

Crafton Elementary

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 School Contact Information

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

2022-23 District Contact Information

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

2022-23 School Overview

It is an honor to be working with the Crafton Elementary community, staff, teachers, and students. Crafton Elementary staff has participated in professional development to gain knowledge on how to support students with their social and emotional learning, rigorous academic achievements, equitable opportunities in the classroom, AVID strategies, and Positive Behavior Individual Supports (PBIS). As the lead of these professional developments I have seen great growth from our staff, students, and Crafton community. It has been our goal to improve family involvement by providing new opportunities for all our students, staff, and community. Our teachers, staff, and students continue to carry on may of the 130+ years of heritage and traditions at Crafton. We have implemented an abundance of support both academically and social-emotional supports for our students, families, and staff. Our PTA, School Site Council, ELAC, AAPAC, have played a critical part in supporting our school in new ways to get both students and parents involved. Crafton staff has created a rigorous learning environment while also focusing on interventions that support the needs of all students, social skills, and innovative new ways to learn in the classroom. We have strived to keep our campus safe, orderly, clean to ensure a healthy and safe environment. Our staff works to validate students and recognize positive behaviors, while having a strong discipline plan that is consistent with our behavior expectations. Crafton has received Gold recognition for our well implemented PBIS strategies, which reinforce a respectful, responsible, trustworthy, and safe school climate for all students. An area in the Report Card that we strive to excel and have full implementation of the Common Core Standards in language arts, mathematics, social studies, and science. The Common Core Standards continues to be a top priority for our instructional program. We are proud to be an AVID Elementary site and focus on organizational skills and family connectedness this school year. We have continue to expand our innovation opportunities from the lab to the classroom. Students will experience twenty-first century technology and skills that will provide them with life long opportunities. One of our top focuses this year is to providing a rigorous education that is equitable, innovative, and safe for all of our students.

As we continue in our second century of high quality instruction for students at Crafton Elementary School, this is an appropriate time to present to you our annual School Accountability Report Card, sharing past accomplishments, current challenges, and a bright future for Crafton students. SCHOOL SUMMARY Crafton Elementary School was established in 1888 in the city of Redlands on the banks of the Zanja for the purpose of educating the local Native American children. The site later developed into an agricultural area surrounded by orange groves. The school's focus then changed to serve the new population of students. Over the course of these 130+years, thousands of students have received their primary education foundation at Crafton Elementary School. Many of these students - representing five generations of Redlands families - have

2022-23 School Overview

gone on to distinguish themselves in such areas as -- business, law, medicine, education, and the arts. Present enrollment figures indicate that approximately 670 students are fortunate enough to be part of the Crafton Cougar family!

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

Core Values: Welcome a respectful, responsible, trustworthy, and safe community. While letting students passion for learning shine through in all that you do.

Our Envisioned Future: At Crafton we give our students the opportunity to discover and develop their full potential. All students, staff, and parents are consistently, fully, and collaboratively engaged in adaptive growth as learners, teachers, leaders, supporters, and positively contributing members of the school community. Our diversity is considered by all as one of our primary strengths; as we value our ethnic, racial, and cultural differences we also choose to unite in our determination to ensure the success of ALL students and staff in fully achieving district and common core standards. Our students will seek to solve problems, be innovative and valuable citizens of the world.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	121
Grade 1	88
Grade 2	115
Grade 3	118
Grade 4	104
Grade 5	119
Total Enrollment	665

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	52.3
American Indian or Alaska Native	0.2
Asian	4.1
Black or African American	2.9
Filipino	0.6
Hispanic or Latino	51.7
Native Hawaiian or Pacific Islander	0.8
Two or More Races	5.3
White	34.3
English Learners	5.3
Foster Youth	0.5
Homeless	11.1
Migrant	0.0
Socioeconomically Disadvantaged	58.9
Students with Disabilities	12.9

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Permits and Waivers	0.00	
Misassignments	0.10	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
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	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys Common Core Houghton Mifflin Harcourt (2014)***Not from a most recent state adoption for K-5 but is considered from the most recent local adoption for TK. ***The Current Adoption is considered to be aligned to the Common Core State Standards.	No	0%
Mathematics	Math In Focus Houghton Mifflin Harcourt (2015)	Yes	0%
Science	Inspire Science by McGraw-Hill (2022)	Yes	0%
History-Social Science	Social Studies Alive! TCI (2019)	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements

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

MAINTENANCE AND REPAIRS: The governing board has adopted cleaning standards for all schools in RUSD. A summary of these standards is available at the school office, at the District Office, or at www.redlands.k12.ca.us. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. When maintenance and repairs are needed, the site custodians are notified and the work or repair is completed, if possible. If repairs are such that they can not be accomplished by the custodians, District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The site Principal has inspected the school prior to the opening to students. Our school has had to close two student restrooms and two adult restrooms due to a septic tank. School site custodians clean and disinfects each classroom regularly and the school district provides a grounds crew who work at Crafton on a rotating basis. Crafton's PTA also assists in providing safe play equipment and structures for our students. A portion of our running track was refurbished, by PTA fundraising efforts. PTA continues to fundraise to complete the refurbishing of the track. PTA paid for 60% of the track to be refurbished in the spring of 2021. Our teachers and Running Club, the Crafton Cruisers get great use of the track on a daily basis.

