

Crafton Elementary

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	Crafton Elementary
Street	311 N. Wabash Ave.
City, State, Zip	Redlands, CA 92374
Phone Number	(909) 794-8600
Principal	David Finley
Email Address	david_finley@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/crafton
Grade Span	TK-5
County-District-School (CDS) Code	36-67843-6036479

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

Crafton's motto--"Cultivating Joyful Learning Since 1888"-- encapsulates who we have been, who we are, and who we wish to be. For 136 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 once again with platinum PBIS status, the highest available ranking.

As an active center of our community, rich with heritage and traditions, Crafton School focuses on family involvement by

2025-26 School Description and Mission Statement

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. We have strived 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.

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. The Common Core Standards in language arts, mathematics, social studies, 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, we present to you our annual School Accountability Report Card, sharing past accomplishments, current challenges, and a bright future for Crafton students.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	155
Grade 1	99
Grade 2	97
Grade 3	109
Grade 4	103
Grade 5	131
Total Enrollment	694

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
Asian	3.5
Black or African American	3.2
Filipino	0.4
Hispanic or Latino	59.1
Native Hawaiian or Pacific Islander	1.2
Two or More Races	3.7
White	27.1
English Learners	6.5
Foster Youth	0.6
Homeless	3
Socioeconomically Disadvantaged	57.5
Students with Disabilities	17.7

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)	29.1	93.18	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)	0.1	0.38	31.8	3.28	11953.1	4.28
Unknown/Incomplete/NA	2	6.4	57.1	5.89	15831.9	5.67
Total Teaching Positions	31.2	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)	31.1	90.86	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)	0	0	34.3	3.52	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.1	3.27	30	3.08	11746.9	4.23
Unknown/Incomplete/NA	2	5.84	53.7	5.5	14303.8	5.15
Total Teaching Positions	34.2	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)	29.4	90.74	844.4	86.83	230039.4	100
Intern Credential Holders Properly Assigned	0	0	10.5	1.09	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	22.6	2.33	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	3.09	24	2.47	12112.8	4.34
Unknown/Incomplete/NA	2	6.17	70.8	7.28	13705.8	4.91
Total Teaching Positions	32.4	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
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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	0.10	1.1	1
Total Out-of-Field Teachers	0.10	1.1	1

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	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	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. 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 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 campus is monitored closely by the staff, and any safety hazards are addressed immediately. Maintenance and repairs are handled via a work order process, with emergency repairs given the highest priority. District maintenance staff ensures timely repairs to keep the school in good repair and working order. Note: Two student and two adult restrooms in the E wing are currently closed due to issues with that wing's septic tank. Restrooms in the C and K wings remain open.

Cleanliness: The governing board has adopted cleaning standards. A litter-free environment is emphasized, and custodians clean the campus daily and disinfect classrooms regularly. The principal works with custodial staff to develop cleaning schedules. Students and the ECO Friends Club assist in keeping the campus clean and maintaining updated flower beds as outdoor learning spaces.

Adequacy: The school buildings, which include thirty classrooms, a library, an innovation lab, an administrative office, and a multi-purpose room/cafeteria, were modernized in 2005-2006. A new portable classroom and Innovation lab were added in 2021-2022. The facilities are in good repair, including new heat, air conditioning units, and upgraded filter systems installed in 2020. The PTA also assists in providing safe play equipment and structures.

Description of any planned or recently completed facility improvements:

Recently Completed:

Modernization of the current school buildings (2005-2006).

New portable classroom and Innovation lab added (2021-2022).

New heat, air conditioning units, and upgraded filter systems installed (2020).

Flower beds transformed into learning spaces with planting boxes and outdoor learning spaces (by ECO Friends Club).

A portion of the running track was refurbished (by PTA fundraising efforts).

Needs Attention:

Repair of the septic tank in the E wing to reopen closed restrooms.

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			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			E Wing Restroom needs septic tank upgrade.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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)	47	46	50	50	47	48
Mathematics (grades 3-8 and 11)	37	39	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	346	343	99.13	0.87	46.36
Female	159	158	99.37	0.63	47.47
Male	187	185	98.93	1.07	45.41
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	14	14	100.00	0.00	35.71
Filipino	--	--	--	--	--
Hispanic or Latino	186	185	99.46	0.54	37.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	25	96.15	3.85	68.00
White	107	106	99.07	0.93	58.49
English Learners	22	22	100.00	0.00	13.64
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	212	211	99.53	0.47	34.60
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	67	95.71	4.29	14.93

