

# Cram Elementary

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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, 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 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).

#### **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.

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Cram Elementary
<b>Street</b>	29700 Water Street
<b>City, State, Zip</b>	Highland, CA 92346
<b>Phone Number</b>	(909) 307-2460
<b>Principal</b>	Stacy Martinez
<b>Email Address</b>	stacy_martinez@redlands.k12.ca.us
<b>Website</b>	<a href="http://cram.redlandsusd.net/">http://cram.redlandsusd.net/</a>
<b>County-District-School (CDS) Code</b>	36-67843-6036487

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

## School Description and Mission Statement (School Year 2019-20)

As Principal of Cram Elementary School, I am pleased to present to the community our School Accountability Report Card. In November, 1988, California voters enacted Proposition 98, which establishes an ongoing minimum funding guarantee for public schools and provides for the development and issuance of a School Accountability Report Card for each school in the state. The Redlands Unified School District Board of Education then adopted a policy in August 1989 that such a Report Card shall be established for each school in the District. "The purpose of the School Accountability Report Card shall be to communicate important information to parents and other interested parties in the community about each of our public schools, and in this way, guarantee accountability for dollars spent." (AR 6810) Since the re-establishment of Cram Elementary School in 1997, we have had the opportunity to present our report card annually. Cram families and alumni take special pride in this school and its over 100-year heritage. Our active PTSA, School Site Council, ELAC and classroom volunteers all reflect this pride. Students are motivated to reach their full potential in safe, orderly, and clean classrooms and school. Discipline is strong and consistent; serious incidents seldom occur. The school focuses on behaviors of Character Counts, and has established specific location expectations across our campus. School spirit and positive reinforcement of good citizenship are rewarded through a variety of activities for students. While there are areas in the Report Card that highlight our program strengths, we have also continued to identify the area of mathematics and problems solving, as well as writing as a top priority for our program Cram Elementary School puts a strong emphasis on reading and language arts, as well as mathematics curriculum for our students. Based on the 2017-2018 CAASP data, the Redlands Unified School District has a focus on mathematics. Cram Elementary School will align in this focus and provide specific professional development in this area.

As we continue in our second century of high quality instruction for students at Cram Elementary School, this is an appropriate time to present to you our School Accountability Report Card, outlining our history, our current challenges, and the bright future for Cram students. School Summary Cram Elementary School is administered by the Redlands Unified School District, which serves 150 square miles of San Bernardino County, one of the fastest growing areas in California. The Redlands Unified School District serves fourteen elementary schools, four middle schools, two comprehensive high schools, and one alternative high school. The total enrollment in the district during this year is over 21,000 students, kindergarten through twelfth grades.

Cram Elementary School has a rich history and traces its origins back to 1869, when the first school was built on land donated by Lewis Cram in the area known as Cramville. Andrew Cram (the first Lewis Cram child to attend the school) described that first school as a "...little building, 16 x 24 feet, rudely constructed with merely framing timbers and boards on the outside, and without a ceiling." The first class at this school had 17 pupils in attendance. Since that time, there have been five additional Cram Schools: 1878, 1882, 1902, 1958, and finally, 1997. The current school opened its doors to students on September 9, 1997, and houses approximately 660 students. The school is a combination of permanent and relocatable buildings, and includes a multi-purpose room, a library, a computer lab, administrative offices, and twenty-nine classrooms.

The school mascot was established as "the cardinal" back in the early 1900's, and continues today. Students are involved in a variety of programs and services at Cram Elementary School including instrumental music (grades 4-5), Gifted and Talented Education (grades 3-5), Special Education (Specialized Academic Instruction and Language, Speech and Hearing services; grades K-5), and the English Language Learner Program (grades K-5).

