

Crafton Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2016-17)

School 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
E-mail Address	patti_buchmiller@redlands.k12.ca.us
Web Site	http://crafton.redlandsusd.net/
CDS Code	36-67843-6036479

District Contact Information	
District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Lori Rhodes
E-mail Address	lori_rhodes@redlands.k12.ca.us
Web Site	www.redlands.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

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 125-year heritage. Our active PTA, School Site Council, ELAC, community and parent volunteers all reflect this pride. Students are motivated and enabled to reach their full potential in safe, orderly, clean, and modernized classrooms and school. Discipline is strong and consistent; serious incidents seldom occur. 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, and are working toward this for social studies, and science. The Common Core Standards continue to be a top priority for our instructional program. We continue to work in a professional learning community to ensure continuing growth of academic achievement for all 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 Indian 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 125 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 675 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 valuable citizens of the world.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	144
Grade 1	98
Grade 2	106
Grade 3	102
Grade 4	117
Grade 5	111
Total Enrollment	678

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.6
Asian	4.6
Filipino	1.9
Hispanic or Latino	50.6
Native Hawaiian or Pacific Islander	0.1
White	33.9
Two or More Races	5.2
Socioeconomically Disadvantaged	55.5
English Learners	6.8
Students with Disabilities	13
Foster Youth	1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	25	25	28	17
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.6	0.5
High-Poverty Schools in District	99.6	0.4
Low-Poverty Schools in District	99.4	0.6

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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	History - Social Science for California Scott Foresman (2006)	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

The current school building, which includes thirty classrooms, a library, a computer lab, an administrative office, and a multi-purpose room/cafeteria was modernized in 2005-2006. As a result, our facilities are in good repair. Students and staff work hard to keep the campus clean and safe. A litter-free environment is emphasized and custodians clean the campus daily. An after school Garden Club meets bi-weekly 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 When maintenance and repairs are needed, the site custodians are notified and 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 Kindergarten playground was purchased and installed in January 2006 with funds earned by the Crafton PTA. 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.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Facility is inspected monthly to ensure cleanliness and safety.
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	49	60	53	59	44	48
Mathematics	39	51	40	44	34	36

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	94	94	100.0	63.8
	4	124	121	97.6	62.0
	5	119	119	100.0	55.5
Male	3	43	43	100.0	58.1
	4	60	58	96.7	53.5
	5	54	54	100.0	48.1
Female	3	51	51	100.0	68.6
	4	64	63	98.4	69.8
	5	65	65	100.0	61.5
Hispanic or Latino	3	46	46	100.0	54.4
	4	68	67	98.5	56.7
	5	60	60	100.0	45.0
White	3	30	30	100.0	73.3
	4	41	39	95.1	64.1
	5	34	34	100.0	70.6
Socioeconomically Disadvantaged	3	47	47	100.0	51.1
	4	66	64	97.0	50.0
	5	74	74	100.0	41.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students with Disabilities	3	13	13	100.0	23.1
	4	13	11	84.6	18.2
	5	22	22	100.0	22.7

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	94	94	100.0	62.8
	4	124	121	97.6	62.0
	5	119	119	100.0	31.1
Male	3	43	43	100.0	65.1
	4	60	58	96.7	63.8
	5	54	54	100.0	25.9
Female	3	51	51	100.0	60.8
	4	64	63	98.4	60.3
	5	65	65	100.0	35.4
Hispanic or Latino	3	46	46	100.0	54.4
	4	68	67	98.5	55.2
	5	60	60	100.0	21.7
White	3	30	30	100.0	70.0
	4	41	39	95.1	71.8
	5	34	34	100.0	44.1
Socioeconomically Disadvantaged	3	47	47	100.0	57.5
	4	66	64	97.0	54.7
	5	74	74	100.0	20.3
Students with Disabilities	3	13	13	100.0	53.9
	4	13	11	84.6	36.4
	5	22	22	100.0	18.2

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	69	53	59	72	71	68	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	119	118	99.2	59.3
Male	54	54	100.0	64.8
Female	65	64	98.5	54.7
Hispanic or Latino	61	61	100.0	49.2
White	34	34	100.0	73.5
Socioeconomically Disadvantaged	74	73	98.7	54.8
Students with Disabilities	22	22	100.0	72.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23	24.8	23

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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, Garden Work Days, classroom volunteers, and organizing such after-school programs as Girl Scouts and Boy Scouts. 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 School Climate State Priority (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	4.4	2.3	3.6	4.8	3.7	4.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 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.