Year and month of the most recent FIT report

July 2022

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			Facility is inspected monthly to ensure cleanliness and safety.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	58	N/A	51	N/A	47
Mathematics (grades 3-8 and 11)	N/A	52	N/A	35	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	333	330	99.10	0.90	57.88
Female	176	174	98.86	1.14	59.20
Male	157	156	99.36	0.64	56.41
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	78.95
Black or African American	14	13	92.86	7.14	38.46
Filipino	--	--	--	--	--
Hispanic or Latino	167	167	100.00	0.00	45.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	61.11
White	107	105	98.13	1.87	77.14
English Learners	14	14	100.00	0.00	7.14
Foster Youth	--	--	--	--	--
Homeless	53	53	100.00	0.00	47.17
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	224	222	99.11	0.89	48.65
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	42	42	100.00	0.00	26.19

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	333	329	98.80	1.20	51.98
Female	176	173	98.30	1.70	52.60
Male	157	156	99.36	0.64	51.28
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	68.42
Black or African American	14	13	92.86	7.14	23.08
Filipino	--	--	--	--	--
Hispanic or Latino	167	166	99.40	0.60	42.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	66.67
White	107	105	98.13	1.87	67.62
English Learners	14	14	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	53	53	100.00	0.00	37.74
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	224	221	98.66	1.34	41.63
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	42	42	100.00	0.00	35.71

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	39.82	NT	32.27	28.5	29.47

2021-22 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	114	113	99.12	0.88	39.82
Female	54	53	98.15	1.85	37.74
Male	60	60	100	0	41.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	60	60	100	0	30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	33	32	96.97	3.03	53.13
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	22	22	100	0	27.27
Military	0	0	0	0	0
Socioeconomically Disadvantaged	77	76	98.7	1.3	30.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100	0	14.29

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	97%	96%	97%	74%

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.

2022-23 Opportunities for Parental Involvement

Crafton is very fortunate to have the active involvement and support of our parent community. Parent volunteers support the Crafton program through PTA, School Site Council, ELAC, AAPAC, Crafton Cafe (satellite learning center), classroom volunteers, and organizing a plethora of after-school programs as Crafton Choir, Crafton Cruisers Running Club, ECO Friends, Innovation lab, C-STEM club, intervention and GATE classes. Crafton has a deeply committed PTA and School Site Council. Staff, parents, students, and our community have a sense of pride and ownership in the history and traditions of Crafton Elementary School. Parents support the school and staff through their membership in PTA and involvement in various school programs and activities.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	712	698	143	20.5
Female	336	330	72	21.8
Male	376	368	71	19.3
American Indian or Alaska Native	1	1	0	0.0
Asian	27	27	1	3.7
Black or African American	27	24	9	37.5
Filipino	5	5	0	0.0
Hispanic or Latino	376	365	98	26.8
Native Hawaiian or Pacific Islander	5	5	4	80.0
Two or More Races	37	37	3	8.1
White	231	231	27	11.7
English Learners	38	36	10	27.8
Foster Youth	11	10	2	20.0
Homeless	82	79	22	27.8
Socioeconomically Disadvantaged	458	448	116	25.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	109	107	32	29.9

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.31	2.61	2.45
Expulsions	0.00	0.03	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.70	0.22	3.67	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.70	0.00
Female	0.30	0.00
Male	1.06	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	1.06	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.70	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	1.22	0.00
Socioeconomically Disadvantaged	0.66	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.92	0.00

2022-23 School Safety Plan

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

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

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	4	3	
1	24		5	
2	26		4	
3	24		5	
4	35			3
5	35			3
6				
Other	17	2		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	6		
1	22		5	
2	23		5	
3	20	3	2	
4	28		4	
5	34			2
6				
Other	14	3		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	4	
1	20	3		
2	22	1	4	
3	23		5	
4	25		4	
5	28		4	
6				
Other	18	2	1	

2021-22 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	443.33

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.1

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$8194.80	\$1877.30	\$6317.50	\$89,783.02
District	N/A	N/A	\$7211.11	\$88,816
Percent Difference - School Site and District	N/A	N/A	-13.2	1.1
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	-4.3	1.6

