Comprehensive School Safety Plan
2023-2024
Richard Crane
CRPUSD

Teresa Ruffoni

Principal/Administrator

1290 Southwest Blvd
Rohnert Park, Ca 94928

School Address

707-285-3150

Phone

Teresa_Ruffoni@crpusd.org

Email

Public Input Meeting Held: December 2023

Adoption by Governing Board:

Scheduled for Review On: June 2024

Date of Last SARC: March 2024

Approved by:

Name	Title	Signature	Date
Teresa Ruffoni	Principal/Designee		
Courtney Fathy	RPCEA		
Trudy Persall	CSEA/SEIU		
Jenny Powers	Parent		
	Student - Optional		
Debbie Laminson	Law Enforcement Agency		

Name	Title	Signature	Date
Debbie Laminson	Fire Department		

Table of Contents

Comprehensive School Safety Plan Purpose 5

Safety Plan Vision 5

Components of the Comprehensive School Safety Plan (EC 32281) 6

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166) 6

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100) 9

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines 10

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079) 11

(E) Discrimination and Harassment Policies (EC 212.6 [b]) 11

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183) 12

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2) 12

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2) 12

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5) 14

(K) Hate Crime Reporting Procedures and Policies 14

(J) Tactical Responses 16

Procedures for Preventing Acts of Bullying and Cyber-bullying 16

Opioid Prevention and Life-Saving Response Procedures 18

Response Procedures for Dangerous, Violent, or Unlawful Activities 18

Safety Plan Review, Evaluation and Amendment Procedures 19

Safety Plan Appendices 20

Emergency Contact Numbers 21

Safety Plan Review, Evaluation and Amendment Procedures 22

Richard Crane Incident Command System 23

Incident Command Team Responsibilities 24

Emergency Response Guidelines 25

Step One: Identify the Type of Emergency 25

Step Two: Identify the Level of Emergency 25

Step Three: Determine the Immediate Response Action 25

Step Four: Communicate the Appropriate Response Action 25

Types of Emergencies & Specific Procedures....26
Aircraft Crash....26
Animal Disturbance....26
Armed Assault on Campus....26
Biological or Chemical Release....26
Bomb Threat/ Threat Of violence....26
Bus Disaster....26
Disorderly Conduct....26
Earthquake....26
Explosion or Risk Of Explosion....26
Fire in Surrounding Area....26
Fire on School Grounds....26
Flooding....26
Loss or Failure Of Utilities....26
Motor Vehicle Crash....26
Pandemic....26
Psychological Trauma....26
Suspected Contamination of Food or Water....26
Tactical Responses to Criminal Incidents....26
Unlawful Demonstration or Walkout....27
Emergency Evacuation Map....28

Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent ofthe Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January I, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at Richard Crane Elementary, 1290 Southwest Blvd., Rohnert Park, CA, 94928.

Safety Plan Vision

All students and staff of public primary, elementary, junior high, and senior high schools have the inalienable right to attend campuses that are safe, secure, and peaceful.
California Constitution
Article I, § 28 (c)

Board Policy 5142
“The governing board is responsible for ensuring that proper attention is paid to the safety of students. The governing board expects the superintendent to develop and implement regulations which will produce as safe an educational environment as possible for the students as well as for the certificated and classified staff.”

Components of the Comprehensive School Safety Plan (EC 32281)

Richard Crane Safety Committee

Assessment of School Safety

- Office Referrals
- Attendance Rates/SARB
- Suspension/Expulsion Data
- California Healthy Kids Survey
- Youth Truth Survey
- School Improvement Plan
- Local Law Enforcement Juvenile Crime Data
- Property Damage Data

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

- Conflict resolution management/ Restorative Circles
- After-school sports programs
- After-school tutorial
- Law enforcement support
- Team Success
- Counseling
- Administrative Panel reviews of serious discipline referrals
- School Student Study Teams/ COST
- Extra-curricular activities
- Motivational speakers/assemblies
- SARB
- Positive Behavior Strategies
- Student of the Month Assemblies
- Ongoing assessment of school safety issues
- Zero tolerance for weapons and drugs
- High expectations for students' behavior and achievement
- Fair, firm, and consistent enforcement of school standards
- Staff, student, and parent involvement in school decision-making
- Leadership class and leadership opportunities for students

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
(EC 32282(a)[2](A); EC 44691; PC PC11165.5; PC11165.7; PC11166) (BP 5141.4, AR 5141.4)

All school staff is trained in Child Abuse Reporting Procedures annually using the Vector online training module. All school staff actively monitor the safety and welfare of all students, and all school and district employees are mandated, reporters. Staff members understand their responsibility as childcare custodians and immediately report all cases of known and suspected child abuse to Child Protective Services and the school principal.

Reporting Procedures

1. Initial Telephone Report: Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department.

Child Protective Services - Sonoma County
4717 Copperhill Parkway
Santa Rosa, CA 95403
Tel: 707-565-4300
FX: 707-565-4324

2. Written Report.: Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572).

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include if known:
a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
b. The child's name and address, present location, and, where applicable, school, grade, and class.
c. The names, addresses, and telephone numbers of the child's parents/guardians.
d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child.
e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her.

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05.

3. Internal Reporting: The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee.

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with the law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or another person shall not be a substitute for making a mandated report to the appropriate agency.

Training:
Training of mandated reporters shall include identification and mandated reporting of child abuse and neglect.

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.

Victim Interviews by Social Services

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child.

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements:
1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school.

Release of Child to Peace Officer:
When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation.

Parent/Guardian Complaints:
Upon request, the Superintendent or designee shall provide parents/guardians with a copy of this administrative regulation which contains procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

Upon request, the Superintendent or designee shall provide parents/guardians with a copy of this administrative regulation which contains procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided. To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

Notifications:
The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee.

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard for the truth or falsity of the report.
2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment.
3. No employee shall be subject to any sanction by the district for making a report.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Adaptations for Students with Disabilities

Disaster Plan (See Appendix C-F)
(EC 32282(a)[2](B); GC 8607; GC 3100) (BP 5142, AR 5142, BP 6114, 6114.1, 6114.2, 6114.3, 6114.4, 6114.5)

CRPUSD maintains an Emergency Operations Plan (EOP) at each school site. Site-specific information is included and updated annually. Students are instructed in their classes each year about safety procedures. Student and Staff Drills Are conducted as listed below. Maps and procedures and more information are included in our full Emergency Operations Plan (EOP). Under Government Code 3100, all school personnel are Disaster Services Workers and are required to assist during a disaster until they are released by the Incident Commander/District Superintendent.

Type of Drill

Fire, Earthquake, Evacuation

Elementary: Once a month
Intermediate: Once a quarter
Secondary: Once a semester

Lockdown/Student Release

Elementary: Once a year
Intermediate: Once a year
Secondary: Once a year

These protective measures are taken before, during, and following an earthquake.

Mitigation
- Assess existing or potential hazards on and off campus
- Identify nonstructural hazards on campus and develop a plan of action to address the hazards

Preparedness
- Establish and Train in NIMS/SEMS and ICS
- Conduct Drills for Students and Staff in Drop/Cover/Hold
- Conduct Evacuation Drills for Students and Staff
- Conduct Drills for Students, Staff and Families in the Student Release Procedures
- Coordinate, plan, and train with Law Enforcement and Fire
- Acquire emergency equipment and supplies
- Coordinate with SCOE S.O.S. Crisis Response Team

Response
- Evacuate buildings and the school campus if necessary

- Release students as needed
- Initiate search and rescue efforts as needed
- Handle triage, medical aid, and mental health emergencies as needed

Recovery and Reconstruction
- Assess building and campus safety and damage
- Identify contacts for support as needed
- Mobilize the Crisis Response team as needed
- Make plans to relocate classes and other academic business at an alternate site as needed
- Track costs to delineate expenditures
- Debrief
- Update the plan as needed

Public Agency Use of School Buildings for Emergency Shelters
The American Red Cross has an MOU with the City of Rohnert Park. As needed, the school building facilities would be used as overflow.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
(EC 32282(a)[2](C) (BP 5144.1, AR 5144.1, AR 5144.2, BP 5131)

It is the intent of the governing board to maintain a safe learning environment for all students. Student behavior management is conducted in a manner consistent with federal law, the Education Code of California, governing board policies, and district administrative regulations. School staff members adhere to the procedures set forth in the Student and Parent Handbook.

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction. Except where suspension for a first offense is warranted in accordance with the law, the suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be specified in Administrative Regulation 5144.1. Suspended or expelled students shall be excluded from all school-related extracurricular activities during the period of suspension or expulsion.

Decision Not to Enforce Expulsion Order: On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law.

Student Due Process: The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

The Board recognizes that students who are suspended from school often have no supervision or guidance during school hours when they are off campus. The Board believes that in many cases, it would be better to address the student's misconduct by keeping the student at school and providing him/her with supervision that is separated from the regular classroom. The Superintendent or designee may establish a supervised in-house suspension program that meets the requirements of the law for suspended students who pose no imminent danger or threat at school and for whom an expulsion action has not been initiated. (Education Code 48900.5.) The Superintendent or designee may examine alternatives to off-campus suspension and may establish a suspension program that involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians, and students; detention; student study BP 5144.1 (b) teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspension.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
(EC 32282(a)[2](D); EC 49079) (BP 4158 AR 4158)

In accordance with EC 49079, the Superintendent informs the teacher of any student in his/her class who has engaged in, or is suspected of, any act during the previous three years which could constitute grounds for suspension or expulsion under EC 48900.