The staff, parents, and community of Cram Elementary School, a school rich in history, are committed to:

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

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	86
Grade 1	77
Grade 2	98
Grade 3	99
Grade 4	90
Grade 5	103
<b>Total Enrollment</b>	<b>553</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.3
American Indian or Alaska Native	0.2
Asian	9.4
Filipino	1.4
Hispanic or Latino	45.2
White	33.8
Two or More Races	5.2
Socioeconomically Disadvantaged	43
English Learners	5.2
Students with Disabilities	9.2
Foster Youth	0.2
Homeless	21

## 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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	23	23	22	4
Without Full Credential	0	0	1	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2019

The California State Board of Education reviews elementary level textbooks and adopts those that meet standards defined in the State Frameworks. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators. They review the materials that have been approved for purchase. Teachers at each site have an opportunity to preview texts prior to selection. Textbooks are selected and purchased on a seven-year cycle, rotating by content area. All Cram Elementary School students are provided with all state and district adopted materials. Each student has available a copy of all necessary textbooks and curriculum materials in the classroom.

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)	Yes	0%
Mathematics	Math In Focus Houghton Mifflin Harcourt (2015)	Yes	0%
Science	California Science Macmillan/McGraw-Hill (2008)	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Social Studies Alive! TCI (2016)	Yes	0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

Students and staff work hard to keep our new campus clean and safe. A litter-free environment is emphasized; custodians clean the campus daily. A strong feeling of school pride and ownership is present as all take responsibility for the upkeep of our school.

The staff has worked to develop a comprehensive disaster plan for our school. Practice drills continue to take place each month to prepare staff members and parent volunteers in procedures for a disaster. The plan is communicated to students and to parents, and enables staff and students to remain as calm as possible as they deal with the events surrounding a disaster such as an earthquake, flooding, or a fire.

The staff at Cram Elementary School and the Redlands Unified School District work diligently to maintain a safe, clean campus for students of our community to attend. The governing board has adopted cleaning standards for all schools in RUSD. A summary of these standards is available at the school office, at the District Office, or at [www.redlands.k12.ca.us](http://www.redlands.k12.ca.us). The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. When maintenance and repairs are needed, the site custodians are notified or work orders are submitted to the district's service center where district personnel are dispatched in a timely manner to make any necessary repairs.

**Age of School/Buildings: Cram was built in 1997.**

School and staff work hard to keep the campus clean and safe. The appearance of our school has been enhanced by exterior painting, all school facilities are in good repair, and a litter/graffiti-free environment is emphasized by students and staff. None of the eight emergency needs specified in Education Code Section 17592.72 exist.

Below is more specific information on the condition of our school and the efforts made to continue to ensure that students are provided with a clean, safe and functional learning environment.

**Maintenance and Repairs:**

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.

Please see current FIT Report in Attachments.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** November 2019

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

## 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, which 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); and
- 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	63	68	59	57	50	50
Mathematics (grades 3-8 and 11)	58	68	45	44	38	39

Note: 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.

Note: 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	287	287	100.00	0.00	67.60
Male	148	148	100.00	0.00	65.54
Female	139	139	100.00	0.00	69.78
Black or African American	13	13	100.00	0.00	69.23
American Indian or Alaska Native	--	--	--	--	--
Asian	28	28	100.00	0.00	85.71
Filipino	--	--	--	--	--
Hispanic or Latino	125	125	100.00	0.00	61.60
Native Hawaiian or Pacific Islander					
White	97	97	100.00	0.00	72.16

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	18	18	100.00	0.00	55.56
Socioeconomically Disadvantaged	127	127	100.00	0.00	55.91
English Learners	18	18	100.00	0.00	44.44
Students with Disabilities	36	36	100.00	0.00	44.44
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	57	57	100.00	0.00	61.40

Note: 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.

Note: 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.

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	287	287	100.00	0.00	67.94
Male	148	148	100.00	0.00	68.92
Female	139	139	100.00	0.00	66.91
Black or African American	13	13	100.00	0.00	69.23
American Indian or Alaska Native	--	--	--	--	--
Asian	28	28	100.00	0.00	82.14
Filipino	--	--	--	--	--
Hispanic or Latino	125	125	100.00	0.00	60.00
Native Hawaiian or Pacific Islander					
White	97	97	100.00	0.00	74.23
Two or More Races	18	18	100.00	0.00	61.11
Socioeconomically Disadvantaged	127	127	100.00	0.00	52.76
English Learners	18	18	100.00	0.00	55.56
Students with Disabilities	36	36	100.00	0.00	44.44
Students Receiving Migrant Education Services					



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	57	57	100.00	0.00	54.39

Note: 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.

Note: 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.

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 Test Results in Science for All Students

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	16.7	31.4	6.9

Note: 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.