2021-22 Types of Services Funded

Crafton School receives both federal and state categorical funds for supplemental services for School Improvement (SSI) and Title 1 Categorical funds are budgeted after review and consideration by staff, school site council, and site administration. Categorical funds bring approximately \$266,973.00 to our school annually. Personnel funded for the past few years with categorical money include intervention teachers in the areas of ELA, Math, and ELD along with a technology and library paraprofessional. Title 1: Schoolwide Title 1 funds are provided on the basis of enrollment of students who demonstrate living in socio-economically disadvantaged households. This is a federally funded program to help educationally disadvantaged students in eligible schools achieve grade level proficiency. Student Support Time (SST) is available to all students, while also targeting the needs of students with district funded ELO teachers in both reading and math. Gifted and Talented Education Program (GATE) Students are tested initially during third grade to determine qualification for participation in the GATE program. This year (GATE) assessment will happen for students in grades third, fourth, and fifth due to COVID 19 shut downs.

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

GOALS: Our goals are aligned with the District's LCAP goals. 1) All students will successfully participate in a high quality, comprehensive, T/K-5 instructional base program, in order to foster student academic success; 2) All students will be educated in an environment that is safe, conducive to effective teaching and learning, and is drug free. Students will participate in all tiers of PBIS and MTSS. Students will increase their attendance rate and lower their office referral rate and suspension rate; 3) Students in Grades TK-5 will participate in a high quality instructional program aligned to state standards and the Common Core; 4) Increase the number of students successfully ready for college and career; and 5) Close the achievement gap for underperforming subgroups.

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

- Critical Needs The diverse needs of students coupled with changing demographics is a challenge for the Crafton learning community. Volunteers are needed, especially at the primary levels and in the library. Student Objectives Each Crafton student will reach high standards, at a minimum, attaining proficiency or better in Reading and Mathematics. Crafton students will be provided with activities that will demonstrate the relevancy of technology to their daily lives. This will be accomplished through use of classroom technology (laptops and Google Classroom). Strategies will incorporate the use of our web-based Renaissance Learning programs, web-based Lexia Core5 Reading program, and web-based Freckle math intervention. Crafton students will participate in an increased number of activities, which will improve their self-esteem, school spirit, and sportsmanship. These activities shall include monthly awards handed out at our Flag Ceremony, Positive Behavior Intervention and Support (PBIS), Friendly Helpers. Crafton has implemented Elementary AVID strategies, while providing district UDL trainings school wide. Facilities School and staff work hard to keep the campus clean and safe. The appearance of our school has been enhanced by new outdoor learning spaces, ensuring buildings are in good repair, and making a commitment to a litter/graffiti-free environment. None of the eight emergency needs specified in Education Code Section 17592.72 exist.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$51,965	\$54,370
Mid-Range Teacher Salary	\$82,615	\$82,681
Highest Teacher Salary	\$109,075	\$106,610
Average Principal Salary (Elementary)	\$133,996	\$135,283
Average Principal Salary (Middle)	\$143,214	\$141,244
Average Principal Salary (High)	\$155,485	\$152,955
Superintendent Salary	\$260,000	\$264,367
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

Crafton Elementary School prioritizes on-going professional growth for staff. Our school has been able to provide on site both in person and virtual opportunities throughout the school year for Professional Development. Once a month our staff participates in a half day staff development in addition to a one hour once a week of staff development meetings/collaboration. These partial days provide teachers the opportunity to meet in grade level teams to work directly with colleagues, while receiving 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 topic. The district has also offered two District Professional Development days along with many additional monthly trainings and grade level collaboration days once a month. The present staff has been trained in Positive Behavior Intervention and Support (PBIS), AVID Elementary strategies, UDL strategies, Lexia Core5 Reading program, Accelerated Reader (AR), Cultivating Rigor, Thinking Maps, and Common Core shifts including both Math and Language Arts. Each of these programs is used, as deemed appropriate at each grade level, from grade TK through grade 5. This year's Staff Development focuses on Tiered supports and Learning strategies, District Scope and Sequence, brain research, research based instructional practices, and on creating a language of the discipline that will occur from one year to the next for students. Redlands Unified School District offered a wide variety of staff development opportunities for all teachers during the first two work days of the school year. They also provided additional staff development days before the school year started, after the work day, and during schedule school breaks to help teachers expand their learning. An overwhelming number of Crafton teachers attended all of the staff development days. Teachers are sent to virtual full day trainings and/or conferences on an as-needed basis. They are currently attending trainings virtually and in person on Social and Emotional Lessons, AVID Elementary pathways and English Learners designated and integrated curriculum.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	9	13	15