CRPUSD utilizes a contracted service called "Behavior Alert" that sends every teacher a coded email if one of their students gets suspended for any 48900 offense.

(E) Discrimination and Harassment Policies (EC 212.6 [b])
(EC 32282(a)[2](E); EC 234.4) (BP 5145.3, BP 5145.7, BP 5131.2, BP 5144.1)

DISCRIMINATION & HARASSMENT POLICY

CRPUSD is committed to maintaining a safe school environment that is free from discrimination and harassment. Discrimination against any student or employee and/or sexual harassment of any student or employee by another person is prohibited.

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in district complaint processes.

Instruction/Information
The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:
1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
5. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable

Complaint Process
Any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity (e.g., by a visiting athlete or coach) shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall report it in accordance with administrative regulations. The Superintendent or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulations. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

Disciplinary Actions
Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Confidentiality and Record-Keeping
All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964) The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent\ repetitive harassing behavior in the schools.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
(EC 32282(a)[2](F)) (BP 5132, AR 5132)

Students are expected to dress in a way that is safe, not distracting to themselves or others, and allows them to fully participate in their academic and physical education activities.

The Governing Board desires to keep district schools and students free from the threats or harmful influence of any groups or gangs which exhibit drug use, violence, or disruptive behavior. The Superintendent or designee shall take steps to deter gang intimidation of students and confrontations between members of different gangs. He/she shall exchange information and establish mutually supportive efforts with local law enforcement authorities. To further discourage the influence of gangs, the Superintendent or designee shall ensure that school rules of conduct are enforced consistently and that all students have access to counselors as needed.

The Superintendent or designee shall provide in-service training which helps staff to identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately to gang behavior. Staff shall be informed about conflict management techniques and alerted to intervention measures and community resources that may help our students.

Prevention Education
The Board realizes that many students become involved in gangs without understanding the consequences of gang membership. Early intervention is a key component of efforts to break the cycle of gang membership. Therefore gang violence prevention education in the third grade.

The California Legislature has declared that gang-related apparel is hazardous to the health and safety of the school environment. The Board recognizes that there is evidence of a gang presence in district schools that may disrupt or interfere with school activities. The Board has determined that the Superintendent or designee may establish reasonable dress code regulations prohibiting students from wearing gang-related apparel when necessary for the health and safety of the school environment.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
(EC 32282(a)[2](G)) (BP 5131)

CRPUSD annually defines procedures for the safe ingress and egress of pupils as well as details regarding the nature and hours of campus supervision, locations of safe drop-off and pick-up of students, and the safe ingress and egress to the campus. Safety procedures and expectations are described for those students who [drive cars,] ride the bus, ride their bikes, and walk to and from school.

All schools in CRPUSD have a plan for safe ingress and egress, policies and procedures are reviewed with pupils and staff and shared with parents.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:
The CRPUSD Leadership Team will be incorporating PLC's at their individual sites to monitor and assess student progress and responsively support struggling students to enable all students to achieve grade-level standards.

Element:
By June of 2024, 100% of CRPUSD school sites will have PLC's that meet once a month.

Opportunity for Improvement:
Baseline: PLC's are occurring at every school site and school teams are attending CAPS trainings though out the 23 - 24 school year. Teams are focusing on implementing the use of common formative assessments, tracking data and sharing successful instructional strategies.

Objectives	Action Steps	Resources	Lead Person	Evaluation
CRPUSD Leadership Team is attending PLC Training	Attend PLC Training	Training	CRPUSD Leadership Team	CRPUSD Leadership Team
CRPUSD Leadership Team will have one dedicated meeting a month to practice and utilize PLC's to analyze site data	Schedule Monthly Meeting	Monthly Meeting	CRPUSD Leadership Team	CRPUSD Leadership Team
PLC's will be utilized at sites	PLC SIte Meetings	PLC Shared Drive	CRPUSD Leadership Team	CRPUSD Leadership Team
Action Plans will be created at each site to address the needs of students.	Identify Student Needs/Create Action Plan	Site Data	CRPUSD Leadership Team	CRPUSD Leadership Team

Component:
All CRPUSD school sites will have written procedures for the Fire Panel and how to turn off the water and electricity at each site.

Element:
By June of 2024, 100% of CRPUSD school sites will have Fire Panel Instructions, Water and Electricity Shutoff Procedures, and correct key in lockbox.

Opportunity for Improvement:
There are not written instructions for each school site and their Fire Panel. In addition, all site administrators are not aware of how to shut off water and electricity at their sites.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Identify the type of fire panel at each site	Identify Fire Panel	Fire Panel Instructions	Josh Savage	CRPUSD Leadership Team
Identify the locations of the electricty and water shutoffs at each location	Identify	Locate on Map	Josh Savage	CRPUSD Leadership Team
Write instructions for each fire panel	Write Instructions/Post	Fire Panel Instructions	Josh Savage	CRPUSD Leadership Team
Create a map with instructions for the electricity and water shutoff and post next to the fire panel as each school site	Create Map	Current Map/Site Visits	Josh Savage	CRPUSD Leadership Team
Post instructions at each school site for the site's fire panel	Post at each school site	Updated Maps	Josh Savage	CRPUSD Leadership Team

Component:
H. ENSURING A SAFE AND ORDERLY ENVIRONMENT

(EC 32282(a)[2](H))

EC 32282 (b) It is the intent of the Legislature that schools use the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled “Safe Schools: A Planning Guide for Action” in conjunction with developing their plan for school safety.

Safe Schools: A Planning Guide for Action is based on four principles: safe schools are caring schools, are built through cooperative efforts of all stakeholders, communicate high standards, and stress prevention. The guide recommends a seven-step planning process to guide the planning committee in addressing the components of the safe-school model.

This Comprehensive School Safety Plan has incorporated the Safe Schools: A Planning Guide for Action Steps 1-3 (identifying a planning committee, creating a vision of a Safe School, and gathering and analyzing data.

Section H describes Steps 4 and 5: setting an annual goal(s) for each of the two safe school components: The Social Environment (people and programs) and the Physical Environment (facilities). This section further identifies at least one goal with measurable objectives and activities for each of the two safe school components.

Steps 6 and 7 (communicating and evaluating the plan) are incorporated into the full Comprehensive School Safety Plan and are found in the Monitoring and Communication Section. This school also publishes the status of the school safety plan in its annual School Accountability Report Card.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Richard Crane Student Conduct Code
(EC 32282(a)[2](I)) (BP 5131/5131.1, AR 5131.1, BP 5144, AR 5144)

In order to provide a positive and safe learning environment for students, CRPUSD Individual School sites have created school-wide expectations for behavior and discipline.

Student Attendance / Student Conduct Policies and Regulations
We encourage our parents and students to familiarize themselves with these important District policies and regulations regarding student attendance and conduct. These will be posted on our District website at www.crpusd.org. For a hard copy, please see your school’s office manager.

Absences and Excuses BP 5113 / AR 5113
Chronic Absence and Truancy AR 5113.1
Alcohol and Other Drugs Alcohol y otras drogas BP 5131.6 / AR 5131.6
Bullying BP 5131.2
Conduct BP 5131
Discipline BP 5144 / AR 5144
Gangs BP 5136 / AR 5136
Nondiscrimination / Harassment BP 5145.3
Sexual Harassment BP 5145.7 / AR 5147.7
Suspension and Expulsion / Due Process BP 5144.1 / AR5144.1 and AR 5144.2
Use of Technology BP 6163.4 / AR 6163.4

(K) Hate Crime Reporting Procedures and Policies
(EC 234.4) (BP 5131.2, BP 5144.1)

CRPUSD recognizes the harmful effects of bullying on student learning and school attendance and desires to provide learning environments that protect students from physical and emotional harm. XXX School has developed strategies to support a safe and orderly environment free from bullying and intimidation.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any other student or site personnel.

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of the district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:
1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption.
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff's authority
5. Damage to or theft of property belonging to students, staff, or the district
The district shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.
6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs
8. Possession or use of a laser pointer, unless for valid instructional or other school-related purposes. Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee.
9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time. Such devices shall be turned off in class and stored securely in the student's belongings, except when being used for valid instructional or other school-related purposes as determined by the teacher or other district employee, and at
any other time directed by a district employee. Any device with a camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.
Students shall not use mobile communications devices, even in hands-free mode, while driving on school grounds or to or from a school-related activity.
No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health. (Education Code 48901.5)
10. Plagiarism or dishonesty on school work or tests
11. Inappropriate attire
12. Tardiness or unexcused absence from school
13. Failure to remain on school premises in accordance with school rules
Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or an administrator for further investigation.
When a school official suspects that a search of a student or his/her belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.
When a student uses any prohibited device or uses a permitted device in any unethical or illegal activity, a district employee may confiscate the device. The employee shall store the item in a secure manner and may either return it at the end of the class period or school day or keep it until the principal or designee has consulted with the student's parent/guardian.
Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline, in accordance with the law, Board policy, or administrative regulation, for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

(J) Tactical Responses
(EC 32282(a)[2](J)) (BP 0540)

TACTICAL RESPONSES (SEE EOP, ANNEX B)

CRPUSD in consultation with law enforcement officials has developed tactical responses to criminal incidents at the school site that may result in death or serious bodily injury. In accordance with EC 32281(f) the district elects not to disclose the tactical response portions in the publicly viewed copy of the plan. General procedures for Shelter-in-Place, Lockdown, and Evacuation, [and Run-Hide-Fight] are contained in Annex B of the Emergency Operations Plan.

