

Cram 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	Cram Elementary School
Street	29700 Water Street
City, State, Zip	Highland, CA 92346
Phone Number	(909) 307-2460
Principal	Jean Joye
E-mail Address	Jean_Joye@redlands.k12.ca.us
Web Site	http://cram.redlandsusd.net/
CDS Code	36-67843-6036487

District Contact Information	
District Name	Redlands Unified School District
Phone Number	(909) 307-2460
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 Cram Elementary School, I am pleased to present to the community our School Accountability Report Card. In November, 1988, California voters enacted Proposition 98, which establishes an ongoing minimum funding guarantee for public schools and provides for the development and issuance of a School Accountability Report Card for each school in the state. The Redlands Unified School District Board of Education then adopted a policy in August 1989 that such a Report Card shall be established for each school in the District. "The purpose of the School Accountability Report Card shall be to communicate important information to parents and other interested parties in the community about each of our public schools, and in this way, guarantee accountability for dollars spent." (AR 6810) Since the re-establishment of Cram Elementary School in 1997, we have had the opportunity to present our report card annually. Cram families and alumni take special pride in this school and its over 100-year heritage. Our active PTSA, School Site Council, and classroom volunteers all reflect this pride. Students are motivated and free to reach their full potential in safe, orderly, and clean 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 also continued to identify the area of literacy and written language as a top priority for our program again this year. Cram Elementary School puts a strong emphasis on reading and language arts curriculum for our students. Based on the 2015-2016 CAASP data, the Redlands Unified School District has a focus on Informational Text in reading. Cram Elementary School will align in this focus and provide specific professional development in this area. In addition, although mathematics has historically been an area of strength, based on the 2015-2016 CAASP data, the Redlands Unified School District will focus on Conceptual Understanding in Math. Cram Elementary School will also focus on this area in Math. As we continue in our second century of high quality instruction for students at Cram Elementary School, this is an appropriate time to present to you our School Accountability Report Card, outlining our history, our current challenges, and the bright future for Cram students. School Summary Cram Elementary School is administered by the Redlands Unified School District, which serves 150 square miles of San Bernardino County, one of the fastest growing areas in California. The Redlands Unified School District serves fourteen elementary schools, four middle schools, two comprehensive high schools, and one alternative high school. The total enrollment in the district during this year is over 21,000 students, kindergarten through twelfth grades. Cram Elementary School has a rich history and traces its origins back to 1869, when the first school was built on land donated by Lewis Cram in the area known as Cramville. Andrew Cram (the first Lewis Cram child to attend the school) described that first school as a "...little building, 16 x 24 feet, rudely constructed with merely framing timbers and boards on the outside, and without a ceiling." The first class at this school had 17 pupils in attendance. Since that time, there have been five additional Cram Schools: 1878, 1882, 1902, 1958, and finally, 1997. The current school opened its doors to students on September 9, 1997, and houses approximately 660 students. The school is a combination of permanent and relocatable buildings, and includes a multi-purpose room, a library, a computer lab, administrative offices, and twenty-nine classrooms. The school mascot was established as "the cardinal" back in the early 1900's, and continues today. Students are involved in a variety of programs and services at Cram Elementary School including instrumental music (grades 4-5), Gifted and Talented Education (grades 3-5), Special Education (Specialized Academic Instruction and Language, Speech and Hearing services; grades K-5), and the English Language Learner Program (grades K-5). The staff, parents, and community of Cram Elementary School, a school rich in history, are committed to: * Creating a safe, nurturing educational environment. * Applauding the uniqueness of each student, and fostering the development of positive self-esteem. * Reinforcing students' sense of responsibility, independence and mutual respect. * Developing the whole child – academically, socially, emotionally, and physically. * Instilling a lifelong love of learning in our students. * Nurturing the development of adaptable, flexible thinkers. * Assisting students to develop to their fullest potentials. * Leading students successfully into and through the 21st century equipped to contribute to our schools, communities, nation, and world. * Striving continuously for the highest levels of academic excellence! This year will be a year of continued work to ensure the success of ALL children. We have worked hard to establish a school filled with support and positive strategies for our students. We will focus on our goal of EACH child meeting or exceeding the state and district grade level standards in academics.

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

Grade Level	Number of Students
Kindergarten	95
Grade 1	90
Grade 2	122
Grade 3	87
Grade 4	115
Grade 5	98
Total Enrollment	607

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	5.1
American Indian or Alaska Native	0.5
Asian	11.7
Filipino	2.3
Hispanic or Latino	38.4
Native Hawaiian or Pacific Islander	0
White	36.7
Two or More Races	4.9
Socioeconomically Disadvantaged	38.1
English Learners	5.9
Students with Disabilities	11
Foster Youth	0.2

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	24	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	97.0	3.0
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. They review the materials that have been approved for purchase. Teachers at each site have an opportunity to preview texts prior to selection. Textbooks are selected and purchased on a seven-year cycle, rotating by content area. All Cram Elementary School students are provided with all state and district adopted materials. Each student has available a copy of all necessary textbooks and curriculum materials in the classroom.

Subject	Textbooks and 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%

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

The staff at Cram Elementary School and the Redlands Unified School District work diligently to maintain a safe, clean campus for students of our community to attend. When maintenance and repairs are needed, the site custodians are notified or work orders are submitted to the district's service center where district personnel are dispatched in a timely manner to make any necessary repairs.

Age of School/Buildings:

Cram was built in 1997.

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

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

Maintenance and Repairs:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Please see current FIT Report in Attachments.