## 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 for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

Cram is very fortunate to have the active involvement and support of our parent community. Parent volunteers support the Cram School program through our PTSA, School Site Council, ELAC, as classroom helpers, and by volunteering to serve on a myriad of committees, both at the school and district level, including, but not limited to our Safety Committee and our PBIS Committee. There are also many family activities sponsored by the PTSA and staff that enable parent and community involvement. Some of the events sponsored by our PTSA and school funds include a welcome back ice cream social and Book Fair, Family Movie Nights, Family Dance, Annual Carnival, and "Reflections Night." Staff sponsored events include One School, One Book family reading program, California Math Festival Night, and Geography family night, as well as the Cram Holiday Program. In addition, each classroom performs a curriculum related stage performance once a year for our families from plays to puppet shows. We connect with parents on academic performance through parent/teacher conferences, IEP, and IST meetings, phone broadcasting messages, and on-line progress reports in most classrooms. Parents are welcome to volunteer in classrooms as well and in our school library.

### 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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.3	0.3	0.9	2.6	2.9	3.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

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

The key components of Cram's Safe School Plan include a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and lock down, disaster response procedures.

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

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

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

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	12	9			16	3	3		21	1	3	
1	23		4		28		3		24		3	
2	26		3		23		4		23		4	
3	24	1	4		22	1	3		25	1	3	
4	35			2	35			3	30		3	
5	34		1	3	30		3		30	1		4
Other**									15	1		

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

\*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.

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,243.46	\$856.33	\$55,387.13	\$85,717.00
District	N/A	N/A	5,815.78	\$85,061.00
Percent Difference - School Site and District	N/A	N/A	162.0	0.8
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	152.3	4.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

Currently recognized critical needs are:

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

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

As we have entered school wide Title I, we have received Title I funding to help increase achievement in language arts and mathematics. This funding is utilized to develop a Tier II intervention program for students who are struggling with early literacy and foundation skills, reading comprehension, as well as mathematics. Support personnel, as well as specific materials, are used to provide students with small group intervention based on their specific needs.

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

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

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

Cram students will participate in an increased number of activities, which will improve their self-esteem, school spirit, and sportsmanship. Our Monthly University Pep Rallies, Monthly University Contests, Pizza with the Principal Lunches, "Principal's Recess", and spirit days are some of these activities. Students are able to earn Cardinal Slips for positive behavior, which they may use to "purchase" items from the Cardinal Store each Friday.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,120	\$51,374
Mid-Range Teacher Salary	\$81,554	\$80,151
Highest Teacher Salary	\$102,814	\$100,143
Average Principal Salary (Elementary)	\$124,240	\$126,896
Average Principal Salary (Middle)	\$133,386	\$133,668
Average Principal Salary (High)	\$141,684	\$143,746
Superintendent Salary	\$220,000	\$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	4%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			11

On-going professional growth for staff is a priority for Cram Elementary School. Through the LCAP Program, shortened school days have been planned for staff development. Continued support in the adopted language arts and math textbooks and training on the use of these materials, as well as current research-based strategies for implementation continue to be a priority for the staff this year, as well as ongoing analysis of state and local assessment results. During the 2019-2020 school year, there is a specific focus on mathematics, more specifically how to administer math talks, problem solving strategies, as well as effective math vocabulary instruction.

Professional development is offered through a variety of means. Teachers have the opportunity to attend District sponsored professional development. Each teacher at Cram has the opportunity to attend one professional conference (approximately 2 days each). Each month, professional development is provided at the school sites during minimum day instruction. There are 8 minimum days used for professional development at the school site. Teachers also meet after school, each week for data analysis and collaboration. Once a year, we have an additional full day dedicated to professional development. The agenda for the day is based off of school goals and needs.

Teachers are provided opportunities to collaborate and plan in grade level teams to better comprehend and put into action what is learned during our Professional Development time. During the 2019-2020 school year, teachers also have an opportunity to participate in lesson studies. These lessons students, completed in grade levels, focus on problem solving strategies and math talks. This is an opportunity for teachers to plan a lesson together utilizing specific strategies, observe the lesson being taught, as well as time for reflection. The school administrator is part of this process, guiding the conversations.