Each school in CRPUSD has an Emergency Operation Plan that details the procedures in the event of an active shooter.

Procedures for Preventing Acts of Bullying and Cyber-bullying
School behavior standards shall be coordinated district-wide, with particular attention to applying the standards for discrimination, intimidation, harassment, and bullying behavior fairly and consistently among schools at the same grade level. Schools will follow district guidelines and policies according to the Education Code and school rules pertaining to related matters such as discrimination, intimidation, harassment, bullying, suspension, and expulsion.

The district will not tolerate discrimination, intimidation, harassment, bullying, or any behavior that infringes on the safety or well-being of students, staff, or any other persons within the district's jurisdiction whether directed at an individual or group. This includes but is not limited to discrimination, intimidation, harassment, and bullying based on actual or perceived characteristics and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 234.1)

Definitions:

"Bullying" is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils that constitutes sex harassment - 48900.2, hate violence - 48900.3, or harassment, threats or intimidation - 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
Placing a reasonable pupil or pupils in fear of harm to that pupil or those pupils' person or property.
Causing a reasonable pupil to experience a substantially detrimental effect on her or her physical or mental health.
Causing a reasonable pupil to experience substantial interference with his or her academic performance.
Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

"Electronic act" is defined as the creation or transmission originating on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication devices, computer, or pager, of a communication, including, but not limited to, any of the following:
A message, text, sound, video, or image.
A post on a social network Internet Website, including but not limited to:
Posting or creating a burn page.
Creating a credible impersonation of another actual pupil.
Creating a false profile.
An act of cybersexual bullying.

"Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs. (Education Code 48900(r))

The school district has jurisdiction to respond to bullying behavior that is related to school activity or school attendance and that occurs at any time, including, but not limited to, while on school grounds, at a school-sponsored activity, while traveling to or from school, on a school bus, or during the lunch period whether on or off campus. (Education Code 48900(s))

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:
Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

Verbal bullying includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm

Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying
The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:
Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
Providing to students, through student handbooks and other age-appropriate means, information about the district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias
Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development
The Superintendent or designee shall make the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying, available annually to all certificated staff and to other employees who have regular interaction with students. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal the obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:
Discuss the diversity of the student body and school community, including their varying immigration experiences
Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
Identify the signs of bullying or harassing behavior
Take immediate corrective action when bullying is observed
Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Student Instruction
As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs, and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how

to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints
Any student, parent/guardian, or other individuals who believe that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.
When a report of bullying is submitted that alleges discriminatory harassment, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or another employee so
that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the The superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and have the material removed.

Discipline/Corrective Actions:
Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or another school
support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thoughts or intention or of intent to harm another person, the The superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited
to, referral to district or community mental health services, other health professionals, and/or law enforcement.
Include the STOP IT app.

Opioid Prevention and Life-Saving Response Procedures
Narcan is accessible in the school office in case of an emergency. Staff is trained by the district nurse yearly.

Response Procedures for Dangerous, Violent, or Unlawful Activities

Safety Plan Review, Evaluation and Amendment Procedures

This plan is reviewed, evaluated, and amended (as needed) each school year by the School Site Council and Board of Trustees, local Law Enforcement, and the local Fire Agency. The revised plan is placed on the October regular meeting of the Board of Trustees for the public hearing to allow public input before it is adopted. It is available for public inspection at the District Office and school site during regular business hours.

How was the previous plan monitored?

Were changes made to Section B: Disaster Reporting Crisis Response or to the SEMS/ICS Chart? If so, reference where these are found.
Staff changes were updated and discussed at staff meeting. Additional first aid supplies were secured. All rooms have LockBloks.
Were changes made to Section G: Ingress and Egress? If so, reference where these are found.
No changes were made. Arrival and dismissal expectations were taught to all students during our PBIS Kickoff. Parking lot expectations were shared with parents. Safe Routes to School's classroom and field trip on pedestrian safety was taught to our second graders. Bike safety was taught to our fourth graders. The principal meets with Safe Route to School representative to two times a year.

What progress was made on Section H: Component I (Social Environment)?
Professional Learning Teams meet weekly. A Guiding Coalition team meets monthly to help support the teams. Three teachers attend monthly training on the PLC process.
What progress was made on Section H: Component II (Physical Environment)?

Record the Dates of Drills or Staff Training in the Past 12 Months:

Fire - August 2022/March 2023
Earthquake -October 2023/December 2023
Evacuation - October 2023/December 2023
Lockdown - August 2023
Student Release - March 2023

Staff Training - December 2023

Safety Plan Appendices

Emergency Contact Numbers

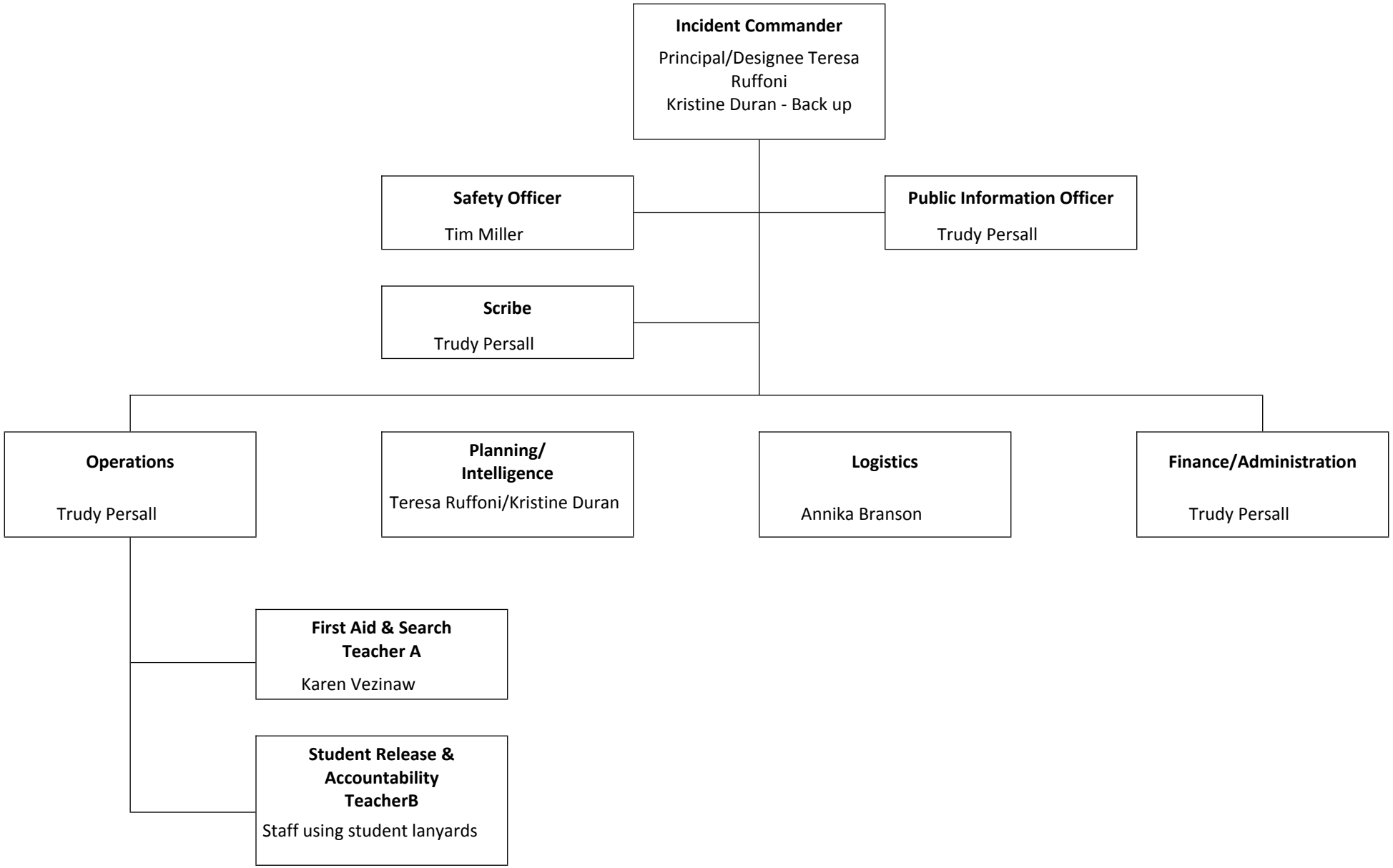
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Rohnert Park Safety Dispatch	707-528-5222	
Public Utilities	PG&E	579-6200 or 800-743-5002	Gas & Electricity
Local Hospitals	Kaiser Hospital ER	707-393-4800 / 707-571-4000	
City Services	Sonoma County Department of Emergency Services	707-565-1152	
School District	CPRUSD	707-792-4722 / 707-588-5656	
Emergency Services	Sutter Hospital	707-576-4701	
Radio Station	KSRO (AM -1350)	707-545-1000	
American National Red Cross	American Red Cross of North Bay	707-577-7600	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Method for Communicating Plan and Notifying Public: EC 32288 The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting: Local Mayor Representa	Ongoing	
The School site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting: A representative of the local churches Local civic leaders Local business	Ongoing	
In order to ensure compliance with this article, each School District or County Office of Education shall annually notify the State Department of Education by October 15 of any schools that have not complied with EC 32281	October 2023	
Review of Progress for Last Year	March 2024	
Law Enforcement/Fire/First Responder	February 2024	
Site Council Approval	March 2024	
School Board Approval	March 2024	
Most Recent SARC (attached)	March 2024	2023 SARC plus Spanish Version (viewable in attachments)

Richard Crane Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview
The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:
The principal of the school is responsible for all pre-disaster planning and preparedness for the school. In the event of an emergency, the principal or designee, will assume overall direction of disaster procedures for their school. The principal is Teresa Ruffoni.

