

# Crafton Elementary School

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

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 webpage 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.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Crafton Elementary School
Street	311 N. Wabash Ave.
City, State, Zip	Redlands
Phone Number	(909) 794-8600
Principal	Jennie Dyerly
Email Address	jennie_dyerly@redlands.k12.ca.us
Website	<a href="http://crafton.redlandsusd.net/">http://crafton.redlandsusd.net/</a>
County-District-School (CDS) Code	36-67843-6036479

### District Contact Information (School Year 2020-2021)

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 2020-2021)

It is an honor to be working with the Crafton Elementary community, staff, teachers, and students throughout these uncertain times. As the Crafton principal I have witnessed the hard work and dedication our staff has put into Distance Learning. During the world wide pandemic we have worked with families to create social and emotional supports, rigorous academic achievements, equitable opportunities, and community involvement for our school community. We will continue to take great pride in our school community and all those who have and still play a part in the lives of our students and its 130+ years of heritage. Throughout school shut downs and Distance Learning our active PTA, School Site Council, ELAC, communities and parent volunteers all reflect this pride. Teacher, students and families have learned the importance of school, even when it is a home/virtually. Students have continued to stay motivated, innovative while learning virtually. We have strived to keep our campus safe, orderly, clean, and innovative to prepare for the return of students. Our staff works to validate students and recognize positive behaviors, while having a strong discipline plan that is consistent. Crafton has received recognition for our well implemented PBIS strategies, which reinforce good citizenship and strengthen the positive 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 students, 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 even while our students are learning virtually. We will continue to expand our innovation opportunities from the lab to the classroom. Students will experience twenty-first technology and skills that will provide them with life long opportunities. One of our top focuses this year is to providing equal and equitable opportunities 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 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 an equitable education that gives our students the necessary tools to reach their full potential in our changing world.

**Core Values:** Welcome all with great character and let your 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 be confidently prepared to be innovative and valuable citizens of the world.

**Student Enrollment by Grade Level (School Year 2019-2020)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	145
<b>Grade 1</b>	123
<b>Grade 2</b>	117
<b>Grade 3</b>	127
<b>Grade 4</b>	107
<b>Grade 5</b>	109
<b>Total Enrollment</b>	728

## Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	0.1
Asian	4.5
Filipino	1.1
Hispanic or Latino	51.4
Native Hawaiian or Pacific Islander	0.1
White	34.6
Two or More Races	4
Socioeconomically Disadvantaged	71.8
English Learners	5.8
Students with Disabilities	12.5
Foster Youth	1
Homeless	16.9

## 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

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	28	29	34	103
Without Full Credential	1	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

**Year and month in which data were collected:** December 2020

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
<b>Reading/Language Arts</b>	Journeys Common Core Houghton Mifflin Harcourt (2014)	Yes	0%
<b>Mathematics</b>	Math In Focus Houghton Mifflin Harcourt (2015)	Yes	0%
<b>Science</b>	California Science Macmillian/McGraw-Hill (2008)	Yes	0%
<b>History-Social Science</b>	Social Studies Alive! TCI (2016)	Yes	0%

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

## School Facility Conditions and Planned Improvements

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 daily screener and temperature check is performed to all who enter campus. This is to help keep our campus healthy and to lessen the spread of COVID 19. A litter-free environment is emphasized and custodians clean the campus daily. Our Garden Club has been critical in helping us transform all our flower beds into learning spaces for students. These areas have been updated with seating rocks, materials for students to sit and learn as well as drought resistant plants. 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](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 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 and disinfect 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 is in the process of being refurbished, by PTA fundraising efforts, it originally opened in January of 2016. Our teachers and Running Club, the Crafton Cruisers get great use of the track on a daily basis. 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

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** November 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	Facility is inspected monthly to ensure cleanliness and safety.
<b>Electrical: Electrical</b>	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	58	N/A	57	N/A	50	N/A
Mathematics (grades 3-8 and 11)	45	N/A	44	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	30	N/A	36	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 2019-2020)**

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

## 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 2020-2021)

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, STEM lab, coding club, chain reaction competitions 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.5	2.0	2.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.38	2.16	
Expulsions	0	0.03	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

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 COVID-19 procedures and safety protocols, 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 will complete COVID - 19 safety checks and protocols. 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 gone through COVID-19 safety screening and protocols at the school office. 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. A crossing guard ensures students cross the nearby streets safely. Teachers, campus monitors, and the Principal supervise the areas until all students have left the campus for home. Multiple times throughout the day custodians will be disinfecting and wiping down surfaces and classrooms to help prevent the spread of unwanted bacteria.

## 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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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	20	3	5		21	2	5		21	4	3	
1	24		4		21	1	4		24		5	
2	23		5		24		5		26		4	
3	24		4		24		4		24		5	
4	35			2	34			3	35			3
5	29	1	1	3	28	1	2	1	35			3
Other**									17	2		

\*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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,100.45	\$1,278.14	\$5,822.32	\$88,601.00
District	N/A	N/A	\$6,015.41	\$84,929
Percent Difference - School Site and District	N/A	N/A	-3.3	4.2
State	N/A	N/A	\$7,750	\$84,577
Percent Difference - School Site and State	N/A	N/A	-28.4	4.6

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

### Types of Services Funded (Fiscal Year 2019-2020)

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 \$275,000 to our school annually. Personnel funded for the past few years with categorical money include an ELD/Intervention teacher and 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. 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 second 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. Teachers are following a revamped Scope & Sequence that includes both synchronous and asynchronous instruction of English Language Arts standards, math instruction, science and social studies. Students have also received small group instruction during Student Support Time. The Cougar Den/Innovation Lab includes current technology such as LegoWeDo, Osmos, Ozobots, and Zspace. We are also in the process of creating technology focuses for every grade level. This is intel a student center in each classroom that help students strengthen their academic skills through hands on technology and engineering materials. In addition, during Distance Learning all student have been a mobile device and Google Classroom accounts for use at home.

**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, myOn, web-based Dreambox math intervention, and Mystery Science. 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 in their classroom during DL, 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 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.

**Teacher and Administrative Salaries (Fiscal Year 2018-2019)**

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
<b>Beginning Teacher Salary</b>	\$46,120	\$52,484
<b>Mid-Range Teacher Salary</b>	\$81,554	\$81,939
<b>Highest Teacher Salary</b>	\$102,814	\$102,383
<b>Average Principal Salary (Elementary)</b>	\$126,044	\$129,392
<b>Average Principal Salary (Middle)</b>	\$135,743	\$136,831
<b>Average Principal Salary (High)</b>	\$146,559	\$147,493
<b>Superintendent Salary</b>	\$226,600	\$254,706
<b>Percent of Budget for Teacher Salaries</b>	34.0	34.0
<b>Percent of Budget for Administrative Salaries</b>	4.0	5.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	16	13	9

Crafton Elementary School prioritizes on-going professional growth for staff. This year has been unlike previous years. Due to CA School Closures and students distance learning there has been a limited opportunities throughout the school year for Professional Development days. Twice a month one hour meetings 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 district has also offered grade level collaboration days twice a month. 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. This years Staff Development focuses on Distance Learning tools and 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 two staff development days to help teachers be prepared for starting the year with Distance 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 on Social and Emotional Lessons, AVID Elementary pathways and English Learners designated and integrated curriculum.