

Crafton Elementary School

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
School Name	Crafton Elementary School
Street	311 North Wabash Avenue
City, State, Zip	Redlands, CA 92374
Phone Number	(909) 794-8600
Principal	Patti Buchmiller
Email Address	patricia_buchmiller@redlands.k12.ca.us
Website	http://crafton.redlandsusd.net/
County-District-School (CDS) Code	36-67843-6036479

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 Crafton Elementary School, I am pleased to present to the community our annual School Accountability Report Card. We all continue to be proud of our students and their academic achievements, both on standardized tests and their daily work. Crafton families and alumni take special pride in this school and its over 130-year heritage. Our active PTA, School Site Council, ELAC, communities and parent volunteers all reflect this pride. Students are motivated and empowered to reach their full potential in safe, orderly, clean, and modernized classrooms and school. Discipline is strong and consistent; serious incidents seldom occur. Crafton has received recognition for their strong PBIS strategies, which strengthens the positive school climate for all students. 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 full implementation of the Common Core Standards in language arts, and mathematics, social studies and are working toward this for science. The Common Core Standards continue to be a top priority for our instructional program. We are proud to be an AVID Elementary site. We continue to work in a professional learning community to ensure continuing growth of academic achievement for all students. There has been an integration of the standards and technology for all students in our innovation lab. 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 gone on to distinguish themselves in such areas as -- business, law, medicine, education, and the arts. Present enrollment figures indicate that approximately 700 students are fortunate enough to be part of the Crafton Cougar family!

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

Core Values: * Be Passionate About Learning * Be People of Character * Be Welcoming to All

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 be confidently prepared to be innovative and valuable citizens of the world.

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

Grade Level	Number of Students
Kindergarten	139
Grade 1	110
Grade 2	123
Grade 3	98
Grade 4	104
Grade 5	108
Total Enrollment	682

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	0.3
Asian	4
Filipino	1.2
Hispanic or Latino	51.2
Native Hawaiian or Pacific Islander	0.1
White	34.6
Two or More Races	4.7
Socioeconomically Disadvantaged	59.7
English Learners	6.3
Students with Disabilities	12.6
Foster Youth	0.7
Homeless	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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	26	28	29	4
Without Full Credential	0	1	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. 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 English Learners 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 English Learners 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.

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 Macmillian/McGraw-Hill (2008)	Yes	0%
History-Social Science	Social Studies Alive! TCI (2016)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The current school building, which includes thirty classrooms, a library, an innovation lab, an administrative office, and a multi-purpose room/cafeteria was modernized in 2005-2006. New flooring and cafeteria tables were recently installed in the MPR. In 2019 our site received new heat and air conditioning units for all classrooms as well as new flooring in our newly remodeled innovation lab. 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. An after school Garden Club 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 and has indicated 100% of all toilets and faucets on school grounds are in working order. A new upper-grade playground structure was purchased and installed in January 2008, once again with funds earned by the Crafton PTA. Students named this playground structure Cougar Kingdom. In its efforts to ensure the most safe play area we can afford for all students, the Crafton PTA has provided a shade structure and picnic tables for our Kindergarten playground area. School site custodians clean 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 running track, earned by PTA fundraising efforts, opened in January of 2016, and we now have a Running Club, the Crafton Cruisers. The PTA has recently replaced the Kindergarten playground structure, named Cub Kingdom, in November, 2018. We have also added a cold-filtered water bottle filling station.