Management
During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence
Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations
All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration
Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash
This information is on file in the Emergency Operations Plan for the school site.

Animal Disturbance
This information is on file in the Emergency Operations Plan for the school site.

Armed Assault on Campus
This information is on file in the Emergency Operations Plan for the school site.

Biological or Chemical Release
This information is on file in the Emergency Operations Plan for the school site.

Bomb Threat/ Threat Of violence
This information is on file in the Emergency Operations Plan for the school site.

Bus Disaster
This information is on file in the Emergency Operations Plan for the school site.

Disorderly Conduct
This information is on file in the Emergency Operations Plan for the school site.

Earthquake
This information is on file in the Emergency Operations Plan for the school site.

Explosion or Risk Of Explosion
This information is on file in the Emergency Operations Plan for the school site.

Fire in Surrounding Area
This information is on file in the Emergency Operations Plan for the school site.

Fire on School Grounds
This information is on file in the Emergency Operations Plan for the school site.

Flooding
This information is on file in the Emergency Operations Plan for the school site.

Loss or Failure Of Utilities
This information is on file in the Emergency Operations Plan for the school site.

Motor Vehicle Crash
This information is on file in the Emergency Operations Plan for the school site.

Pandemic
This information is on file in the Emergency Operations Plan for the school site.

Psychological Trauma
This information is on file in the Emergency Operations Plan for the school site.

Suspected Contamination of Food or Water
This information is on file in the Emergency Operations Plan for the school site.

Tactical Responses to Criminal Incidents
This information is on file in the Emergency Operations Plan for the school site.

Unlawful Demonstration or Walkout

This information is on file in the Emergency Operations Plan for the school site under the "Civil Unrest" section.

Emergency Evacuation Map

Richard Crane

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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 web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

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.

2023-24 School Contact Information

School Name	Richard Crane
Street	1290 Southwest Blvd
City, State, Zip	Rohnert Park, Ca 94928
Phone Number	707-285-3150
Principal	Teresa Ruffoni
Email Address	Teresa_Ruffoni@crpusd.org
School Website	https://rce.crpusd.org/
County-District-School (CDS) Code	49-73882-0135053

2023-24 District Contact Information

District Name	Cotati-Rohnert Park Unified School District
Phone Number	707-792-4722
Superintendent	Maité Iturri
Email Address	maite_iturri@crpusd.org
District Website	www.crpusd.org

2023-24 School Description and Mission Statement

School Description: Richard Crane Elementary is a year-round school with a population of approximately 257 students located in the C section of the Cotati Rohnert Park Unified School District. Richard Crane was reopened in the 2017 -2018 school year. All instruction is based on the Common Core Standards. To teach and address the social emotional needs of our students we use the Everyday Speech. Additionally, we are a Positive Behavioral Interventions and Supports (PBIS) school. Behavioral expectations are modeled, clearly taught and students are commended for being respectful, safe and responsible. Monthly assemblies recognize students who demonstrate positive student behavior. School wide procedures and expectations provide a safe and orderly learning environment. To help ensure all students are successful academically, physically, socially and emotionally we support our students by focusing on effective first instruction. School wide we use the Everyday Speech as well as mindfulness and growth mindset strategies. Richard Crane is focused on creating a school culture that is caring and safe, and students are permitted to take academic risks so students are ready to learn. We are building partnerships with our school community and our larger community. Richard Crane's PTA plays a vital role in engaging parents, students and teachers as we work together to enrich our students' experiences through supporting programs and activities. The funds raised through the PTA have enabled us to offer a School-wide play, school assemblies and community building Family Fun Nights. In addition, the PTA has purchased STEAM supplies, enhanced our library books, a sound system, recess, PE equipment for our students and helped supply books for our book vending machine. Our Cougar Cub pride can be seen everyday throughout our campus.

Vision: Our vision at Richard Crane Elementary is to provide a rich educational environment where all students are fully engaged in their learning. We believe it is critical for elementary school students to excel academically, emotionally, socially, and physically in order to grow into thriving students. These foundational beliefs are implemented into the teaching and learning for our students and define our school community. "A community where students are nurtured and empowered to excel as lifelong learners."

Mission: At Richard Crane Year Round Elementary School we are focused on meeting the unique needs of every student. We established practices that support the learning of the whole child to enable students to reach their learning potential. Through project based learning (PBL) and experiential activities, students explore the real work by thinking critically, collaborating, creating and communicating their understanding through a variety of methods. When our students promote to middle school, they will be empowered to succeed at high levels.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	48
Grade 1	51
Grade 2	46
Grade 3	44
Grade 4	35
Grade 5	19
Total Enrollment	243

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.3%
Male	47.3%
American Indian or Alaska Native	0.8%
Asian	3.3%
Black or African American	5.8%
Filipino	1.2%
Hispanic or Latino	46.1%
Two or More Races	13.6%
White	29.2%
English Learners	26.7%
Foster Youth	0.4%
Homeless	0.8%
Migrant	0.8%
Socioeconomically Disadvantaged	60.1%
Students with Disabilities	9.1%

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.80	100.00	230.90	80.84	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	7.70	2.70	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	15.30	5.38	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	12.30	4.31	12115.80	4.41
Unknown	0.00	0.00	19.30	6.76	18854.30	6.86
Total Teaching Positions	9.80	100.00	285.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.70	89.73	247.60	83.35	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.20	1.10	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	10.00	3.37	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	16.60	5.60	11953.10	4.28
Unknown	1.00	10.27	19.50	6.58	15831.90	5.67
Total Teaching Positions	9.70	100.00	297.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas. Health Standards are addressed in other district courses/classes i.e., Physical Education, science, etc. A complete list of textbooks/instructional materials and their years of adoption is available for viewing through the Educational Services Department.

Year and month in which the data were collected	December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. K-5: Reading Curriculum: Heinemann Publishing/Fountas and Pinnelll ELA curriculum Kindergarten: Learning Without Tears Tk -5th grade: Benchmark Advanced	Yes	0%
Mathematics	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. K-5th Grade: Eureka Math by Great Minds	Yes	0%
Science	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. K-5th:Mystery Science	Yes	0%
History-Social Science	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708. K-5th: Pearson Scott Foresman Social Science texts and Studies Weekly	Yes	0%
Foreign Language	Contact Educational Services Department (707) 792-4708.		0%
Health	Health Standards are addressed in other district courses/classes i.e., Physical Education, science, etc.		0%
Visual and Performing Arts	Contact Educational Services Department (707) 792-4708		0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

Prior to the reopening of our school, Richard Crane was completely remodeled. A new kindergarten building was built to house our TK and K students. The kindergarten bathrooms are ADA compliant and accessible to all the kindergarten students within the building. The other school buildings were remodeled. Windows with shades were installed to let in natural light. Motion sensor lights were installed to provide adequate lighting for optimum working conditions. Classrooms are equipped with new ducts for heating and air conditioning, furniture, technology, sound field systems, telephones, carpet, paint, and roofs. All bathrooms are ADA compliant. Prior to opening, all emergency alarms, fire extinguishers, and water systems were tested to ensure they were in proper working condition. All new playground structures were installed. All safety and maintenance requested are dealt with in a timely manner to ensure the safety of our staff and students.

Year and month of the most recent FIT report	June 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC in MU was replaced this year.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Some restroom fixtures outdated
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	21	22	41	41	47	46
Mathematics (grades 3-8 and 11)	15	18	24	26	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	99	98	98.99	1.01	22.45
Female	54	54	100.00	0.00	24.07
Male	45	44	97.78	2.22	20.45
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	49	49	100.00	0.00	20.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	32	32	100.00	0.00	25.00
English Learners	29	29	100.00	0.00	10.34
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	63	63	100.00	0.00	17.46
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	14	100.00	0.00	21.43

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	99	95	95.96	4.04	17.89
Female	54	51	94.44	5.56	21.57
Male	45	44	97.78	2.22	13.64
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	49	48	97.96	2.04	12.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	32	29	90.63	9.37	20.69
English Learners	29	29	100.00	0.00	13.79
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	63	60	95.24	4.76	10.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	12	85.71	14.29	16.67

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	21.74	11.11	23.09	26.54	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	19	18	94.74	5.26	11.11
Female	--	--	--	--	--
Male	12	12	100.00	0.00	16.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	12	92.31	7.69	8.33
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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 area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Richard Crane has focused on building a strong community and providing opportunities for parent involvement. Parents are encouraged to participate in the classroom and with all school activities. Communication is an important aspect in assisting parents to become and stay involved in our community. Teachers communicate with families via ParentSquare and social media. As a school we let families know what is happening through our school and PTA Facebook pages and Instagram page. Our school newsletter, The Pride, is sent out to parents along with updates from the school and PTA. Parents are considered partners in our school community and are encouraged to participate. Parents are invited to join PTA, ELAC and School Site Council.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	259	254	72	28.3
Female	133	130	38	29.2
Male	125	123	34	27.6
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	8	8	1	12.5
Black or African American	14	14	4	28.6
Filipino	3	3	1	33.3
Hispanic or Latino	122	118	32	27.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	34	34	11	32.4
White	76	75	23	30.7
English Learners	69	69	17	24.6
Foster Youth	2	2	1	50.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	155	152	48	31.6
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	35	33	14	42.4