SCHOOL SAFETY To ensure student safety before school, campus monitors, staff, and the 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 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 visitor's pass. 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. Three teachers, campus monitors, 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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2010-2011
Year in Program Improvement*	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	56.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	17	6	1		17	5	2		16	6	2	
1	27		3		27		3		25		4	
2	25		4		24		4		25		3	
3	25		5		26		5		25		3	
4	33		1	1	34			3	35			2
5	29	1	2	2	29	1	1	2	34			3
Other									27		4	

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	1	N/A
Other	0	N/A

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

*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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,625.97	\$1,106.87	\$4,519.10	\$79,892.23
District	N/A	N/A	\$4,519.10	\$80,558
Percent Difference: School Site and District	N/A	N/A	0.0	-0.8
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-20.4	5.3

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

Types of Services Funded (Fiscal Year 2015-16)

- Crafton School receives both federal and state categorical funds for supplemental services for School Improvement (SI), Title 1, and Economic Impact Aid (EIA) for English Language Learners (ELL). 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, library paraprofessional, and a part-time help desk technician. 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. EIA/LEP (Limited English Proficiency) LEP funds are provided on the basis of enrollment of students who demonstrate limited proficiency in English. These funds provide intervention teacher salaries, materials and teacher salaries for after-school programs, conference and workshops fees, staff development for all teachers, as well as supplemental classroom materials and technology. Gifted and Talented Education Program (GATE) Students are tested initially as early as at the end of second grade to determine qualification for participation in the GATE program. These students are then placed with teachers who have completed GATE instruction certificates, pending available space. 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 in Crafton's AYP and API while this program was in place. GOALS: Our goals are aligned with the District's LCAP goals. 1) All students will participate in a high quality K-5 instructional program, in both Math and Reading/ELA, aligned to Common Core. 2) Increase the number of students successfully ready for college and career. 3) 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 Crafton's Codes of Character; and 4) Close Achievement Gap for Underperforming Subgroups and Students Struggling to Meet Proficiency. 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 of 35 networked computers is used to train students in computer skills while providing opportunities for students to further develop the standards being taught in the classroom in the areas of English Language Arts and Math. Teachers in Grades K-1 and Special Education are assigned a weekly computer lab time while Grades 2-5 have their own laptop computer cart. In addition, Students in T/K/1 have tablets for classroom use. All classroom teachers are responsible for taking students to the lab, or using their laptop computer cart, to complete the district's multiple assessments several times yearly. 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. Continue to strengthen student Reading Comprehension through the use of current, research-based instructional practices and developing reading fluency in all students. Continue to strengthen student writing skills through the use of current, research-based instructional practices and developing common language in all students. 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 both classroom technology (laptops, classroom computer, TV, DVDs and Tablets) and the Crafton Computer Lab. Strategies will incorporate the use of our web-based Renaissance Learning programs, web-based Lexia Core5 Reading program, web-based STUDY ISLAND as requested, web-based Typing Agent 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. 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.

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Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,473	\$45,092
Mid-Range Teacher Salary	\$76,873	\$71,627
Highest Teacher Salary	\$96,912	\$93,288
Average Principal Salary (Elementary)	\$118,476	\$115,631
Average Principal Salary (Middle)	\$127,244	\$120,915
Average Principal Salary (High)	\$138,146	\$132,029
Superintendent Salary	\$184,914	\$249,537
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

On-going professional growth for staff is a priority for Crafton Elementary School. Through the School Based Coordinated Program, eight shortened school days have been planned for staff development. These 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), 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 trainings and/or conferences on an as-needed basis.