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	346	345	99.71	0.29	39.13
Female	159	158	99.37	0.63	38.61
Male	187	187	100.00	0.00	39.57
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	14	14	100.00	0.00	14.29
Filipino	--	--	--	--	--
Hispanic or Latino	186	185	99.46	0.54	32.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	26	100.00	0.00	50.00
White	107	107	100.00	0.00	52.34
English Learners	22	22	100.00	0.00	4.55
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	212	212	100.00	0.00	26.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	69	98.57	1.43	13.04

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)	33.04	37.4	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	132	131	99.24	0.76	37.40
Female	59	59	100.00	0.00	35.59
Male	73	72	98.63	1.37	38.89
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	80	80	100.00	0.00	31.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	57.14
White	31	30	96.77	3.23	43.33
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	84	84	100.00	0.00	27.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	12.50

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	89%	90%	85%	89%	91%

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

Crafton is very fortunate to have the active involvement and support of an engaged 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 many before- and after-school programs such as Crafton Cruisers Running Club, ECO Friends, Innovation lab, C-STEM activities, and broadcasting club. 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, family picnics, bike-to-school days, parent and grandparent breakfasts, pastry with the principal events, student performances and bi-monthly awards assemblies.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	752	743	130	17.5
Female	361	356	53	14.9
Male	390	386	76	19.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	24	24	0	0.0
Black or African American	30	28	4	14.3
Filipino	--	--	--	--
Hispanic or Latino	439	434	99	22.8
Native Hawaiian or Pacific Islander	11	--	--	--
Two or More Races	33	33	4	12.1
White	196	196	22	11.2
English Learners	51	51	7	13.7
Foster Youth	13	11	3	27.3
Homeless	21	21	5	23.8
Socioeconomically Disadvantaged	459	453	106	23.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	154	151	42	27.8

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
0.28	0.68	2.66	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	2.66	0.00
Female	1.66	0.00
Male	3.59	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	6.67	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.96	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.55	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.18	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.49	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

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. Our Safety Committee, which consists of Certificated and Classified staff members, as well as parents, is in place and meets regularly to review safety procedures and make recommendations based on current needs.

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. Adherence with our school's hall pass policy, which ensures any student who leaves the classroom is accounted for, is consistently reviewed and followed. 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 Principal and Assistant 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

2025-26 School Safety Plan

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.

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

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	23	0	4	0
1	20	3	1	0
2	25	0	4	0
3	23	0	4	0
4	31	0	4	0
5	29	0	4	0
6	0	0	0	0
Other	15	2	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	20	4	1	
1	23		4	
2	30		3	
3	25		4	
4	32		3	
5	18	3	3	
Other	13	3		

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	339.5

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)	2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.8
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	\$11,565.36	\$3,219.63	\$8,345.72	\$98,588.13
District	N/A	N/A	\$10,404.68	\$105,673
Percent Difference - School Site and District	N/A	N/A	-22.0	-6.9
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-28.7	-5.1

Fiscal Year 2024-25 Types of Services Funded

Crafton School receives both federal and state categorical funds for supplemental services through LCAP, Title I and Title III. Categorical funds are budgeted after review and consideration by staff, school site council, and site administration. Categorical funds bring approximately \$170,000 to our school annually. Personnel funded for the past few years with categorical money include our innovation lab technician and ELD support staffing, 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. Multi-Tiered System of Support (MTSS) 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.

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. Our goals are aligned with the district's two LCAP goals for 2024-25: (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 student success, and intervention/enrichment opportunities that support and assist students through tiered supports. These efforts will help increase academic achievement by all students.

Crafton's dedicated professional staff who work 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 disabilities are encouraged to mainstream when it is academically appropriate, and each grade level supports SPED Inclusion with in-class support at every grade level for students who might otherwise be pulled out to remain in the regular educational setting. Our 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 student academic skills through hands on technology and engineering materials. In addition, all students have 1:1 devices and Google Classroom accounts for use at school. 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 special education's inclusive approach with additional support targeted as needed, AND maximizing this year's schedule that provides a minimum day for staff collaboration nearly each week.

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/cs/>.

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

Crafton Elementary School prioritizes on-going professional growth for staff. This year's schedule provides 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 Monthly review of our professional reading text (Teacher Clarity Playbook, published by Corwin Press) and how to administer SBAC-focused interim assessments (IABs and fIABs). Grade Level meetings (weekly) 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.

One meeting per month is our "P.A.C.E. meeting" where teachers present valuable PD from each of our site teams (PBIS, AVID, Culture and Equity). 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, Benchmark Phonics, 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 strengthening our Tier I PBIS systems, improving teacher clarity and ensuring interventions are standards-aligned.

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	20	20	20