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.42	3.09	0.25	4.19	5.06	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.17	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.09	0
Female	0	0
Male	6.4	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	7.14	0
Filipino	0	0
Hispanic or Latino	4.1	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.94	0
White	1.32	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.87	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.57	0

2023-24 School Safety Plan

Richard Crane complies with existing laws related to school safety. These include: Disaster Procedures, District School Suspension and Expulsion Policies, Procedures to Notify Teachers of Dangerous Pupils, Sexual harassment, and Procedures for Safe Ingress and Egress of pupils, parents and staff to and from school, and Safe and Orderly Environment conducive to learning. These policies are regularly reviewed, evaluated and amended if needed by the School Site Council. In addition, our staff continues to address school safety on an ongoing basis by identifying and addressing issues as they occur throughout the year. Finally, staff and students participate in regular safety drills to better prepare themselves to handle emergencies.
The Richard Crane Safety Plan was developed with the staff and site council. It was adopted by the Site Council on September 21, 2017. The Safety Plan was reviewed, evaluated and amended by our Site Council on 9/22/2022.Every room is supplied with an emergency backpack, radio and emergency procedures chart. Each student has an emergency release lanyard.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	2	
1	22	1	1	
2	19	1	1	
3	10	2		
4	20	1		
5	20	1		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	5		
1	16	1	2	
2	23		2	
3	12	2	1	
4	20	1		
5	22		1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	3	0	0
1	26	0	2	0
2	23	0	2	0
3	22	0	2	0
4	18	1	1	0
5	19	1	0	0
6	0	0	0	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	12839	5147	7692	51798
District	N/A	N/A	7186	$71,452
Percent Difference - School Site and District	N/A	N/A	6.8	-27.7
State	N/A	N/A	$7,607	$87,362
Percent Difference - School Site and State	N/A	N/A	15.4	-46.4

Fiscal Year 2022-23 Types of Services Funded

Our Educational Specialist and two instructional assistants supports students with 504's, IEP's and other intervention needs.
Our PTA provides financial support for many items such as instructional supplies, paper supplies, material and library expenses.
For ELD services, in addition to designated ELD support from credential teachers, the district provides 15 hours of ELD assistant time from LCAP funds.
Funds from site Title 1 and district Title 1 are used to provide .6 FTE for a credentialed Intervention Teacher.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$46,309	$54,190
Mid-Range Teacher Salary	$71,061	$85,111
Highest Teacher Salary	$92,857	$104,999
Average Principal Salary (Elementary)	$119,503	$132,492
Average Principal Salary (Middle)	$126,748	$140,987
Average Principal Salary (High)	$129,525	$153,884
Superintendent Salary	$234,600	$255,503
Percent of Budget for Teacher Salaries	26.96%	32.09%
Percent of Budget for Administrative Salaries	6.64%	5.25%

Professional Development

PProfessional Development in the Cotati-Rohnert Park Unified School District targets research-proven best practices. Three days of training are provided outside of the student instructional year, teachers have numerous opportunities to develop as professionals through district-sponsored trainings offered through release time and on regularly scheduled professional development dates. The elementary schools have four afternoons per month for professional development. Richard Crane has focused on improving instructional practices with a focus on best first instruction and using data to determine instruction through professional learning teams. We are also focusing on increasing students access to the curriculum and increasing positive student relationships. Three teachers and the site administrator are attending the CAPS Network trainings this year. Our Guiding Coalition Team meets monthly to help guide our professional learning teams. Professional Learning Teams meet weekly to look at date and plan instruction.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Richard Crane

Informe de Responsabilidad Escolar para 2022-2023
(Publicado Durante el Ciclo Escolar 2023-2024)

Información General sobre el Informe de Responsabilidad Escolar (SARC)

Sobre el SARC

La ley estatal requiere que cada escuela en el estado de California publique un informe de responsabilidad escolar (SARC, por sus siglas en inglés), para el 1 de febrero de cada año. El SARC contiene información sobre la condición y desempeño de cada escuela pública en California. Bajo la fórmula de financiamiento bajo control local (LCFF, por sus siglas en inglés) todas las agencias educativas locales (LEA, por sus siglas en inglés) son requeridas preparar un plan de responsabilidad bajo control local (LCAP, por sus siglas en inglés), que describe como intentan cumplir las metas anuales específicas a la escuela para todos los alumnos, con actividades específicas para abordar prioridades estatales y locales. Además, datos reportados en un LCAP debe ser consistente con los datos reportados en el SARC.

- Para mayores informes sobre los requisitos del SARC, favor de consultar la página web del SARC del Departamento de Educación de California (CDE, por sus siglas en inglés), en www.cde.ca.gov/ta/ac/sa/
- Para más información sobre el LCFF o LCAP, consulte el sitio web LCFF de CDE en www.cde.ca.gov/fg/aa/lc/
- Si los padres y el público general desean recibir información adicional sobre la escuela, pueden comunicarse con el director o la oficina del distrito.

DataQuest

DataQuest es una herramienta en línea ubicada en el sitio web *DataQuest* de CDE en dq.cde.ca.gov/dataquest/ que cuenta con información adicional sobre esta escuela y comparaciones de la escuela con el distrito, el condado, y el estado. Específicamente, *DataQuest* es un sistema dinámico que proporciona informes para contabilidad (p. ej., datos de pruebas, matriculación, egresados de escuela preparatoria, abandono escolar, matriculación en cursos, dotación, y datos relacionados a Estudiantes del Inglés).

Interfaz (*Dashboard*) Escolar de California

La Interfaz Escolar de California (*Dashboard*) www.caschooldashboard.org/ refleja el nuevo sistema de contabilidad y continuo mejoramiento de California y proporciona información sobre como los LEA y las escuelas están cumpliendo las necesidades de la diversa población estudiantil de California. La Interfaz (*Dashboard*) cuenta con informes que exhiben el desempeño de los LEA, las escuelas y los grupos estudiantiles en un grupo de medidas estatales y locales para ayudar a identificar las fortalezas, desafíos y áreas necesitando mejoramiento.

Acceso al Internet	Acceso al Internet está disponible en bibliotecas públicas y otras ubicaciones que son accesibles al público (p.ej., la Biblioteca Estatal de California). Acceso al Internet en bibliotecas y otras ubicaciones públicas es generalmente proporcionado a base de orden de llegada. Otras restricciones de uso pueden incluir el horario de operación, el plazo de tiempo que se puede usar una estación de trabajo (dependiendo en disponibilidad), los tipos de programas informáticos disponibles en una estación de trabajo y la habilidad de poder imprimir documentos.

Información de Contacto Escolar para 2023-24

Nombre de la Escuela	Richard Crane
Dirección	1290 Southwest Blvd
Ciudad, Estado, Código Postal	Rohnert Park, Ca 94928
Número Telefónico	707-285-3150
Director/a	Teresa Ruffoni
Dirección de Correo Electrónico	Teresa_Ruffoni@crpusd.org
Sitio Web Escolar	https://rce.crpusd.org/
Código del Condado-Distrito-Escuela (CDS)	49-73882-0135053

Información de Contacto Distrital para 2023-24

Nombre del Distrito	Distrito Escolar Unifcado de Cotati-Rohnert Park
Número Telefónico	707-792-4722
Superintendente	Maité Iturri
Dirección de Correo Electrónico	maite_iturri@crpusd.org
Dirección del Sitio Web Distrital	www.crpusd.org

Descripción Escolar y Declaración de la Misión para 2023-24

Descripción de la Escuela: La Escuela Primaria Richard Crane es una escuela que funciona todo el año con una población de aproximadamente 257 alumnos ubicada en la sección C del Distrito Escolar Unificado de Cotati Rohnert Park. Richard Crane fue reabierto en el ciclo escolar 2017-2018. Toda la instrucción se basa en las Normas Básicas Comunes (Common Core). Para enseñar y abordar las necesidades sociales y emocionales de nuestros alumnos, utilizamos Everyday Speech. Además, somos una escuela de Intervenciones y apoyos conductuales positivos [Programa “Positive Behavior Intervention and Support” (Apoyo e Intervención para la Conducta Positiva) (PBIS, por sus siglas en inglés)]. Las expectativas de comportamiento se modelan, se enseñan claramente y se elogia a los alumnos por ser respetuosos, seguros y responsables. Las asambleas mensuales reconocen a los alumnos que demuestran un comportamiento estudiantil positivo. Los procedimientos y expectativas de toda la escuela proporcionan un entorno de aprendizaje seguro y ordenado. Para ayudar a garantizar que todos los alumnos tengan éxito académico, físico, social y emocional, apoyamos a nuestros alumnos enfocándonos en una primera instrucción efectiva. A nivel escolar usamos Everyday Speech, así como estrategias de conciencia plena y mentalidad de crecimiento. Richard Crane se enfoca en crear una cultura escolar que sea afectuosa y segura, y a los alumnos se les permite tomar riesgos académicos para que estén listos para aprender. Estamos construyendo asociaciones con nuestra comunidad escolar y nuestra comunidad en general. La Asociación de Padres y Maestros (PTA, por sus siglas en inglés) de Richard Crane juega un papel vital en involucrar a los padres, alumnos y maestros mientras trabajamos juntos para enriquecer las experiencias de nuestros alumnos a través de programas y actividades de apoyo. Los fondos recaudados a través de la PTA nos han permitido ofrecer una obra de teatro para toda la escuela, asambleas escolares y noches de diversión familiar para la construcción de la comunidad. Además, la PTA compró suministros del Programa "Ciencia, Tecnología, Ingeniería,

Descripción Escolar y Declaración de la Misión para 2023-24

Arte y Matemáticas" (STEAM, por sus siglas en inglés), mejoró los libros de nuestra biblioteca, un sistema de sonido, recreo, equipo de educación física para nuestros alumnos y ayudó a suministrar libros para nuestra máquina expendedora de libros. Nuestro orgullo Cougar Cub (el Cachorro Puma) se puede ver todos los días en todo nuestro plantel.