School Facility Good Repair Status (Most Recent Year)

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			Facility is inspected monthly
Interior: Interior Surfaces	X			Facility is inspected monthly
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Facility is inspected monthly.
Electrical: Electrical	X			Facility is inspected monthly
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Facility is inspected monthly
Safety: Fire Safety, Hazardous Materials	X			Facility is inspected monthly
Structural: Structural Damage, Roofs	X			Facility is inspected monthly
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Facility is inspected monthly

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	50	72	53	59	44	48
Mathematics	47	64	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	89	88	98.9	69.3
	4	115	114	99.1	70.2
	5	96	93	96.9	75.3
Male	3	48	47	97.9	63.8
	4	63	62	98.4	64.5
	5	51	48	94.1	70.8
Female	3	41	41	100.0	75.6
	4	52	52	100.0	76.9
	5	45	45	100.0	80.0
Asian	3	12	11	91.7	100.0
	4	16	16	100.0	93.8
Hispanic or Latino	3	31	31	100.0	61.3
	4	44	44	100.0	54.5
	5	34	33	97.1	81.8
White	3	32	32	100.0	78.1
	4	43	43	100.0	76.7
	5	38	37	97.4	73.0
Socioeconomically Disadvantaged	3	34	34	100.0	58.8

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	37	36	97.3	61.1
	5	30	28	93.3	64.3
Students with Disabilities	4	14	14	100.0	42.9

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	89	88	98.9	76.1
	4	115	114	99.1	60.5
	5	96	93	96.9	55.9
Male	3	48	47	97.9	78.7
	4	63	62	98.4	59.7
	5	51	48	94.1	60.4
Female	3	41	41	100.0	73.2
	4	52	52	100.0	61.5
	5	45	45	100.0	51.1
Asian	3	12	11	91.7	90.9
	4	16	16	100.0	87.5
Hispanic or Latino	3	31	31	100.0	71.0
	4	44	44	100.0	45.5
	5	34	33	97.1	57.6
White	3	32	32	100.0	81.3
	4	43	43	100.0	62.8
	5	38	37	97.4	56.8
Socioeconomically Disadvantaged	3	34	34	100.0	67.7
	4	37	36	97.3	50.0
	5	30	28	93.3	35.7
Students with Disabilities	4	14	14	100.0	35.7

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)	74	70	76	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	96	93	96.9	76.3
Male	51	48	94.1	83.3
Female	45	45	100.0	68.9
Hispanic or Latino	34	33	97.1	75.8
White	38	37	97.4	73.0
Socioeconomically Disadvantaged	30	28	93.3	64.3

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	17.9	32.6	37.9

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)

Cram is very fortunate to have the active involvement and support of our parent community. Parent volunteers support the Cram School program through our PTSA, School Site Council, as classroom helpers, and by volunteering to serve on a myriad of committees, both at the school and district level. There are also many family activities sponsored by the PTSA and staff that enable parent and community involvement. Some of the events sponsored by our PTSA include a welcome back ice cream social, family nights, family feast luncheons, Annual Carnival, and "Reflections night." Staff sponsored events include geography family night, and family reading night. In addition, each classroom performs a curriculum related stage performance once a year. We connect with parents on academic performance through parent/teacher conferences, IEP, and IST meetings, phone broadcasting messages, and on line report cards in most classrooms. Parents are welcome to volunteer in classrooms as well and in our school library.

State Priority: School Climate

The SARC provides the following information relevant to the 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	0.6	0.2	0.2	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)

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

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

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

To ensure student safety before school, campus monitors, teachers, and an administrator supervise the school grounds including the bus 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 visitors pass.

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

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
First Year of Program Improvement		2010-2011
Year in Program Improvement*		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	16	7	1		12	9			12	8		
1	25		3		24		3		23		4	
2	23		4		23		4		26		3	
3	22	1	4		25	1	3		24	1	3	
4	33		1	2	30		1	2	35			2
5	32		3	1	33		1	3	35			3
Other					24		1		25	1	1	

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)	0	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	\$5,633.94	\$708.61	\$4,925.33	\$83,558.53
District	N/A	N/A	\$4,925.33	\$80,558
Percent Difference: School Site and District	N/A	N/A	0.0	3.7
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-13.2	10.2

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

Types of Services Funded (Fiscal Year 2015-16)

We have several categorically funded programs: School Improvement Program (SIP), (EIA) for Limited English Proficient (LEP) students.

Critical Needs

Currently recognized critical needs are:

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

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

Cram teachers will continue to work closely to ensure all students are able to meet state grade level standards in all curriculum areas. Teachers participate 5 times per year to review district assessments on the grade level standards. In these meetings, teachers look at which students and which standards need more concentration. A grade level FLEX intervention program is implemented to meet these needs.

Three Year Student Objectives

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

Cram students will be provided with activities that will demonstrate the relevancy of technology to their daily lives. This will be accomplished through the use of classroom technology (classroom computers, classroom laptops and tablets, and Smart Boards). Strategies will incorporate the use of our networked programs, software, and Internet access.

Cram students will participate in an increased number of activities, which will improve their self-esteem, school spirit, and sportsmanship. Our "Lunch with the Principal," "Principal's Recess", monthly awards assemblies, and spirit days are some of these activities.

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 Cram Elementary School. Through the LCAP Program, shortened school days have been planned for staff development. Continued support in the newly adopted language arts and math textbooks and training on the use of these new materials, as well as current research-based strategies for implementation continue to be a priority for the staff this year, as well as ongoing analysis of state and local assessment results.