band of Mission Indians. Selecting and prioritizing areas of spending often requires making difficult compromises.

A strong focus on Informational Text and Conceptual Understanding in Mathematics requires cyclical professional development and planning so all students can meet grade level standards in reading, writing, and mathematics. Our Language Arts and Math textbooks and curriculum, as well as our school wide writing program will be a crucial part of this curriculum focus. This is a costly but highly effective investment for our school. Much of the money to support the new technology for our school is raised through PTSA fundraisers, school fundraisers, and grants such as those through the REP Foundation. Training for the teachers on the use of this technology, and highly effective teaching strategies is a priority for our school.

As we have entered school wide Title I, we have received Title I funding to help increase achievement in language arts and

Fiscal Year 2024-25 Types of Services Funded

mathematics. This funding is utilized to enhance our Tier II intervention program for students who are struggling with early literacy and foundation skills, reading comprehension, as well as mathematics. Support personnel, as well as specific materials, are used to provide students with small group intervention based on their specific needs.

Cram teachers will continue to work closely to ensure all students are able to meet state grade level standards in all curriculum areas. Teachers participate 5 times per year to review district assessments on the grade level standards. In these meetings, teachers look at which students and which standards need more concentration. Collaboratively they discuss what the students are expected to learn, how they know the students are learning and comprehending the information presented, how will the teachers respond for those students who are not learning (intervention), and how will they respond if they already know the information (acceleration).

Each Cram student will demonstrate strengths and academic growth in Reading and Mathematics using a variety of assessment methods including the Redlands Unified School District Common Assessments, the yearly state standardized test (SBAC, including Science for 5th grade), observation of performance, and teacher-made assessments.

Cram students will be provided with activities that will demonstrate the relevancy of technology to their daily lives. This will be accomplished through the use of classroom technology (classroom computers, classroom laptops and tablets, and Newline Interactive Panels). Strategies will incorporate the use of our networked programs, software, Google Applications, such as Google Classroom, and Internet access. This year Cram will continue with the implementation the Cram Creation Lab, in which all students have the opportunity to visit each week and engage in projects that revolve around building, circuits, robotics and coding, as well as digital storytelling.

Cram students will participate in an increased number of activities, which will improve their self-esteem, school spirit, and sportsmanship. Our Monthly University Pep Rallies, Attendance incentives, and spirit days are some of these activities. Students are able to earn Cardinal Slips for positive behavior as well as the opportunity to earn a Positive Office Referral. Students can earn individual prizes or work with their class to earn classroom incentives and pizza parties.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$63,332	\$62,783
Mid-Range Teacher Salary	\$100,688	\$97,783
Highest Teacher Salary	\$132,936	\$128,020
Average Principal Salary (Elementary)	\$164,336	\$160,224
Average Principal Salary (Middle)	\$175,641	\$166,992
Average Principal Salary (High)	\$190,691	\$180,971
Superintendent Salary	\$312,120	\$313,465
Percent of Budget for Teacher Salaries	32.19%	30.05%
Percent of Budget for Administrative Salaries	4.7%	5%

Professional Development

On-going professional growth for staff is a priority for Cram Elementary School. Our goal for the 25-26 school year is to provide professional development is focusing on meeting the needs of all learners. This included effective Tier II Academic and Behavioral Interventions and supports, Social Emotional Learning, Data analysis to support instruction, small group intervention, differentiated instruction, Math Strategies, ELA PD, and First Best Instruction. Teachers have the opportunity to attend District sponsored professional development throughout the school year, that focus on district adopted curriculum,

Professional Development

Social Emotional Learning, Data Analysis, Behavior supports, Universal Design for Learning, MTSS, and social emotional learning supports. As a staff, we will continue to spend time expanding our implementation of School-Wide Expectations.

During our staff meetings, we are focusing on our Small Group Instruction and meeting the needs of our learners through differentiated instructional strategies. In addition to the school wide focus we have teams engaged in STEAM, PBIS, Behavior Support, and Equity Teams as we continue to build systems to support all learners. This information as well as a plan for next steps is continuously shared with the staff throughout the year.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12