Visión: Nuestra visión en la Escuela Primaria Richard Crane es brindar un ambiente educativo enriquecedor donde todos los alumnos participen plenamente en su aprendizaje. Creemos que es fundamental que los alumnos de la escuela primaria se destaquen académica, emocional, social y físicamente para convertirse en alumnos prósperos. Estas creencias fundamentales se implementan en la enseñanza y el aprendizaje de nuestros alumnos y definen nuestra comunidad escolar. "Una comunidad donde los alumnos son equipados y empoderados para sobresalir como aprendices de por vida".

Misión: En la Escuela Primaria Richard Crane de Ciclo Escolar Completo nos enfocamos en satisfacer las necesidades únicas de cada alumno. Establecimos prácticas que apoyan el aprendizaje del niño en su totalidad para permitir que los alumnos alcancen su potencial de aprendizaje. A través del Aprendizaje Basado en Proyectos (PBL, por sus siglas en inglés) y actividades experienciales, los alumnos exploran el trabajo real al pensar críticamente, colaborar, crear y comunicar su comprensión a través de una variedad de métodos. Cuando nuestros alumnos pasen a la escuela secundaria, estarán capacitados para tener éxito en niveles superiores.

Sobre esta Escuela

Inscripción Estudiantil por Nivel de Año para 2023-24

Nivel de Año	Cantidad de Alumnos
Kínder	48
1° Grado	51
2° Grado	46
3° Grado	44
4° Grado	35
5° Grado	19
Inscripción Total	243

Inscripción Estudiantil por Grupo para 2023-24

Grupo Estudiantil	Porcentaje de Inscripción Total
Femenino	52.3%
Masculino	47.3%
Nativo Americano o Nativo de Alaska	0.8%
Asiático	3.3%
Afroamericano	5.8%
Filipino	1.2%
Hispano o Latino	46.1%
Dos o Más Orígenes Étnicos	13.6%
Blanco	29.2%
Estudiantes del Inglés	26.7%
Jóvenes de Crianza Temporal	0.4%
Indigentes	0.8%
Migrantes	0.8%
De Escasos Recursos Económicos	60.1%
Alumnos con Discapacidades	9.1%

A. Condiciones de Aprendizaje

Prioridad Estatal: Básico

El SARC proporciona la siguiente información relevante a la prioridad estatal básica (Prioridad 1):

- Nivel al cual los maestros están correctamente asignados y totalmente acreditados en la materia y para los alumnos que están educando;
- Alumnos tienen acceso a los materiales instructivos estandarizados; y
- Instalaciones escolares se mantienen en buen estado de reparo

Preparación y Colocación Docente para 2020-21

Autorización/Asignación	Cantidad Escolar	Porcentaje Escolar	Cantidad Distrital	Porcentaje Distrital	Cantidad Estatal	Porcentaje Estatal
Totalmente (Preliminar o Autorizado) Acreditado para la Asignación de Materia y Alumnos (correctamente asignado)	9.80	100.00	230.90	80.84	228366.10	83.12
Practicantes Contando con Acreditación Correctamente Asignados	0.00	0.00	7.70	2.70	4205.90	1.53
Maestros sin Acreditación y Asignaciones Incorrectas ("*ineffective*" bajo ESSA)	0.00	0.00	15.30	5.38	11216.70	4.08
Maestros Acreditados Asignados No en su Rama ("*out-of-field*" bajo ESSA)	0.00	0.00	12.30	4.31	12115.80	4.41
Desconocido	0.00	0.00	19.30	6.76	18854.30	6.86
Cantidad Total de Cargos Docentes	9.80	100.00	285.60	100.00	274759.10	100.00

Nota: Los datos en esta tabla están basados en estatus como Equivalente a Tiempo Completo (FTE, por sus siglas en inglés). Un FTE es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar a dos miembros del personal donde cada uno trabajo 50 por ciento del tiempo completo. Adicionalmente, una asignación se define como un cargo donde un educador es asignado a base de entorno, materia y nivel de grado. Una autorización se define como los servicios que un educador es autorizado proporcionar a los alumnos.

Preparación y Colocación Docente para 2021-22

Autorización/Asignación	Cantidad Escolar	Porcentaje Escolar	Cantidad Distrital	Porcentaje Distrital	Cantidad Estatal	Porcentaje Estatal
Totalmente (Preliminar o Autorizado) Acreditado para la Asignación de Materia y Alumnos (correctamente asignado)	8.70	89.73	247.60	83.35	234405.20	84.00
Practicantes Contando con Acreditación Correctamente Asignados	0.00	0.00	3.20	1.10	4853.00	1.74
Maestros sin Acreditación y Asignaciones Incorrectas ("*ineffective*" bajo ESSA)	0.00	0.00	10.00	3.37	12001.50	4.30
Maestros Acreditados Asignados No en su Rama ("*out-of-field*" bajo ESSA)	0.00	0.00	16.60	5.60	11953.10	4.28
Desconocido	1.00	10.27	19.50	6.58	15831.90	5.67
Cantidad Total de Cargos Docentes	9.70	100.00	297.10	100.00	279044.80	100.00

El CDE publicó el primer año de datos disponibles sobre maestros para el SARC de 2020-21 en junio de 2022 y el CDE publicó el segundo año de datos para el SARC de 2021-22 en junio de 2023. La Sección EC 33126(b)(5) requiere que los tres años más recientes de datos sobre maestros se peticionen en el SARC, según estén disponibles los datos. Los datos sobre maestros para el SARC de 2022-23 no estarán disponibles antes del 1 de febrero de 2024 y por lo tanto no son incluidos en la plantilla.

Nota: Los datos en esta tabla están basados en estatus como Equivalente a Tiempo Completo (FTE, por sus siglas en inglés). Un FTE es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar a dos miembros del personal donde cada uno trabajo 50 por ciento del tiempo completo. Adicionalmente, una asignación se define como un cargo donde un educador es asignado a base de entorno, materia y nivel de grado. Una autorización se define como los servicios que un educador es autorizado proporcionar a los alumnos.

Maestros sin Acreditación y Asignaciones Incorrectas (considerados inefectivos "*ineffective*" bajo ESSA)

Autorización/Asignación	2020-21	2021-22
Permisos y Exenciones	0.00	0.00
Asignaciones Incorrectas	0.00	0.00
Puestos con Vacante	0.00	0.00
Cantidad Total de Maestros sin Acreditación y Asignaciones Incorrectas	0.00	0.00

Datos de 2022-23 no fueron incluidos como parte de la divulgación inicial de datos el 13/1/23. El CDE ha indicado que los datos estarán disponibles después de la fecha límite del SARC el 1/2/23. Los datos serán incluidos cuando sea publicado por el CDE.

Maestros Acreditados Asignados No En Su Rama (considerados no en su rama "*out-of-field*" bajo ESSA)

Indicador	2020-21	2021-22
Maestros Acreditados Autorizados con un Permiso o una Exención	0.00	0.00
Opciones de Asignación Local	0.00	0.00
Cantidad Total de Maestros No En Su Rama	0.00	0.00

Datos de 2022-23 no fueron incluidos como parte de la divulgación inicial de datos el 13/1/23. El CDE ha indicado que los datos estarán disponibles después de la fecha límite del SARC el 1/2/23. Los datos serán incluidos cuando sea publicado por el CDE.

Asignaciones de Clases

Indicador	2020-21	2021-22
Asignaciones para Estudiantes del Inglés (un porcentaje de todas las clases con estudiantes del inglés impartidas por maestros con asignación incorrecta)	0	0
Sin acreditación, permiso o autorización para enseñar (un porcentaje de todas las clases impartidas por maestros sin registro de una autorización para enseñar)	0	0

Datos de 2022-23 no fueron incluidos como parte de la divulgación inicial de datos el 13/1/23. El CDE ha indicado que los datos estarán disponibles después de la fecha límite del SARC el 1/2/23. Los datos serán incluidos cuando sea publicado por el CDE.