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Facility is inspected monthly to ensure cleanliness and safety.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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)	59	58	59	57	50	50
Mathematics (grades 3-8 and 11)	54	45	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	314	311	99.04	0.96	57.88
Male	165	164	99.39	0.61	53.05
Female	149	147	98.66	1.34	63.27
Black or African American	11	10	90.91	9.09	30.00
American Indian or Alaska Native	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	170	168	98.82	1.18	51.79
Native Hawaiian or Pacific Islander					
White	104	104	100.00	0.00	67.31
Two or More Races	17	17	100.00	0.00	58.82
Socioeconomically Disadvantaged	194	193	99.48	0.52	48.70
English Learners	20	19	95.00	5.00	21.05
Students with Disabilities	57	55	96.49	3.51	10.91
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	55	54	98.18	1.82	53.70

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	316	315	99.68	0.32	44.73
Male	165	164	99.39	0.61	46.01
Female	151	151	100.00	0.00	43.33
Black or African American	11	10	90.91	9.09	20.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	172	172	100.00	0.00	32.94
Native Hawaiian or Pacific Islander					
White	104	104	100.00	0.00	62.50

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	17	17	100.00	0.00	52.94
Socioeconomically Disadvantaged	196	196	100.00	0.00	35.57
English Learners	20	20	100.00	0.00	5.26
Students with Disabilities	58	57	98.28	1.72	9.09
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	55	55	100.00	0.00	33.33

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	23.6	27.3	27.3

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)

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, Crafton Cafe (satellite learning center), classroom volunteers, and organizing a plethora of after-school programs as Crafton Crooners Choir, Crafton Cruisers Running Club, Chess Masters, Cougar Den/Innovation Lab, 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.

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	2.3	1.5	2.0	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)

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 March 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 discipline policies and procedures, dress code guidelines, 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 and Assistant Principal 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 at the school office. After school, teachers, campus monitors, 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. A crossing guard ensures students cross the nearby streets safely. Teachers, campus monitors, Assistant Principal and the Principal supervise the areas until all students have left the campus for home.

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	17	6	3		20	3	5		21	2	5	
1	25		4		24		4		21	1	4	
2	25		3		23		5		24		5	
3	25		4		24		4		24		4	
4	31		1	2	35			2	34			3
5	30	1	1	3	29	1	1	3	28	1	2	1
Other**												

*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)	1.3

*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	\$6,403.09	\$1,000.60	\$5,402.50	\$88,494.00
District	N/A	N/A	5,815.78	\$85,061.00
Percent Difference - School Site and District	N/A	N/A	-7.4	4.0

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-32.6	7.6

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)

Crafton School receives both federal and state categorical funds for supplemental services for School Improvement (SSP) and Title 1 Categorical funds are budgeted after review and consideration by staff, school site council, and site administration. Categorical funds bring approximately \$150,000 to our school annually. Personnel funded for the past few years with categorical money include an ELD/Intervention teacher and a 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. School Improvement Program (SIP) This is a state funded program for all students, kindergarten through grade five.

The funds from this program are used to provide supplemental materials and educational opportunities for students. Gifted and Talented Education Program (GATE) Students are tested initially during third grade to determine qualification for participation in the GATE program. 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 Crafton's Character Pillars. 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. Students receive daily guided reading and writing practice, direct instruction of English Language Arts standards, directed math instruction, and grammar and spelling practice. The computer lab is currently in the process of being updated to the Cougar Den Innovation Lab and includes current technology such as Zspace. In addition, all students have a mobile device and Google Classroom accounts for use in their classrooms. 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, web-based Dreambox math intervention, and web-based keyboarding program, Internet access, and the English- In-A-Flash program which has been made available on all classroom computers as well as lab computers.

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 assemblies, Positive Behavior Intervention and Support (PBIS), Friendly Helpers, and regularly scheduled flag ceremonies. Crafton has recently implemented Elementary AVID strategies 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 exterior painting, 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.

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	15	16	13

On-going professional growth for staff is a priority for Crafton Elementary School. Through the School Based Coordinated Program, ten shortened school days have been planned for staff development. 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 present staff has been trained in Positive Behavior Intervention and Support (PBIS), AVID Elementary 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 K through grade 5. Staff Development focuses on 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 offers a wide variety of staff development opportunities for all teachers and encourages teachers to attend. Teachers are sent to full day trainings and/or conferences on an as-needed basis. They are currently attending trainings on AVID Elementary pathways and English Learners designated and integrated curriculum.