Nota: Para más información, consulte la página web Definiciones Actualizadas sobre Equidad Docente (*Updated Teacher Equity Definitions)* en https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

Calidad, Vigencia y Disponibilidad de Libros de Texto y Otros Materiales Instructivos para 2023-24

Año y mes en los cuales se recopilaron los datos	Diciembre del 2023

Materia	Libros de Texto y Otros Materiales Instructivos/Año de Adopción	¿Los libros de texto son	Porcentaje de alumnos a quienes no se

		de la adopción más reciente?	les asignaron sus propios libros de texto
Lectura/Artes Lingüísticas	Todos los alumnos en el Distrito Escolar Unificado de Cotati-Rohnert Park tienen suficientes materiales instructivos en todas las materias básicas incluyendo idioma extranjero. Kínder - 5to grado: Currículo de Lectura: Heinemann Publishing/Fountas and Pinnelll ELA curriculum Kínder: Learning Without Tears Kínder en Transición- 5to grado: Benchmark Advanced		0%
Matemáticas	Todos los alumnos en el Distrito Escolar Unificado de Cotati-Rohnert Park tienen suficientes materiales instructivos en todas las materias básicas, incluyendo idioma extranjero. Kínder-5º grado: Eureka Math de Great Minds.		0%
Ciencias	Todos los alumnos en el Distrito Escolar Unificado de Cotati-Rohnert Park tienen suficientes materiales instructivos en todas las materias básicas, incluyendo idioma extranjero. Kínder-5º grado: Mystery Science		0%
Historia-Ciencias Sociales	Todos los alumnos en el Distrito Escolar Unificado de Cotati-Rohnert Park tienen suficientes materiales instructivos en todas las materias básicas, incluyendo idioma extranjero. Contacto del Departamento de Servicios Educativos (707) 792-4708. Kínder-5º: Textos de Pearson Scott Foresman Social Science y Studies Weekly		0%
Idioma Extranjero	Contacto del Departamento de Servicios Educativos (707) 792-4708.		0%
Salud	Las normas de salud se abordan en otros cursos / clases del distrito, es decir, educación física, ciencias, etc.		0%
Artes Visuales y Escénicas	Contacto del Departamento de servicios Educativos (707) 792-4708.		0%
Equipo para Laboratorio de Ciencias (9º-12º grado)	No procede		0%

Condiciones de Instalación Escolar y Mejoradas Planeadas

Antes de la reapertura de nuestra escuela, Richard Crane fue completamente remodelado. Un nuevo edificio de Kínder fue construido para albergar a nuestros alumnos de Kínder de Transición (TK, por sus siglas en inglés) y Kínder (K, por sus siglas en inglés). Los baños de kínder en conformidad con la ley federal sobre estadounidenses con discapacidades (ADA, por sus siglas en inglés) y son accesibles para todos los alumnos de kínder dentro del edificio. Los otros edificios escolares fueron remodelados. Se instalaron ventanas con persianas para dejar entrar la luz natural. Se instalaron luces de sensor de movimiento para proporcionar condiciones óptimas de trabajo con iluminación adecuada. Los salones de clases están equipados con nuevos conductos de calefacción y aire acondicionado, mobiliario, tecnología, sistemas de campo sonoro, teléfonos, alfombras, pintura y techos. Todos los baños están en conformidad con ADA. Antes de abrir, se probaron todas las alarmas de emergencia, extintores de incendios y sistemas de agua para garantizar que estuviesen en condiciones de funcionamiento adecuadas. Se instalaron todas las estructuras nuevas de patio de juego. Toda la seguridad y el mantenimiento solicitado se tratan de manera oportuna para garantizar la seguridad de nuestro personal y nuestros alumnos.

Año y mes del más reciente informe FIT	Junio de 2021

Sistema Inspeccionado	Clasificar Bueno	Clasificar Adecuado	Clasificar Malo	Reparación Necesaria y Acción Tomada o Planeada
Sistemas: Fugas de Gas, Calefacción, Ventilación y Aire Acondicionado (HVAC)/Sistemas Mecánicos, Alcantarillado	X			
Interior: Superficies Interiores		X		MU/cocina: Acabados interiores viejos y anticuados
Limpieza: Limpieza General, Invasión de Insectos/Plagas	X			
Eléctrico	X			
Baños/Bebederos: Baños, Lavamanos/Bebederos	X			
Seguridad: Seguridad Contra Incendios, Materiales Peligrosos	X			
Estructural: Daños Estructurales, Techos	X			
Exterior: Patio de Recreo/Plantel Escolar, Ventanas/Puertas/Portones/Cercos	X			

Tasa General de Instalación

Ejemplar	Bueno	Adecuado	Malo
	X		

B. Resultados Estudiantiles

Prioridad Estatal: Rendimiento Estudiantil

El SARC proporciona la siguiente información relevante a la prioridad estatal de rendimiento estudiantil (Prioridad 4):

Evaluaciones a Nivel Estatal
(p. ej., Evaluación de Rendimiento Estudiantil y Progreso de California [CAASPP, por sus siglas en inglés], que incluye las Evaluaciones Sumativas *Smarter Balanced* para alumnos en población de educación general y las Evaluaciones Alternativas de California [CAA, por sus siglas en inglés] para artes lingüísticas del inglés [ELA, por sus siglas en inglés]/lectoescritura y matemáticas administradas en tercero a octavo y onceavo año. Solo alumnos elegibles pueden participar en la administración de las CAA. Material CAA cumple con las normas de rendimiento alternativo, las cuales están vinculadas con las Normas Básicas Comunes Estatales [CCSS, por sus siglas en inglés] para alumnos con discapacidades cognitivas significativas).

El Sistema CAASPP abarca las siguientes evaluaciones y requisitos de participación estudiantil:

1. **Evaluaciones Sumativas *Smarter Balanced* y Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para ELA** en tercero a octavo grado y onceavo grado.
2. **Evaluaciones Sumativas *Smarter Balanced* y Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para Matemáticas** en tercero a octavo grado y onceavo grado.
3. **Prueba de Ciencia de California (CAST, por sus siglas en inglés) Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para Ciencia** en quinto y octavo grado y al estar en la escuela preparatoria (es decir, décimo, onceavo o doceavo grado).

Preparación Universitaria y Vocacional
El porcentaje de alumnos que han exitosamente completado cursos que satisfacen los requisitos para ingreso a la Universidad de California y la Universidad Estatal de California o secuencias de educación de carrera técnica o programa de estudio.

Porcentaje de Alumnos Cumpliendo o Superando la Norma Estatal para CAASPP

Esta tabla exhibe los resultados de la prueba CAASPP para ELA y matemáticas para todos los alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administrada por el estado.

Porcentaje no son calculados cuando la cantidad de alumnos realizando la prueba es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiado chica para precisión estadística o para proteger privacidad estudiantil.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El "Porcentaje Cumpliendo o Superando" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Materia	Escuelal 2021-22	Escuela 2022-23	Distrito 2021-22	Distrito 2022-23	Estado 2021-22	Estado 2022-23
Artes Lingüísticas del Inglés/Lectoescritura (3º-8º y 11º grado)	21	22	41	41	47	46
Matemáticas (3º-8º y 11º grado)	15	18	24	26	33	34

Resultados de la Prueba CAASPP para ELA por Grupo Estudiantil para 2022-23

Esta tabla exhibe los resultados de la prueba CAASPP para ELA por grupo estudiantil para alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administradas por el estado.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El "Porcentaje Cumpliendo o Superando" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil.

La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes del nivel de logro. Los porcentajes del nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

CAASPP Grupo Estudiantil	CAASPP Inscripción Total	CAASPP Cantidad Realizando Prueba	CAASPP Porcentaje Realizando Prueba	CAASPP Porcentaje No Realizando Prueba	CAASPP Porcentaje Cumpliendo o Superando
Todos los Alumnos	99	98	98.99	1.01	22.45
Femeninas	54	54	100.00	0.00	24.07
Masculinos	45	44	97.78	2.22	20.45
Nativos Americanos o Nativos de Alaska	--	--	--	--	--
Asiáticos	--	--	--	--	--
Afroamericanos	--	--	--	--	--
Filipinos	0	0	0	0	0
Hispanos o Latinos	49	49	100.00	0.00	20.41
Nativos de Hawái o Isleños del Pacífico	0	0	0	0	0
Dos o Más Orígenes Étnicos	--	--	--	--	--
Blancos	32	32	100.00	0.00	25.00
Estudiantes del Inglés	29	29	100.00	0.00	10.34
Jóvenes de Crianza Temporal	0	0	0	0	0
Indigentes	--	--	--	--	--
Militares	0	0	0	0	0
De Escasos Recursos Económicos	63	63	100.00	0.00	17.46
Alumnos Recibiendo Servicios de Educación Migrante	--	--	--	--	--
Alumnos con Discapacidades	14	14	100.00	0.00	21.43

Resultados de la Prueba CAASPP para Matemáticas por Grupo Estudiantil para 2022-23

Esta tabla exhibe los resultados de la prueba CAASPP para ELA por grupo estudiantil para alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administradas por el estado.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El "Porcentaje Cumpliendo o Superando" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil.

La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes del nivel de logro. Los porcentajes del nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

CAASPP Grupo Estudiantil	CAASPP Inscripción Total	CAASPP Cantidad Realizando Prueba	CAASPP Porcentaje Realizando Prueba	CAASPP Porcentaje No Realizando Prueba	CAASPP Porcentaje Cumpliendo o Superando
Todos los Alumnos	99	95	95.96	4.04	17.89
Femeninas	54	51	94.44	5.56	21.57
Masculinos	45	44	97.78	2.22	13.64
Nativos Americanos o Nativos de Alaska	--	--	--	--	--
Asiáticos	--	--	--	--	--
Afroamericanos	--	--	--	--	--
Filipinos	0	0	0	0	0
Hispanos o Latinos	49	48	97.96	2.04	12.50
Nativos de Hawái o Isleños del Pacífico	0	0	0	0	0
Dos o Más Orígenes Étnicos	--	--	--	--	--
Blancos	32	29	90.63	9.37	20.69
Estudiantes del Inglés	29	29	100.00	0.00	13.79
Jóvenes de Crianza Temporal	0	0	0	0	0
Indigentes	--	--	--	--	--
Militares	0	0	0	0	0
De Escasos Recursos Económicos	63	60	95.24	4.76	10.00
Alumnos Recibiendo Servicios de Educación Migrante	--	--	--	--	--
Alumnos con Discapacidades	14	12	85.71	14.29	16.67

Resultados de la Prueba CAASPP de Ciencia para Todos los Alumnos

Esta tabla exhibe el porcentaje de todos los alumnos de quinto y octavo grado y Escuela Preparatoria cumpliendo o superando la Norma Estatal.

Los resultados de la prueba de ciencia incluyen CAST y CAA. El "Porcentaje Cumpliendo o Superando" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en CAST más la cantidad total de alumnos que cumplieron la norma (es decir, lograron Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes de nivel de logro. Los porcentajes de nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

Materia	Escuela 2021-22	Escuela 2022-23	Distrito 2021-22	Distrito 2022-23	Estado 2021-22	Estado 2022-23
Ciencia (5º y 8º grado y escuela preparatoria)	21.74	11.11	23.09	26.54	29.47	30.29

Resultados de la Prueba CAASPP en Ciencia por Grupo Estudiantil para 2022-23

Esta tabla exhibe los resultados de la prueba CAASPP en Ciencia por grupo estudiantil para alumnos en quinto y octavo grado y escuela preparatoria. Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil.

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje No Realizando Prueba	Porcentaje Cumpliendo o Superando
Todos los Alumnos	19	18	94.74	5.26	11.11
Femeninas	--	--	--	--	--
Masculinos	12	12	100.00	0.00	16.67
Nativos Americanos o Nativos de Alaska	0	0	0	0	0
Asiáticos	--	--	--	--	--
Afroamericanos	--	--	--	--	--
Filipinos	0	0	0	0	0
Hispanos o Latinos	--	--	--	--	--
Nativos de Hawái o Isleños del Pacífico	0	0	0	0	0
Dos o Más Orígenes Étnicos	0	0	0	0	0
Blancos	--	--	--	--	--
Estudiantes del Inglés	--	--	--	--	--
Jóvenes de Crianza Temporal	0	0	0	0	0
Indigentes	0	0	0	0	0
Militares	0	0	0	0	0
De Escasos Recursos Económicos	13	12	92.31	7.69	8.33
Alumnos Recibiendo Servicios de Educación Migrante	--	--	--	--	--
Alumnos con Discapacidades	--	--	--	--	--

B. Resultados Estudiantiles

Prioridad Estatal: Otros Resultados Estudiantiles

El SARC proporciona la siguiente información relevante a la prioridad estatal: Otros Resultados Estudiantiles (Prioridad 8): Resultados estudiantiles en la materia de educación física.

Resultados de la Prueba de Condición Física de California para 2022-23

Esta tabla muestra el porcentaje de alumnos participando en cada uno de los cinco componentes de los Resultados de la Prueba de Condición Física de California. La administración de la Prueba de Condición Física (PFT, por sus siglas en inglés) durante los ciclos escolares 2021-22 y 2022-23, solo resultados de participación son requeridos para estas cinco áreas de condición física. Los porcentajes no son calculados y doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil

Nivel de Año	Componente 1: Capacidad Aeróbica	Componente 2: Fuerza Abdominal y Resistencia	Componente 3: Extensor del Torso y Flexibilidad	Componente 4: Fuerza del Torso y Resistencia	Componente 5: Flexibilidad
5º Grado	16	19	19	19	19

C. Participación

Prioridad Estatal: Participación Parental

El SARC proporciona la siguiente información relevante a la prioridad estatal: Participación Parental (Prioridad 3): Esfuerzos que hace el distrito escolar para solicitar el aporte parental en toma de decisiones relacionadas al distrito escolar y en cada sitio escolar.

Oportunidades para Participación Parental del 2023-24

Richard Crane se ha centrado en la construcción de una comunidad fuerte y en ofrecer oportunidades para la participación de los padres. Se anima a los padres a participar en el salón de clases y en todas las actividades escolares. La comunicación es un aspecto importante para ayudar a los padres a participar y mantenerse involucrados en nuestra comunidad. Los profesores se comunican con las familias a través de ParentSquare y redes sociales. Como escuela, informamos a las familias de lo que ocurre a través de nuestras páginas de Facebook y de la Asociación de Padres y Maestros (PTA, por sus siglas en inglés) y de la página de Instagram. Nuestro boletín escolar, The Pride, se envía a los padres junto con las actualizaciones de la escuela y la Asociación de Padres y Maestros (PTA, por sus siglas en inglés). Los padres son considerados socios de nuestra comunidad escolar y se les anima a participar. Se invita a los padres a unirse a la Asociación de Padres y Maestros (PTA, por sus siglas en inglés), Consejo Asesor del Idioma Inglés (ELAC, por sus siglas en inglés) y el Consejo del Sitio Escolar.

Ausentismo Crónico por Grupo Estudiantil para 2022-23

Grupo Estudiantil	Inscripción Acumulativa	Ausentismo Crónico Inscripción Elegible	Cuenta para Ausentismo Crónico	Tasa de Ausentismo Crónico
Todos los Alumnos	259	254	72	28.3
Femeninas	133	130	38	29.2
Masculinos	125	123	34	27.6
Nativos Americanos o Nativos de Alaska	2	2	0	0.0
Asiáticos	8	8	1	12.5
Afroamericanos	14	14	4	28.6
Filipinos	3	3	1	33.3
Hispanos o Latinos	122	118	32	27.1
Nativos de Hawái o Isleños del Pacífico	0	0	0	0.0
Dos o Más Orígenes Étnicos	34	34	11	32.4
Blancos	76	75	23	30.7
Estudiantes del Inglés	69	69	17	24.6
Jóvenes de Crianza Temporal	2	2	1	50.0
Indigentes	2	2	1	50.0
De Escasos Recursos Económicos	155	152	48	31.6
Alumnos Recibiendo Servicios de Educación Migrante	2	2	0	0.0
Alumnos con Discapacidades	35	33	14	42.4

C. Participación

Prioridad Estatal: Ambiente Escolar

El SARC proporciona la siguiente información relevante a la prioridad estatal: Ambiente Escolar (Prioridad 6):

- Tasas de suspensión estudiantil;
- Tasas de expulsión estudiantil; y
- Otras medidas locales del sentido de seguridad

Suspensiones y Expulsiones

Esta tabla exhibe datos de suspensiones y expulsiones.

Tema	Escuela 2020-21	Escuela 2021-22	Escuela 2022-23	Distrito 2020-21	Distrito 2021-22	Distrito 2022-23	Estado 2020-21	Estado 2021-22	Estado 2022-23
Suspensiones	0.00	2.42	3.09	0.25	4.19	5.06	0.20	3.17	3.60
Expulsiones	0.00	0.00	0.00	0.00	0.17	0.07	0.00	0.07	0.08

Suspensiones y Expulsiones por Grupo Estudiantil para 2022-23

Grupo Estudiantil	Tasa de Suspensiones	Tasa de Expulsiones
Todos los Alumnos	3.09	0
Femeninas	0	0
Masculinos	6.4	0
No Binarios		
Nativos Americanos o Nativos de Alaska	0	0
Asiáticos	0	0
Afroamericanos	7.14	0
Filipinos	0	0
Hispanos o Latinos	4.1	0
Nativos de Hawái o Isleños del Pacífico	0	0
Dos o Más Orígenes Étnicos	2.94	0
Blancos	1.32	0
Estudiantes del Inglés	0	0
Jóvenes de Crianza Temporal	0	0
Indigentes	0	0
De Escasos Recursos Económicos	3.87	0
Alumnos Recibiendo Servicios de Educación Migrante	0	0
Alumnos con Discapacidades	8.57	0

Plan de Seguridad Escolar para 2023-24

La Escuela Primaria Richard Crane cumple con las leyes existentes relacionadas con la seguridad escolar. Estos incluyen: procedimientos ante desastre, políticas de suspensión y expulsión de la escuela del distrito, procedimientos para notificar a los maestros sobre alumnos peligrosos, acoso sexual y procedimientos para la entrada y salida segura de alumnos, padres y personal hacia y desde la escuela, y un entorno seguro y ordenado propicio para el aprendizaje. Estas políticas son revisadas, evaluadas y enmendadas regularmente si es necesario por el Consejo del Sitio Escolar. Además, nuestro personal continúa abordando la seguridad escolar de manera continua al identificar y abordar los problemas a medida que ocurren durante el año. Finalmente, el personal y los alumnos participan en simulacros de seguridad regulares para prepararse mejor para manejar emergencias.
El Plan de Seguridad de Richard Crane se desarrolló con el personal y el Consejo del Sitio Escolar. Fue adoptado por el Consejo del Sitio Escolar el 21 de septiembre de 2017. El Plan de seguridad fue revisado, evaluado y modificado por nuestro Consejo del Sitio Escolar el 22 de septiembre de 2022. Cada aula cuenta con una mochila de emergencia, radio y tabla de procedimientos de emergencia. Cada alumno tiene un cordón de liberación de emergencia.

D. Otra Información del SARC

Información Requerida en el SARC

La información en esta sección es requerida ser parte del SARC pero no es incluida en las prioridades estatales para LCFF.

Tamaño Promedio de Clase y Distribución del Tamaño de Clase Primaria para 2020-21

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2020-21. La columnas con nombre “Cantidad de Clases” indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). La categoría “Otro” es para clases con varios niveles de año.

Nivel de Año	Tamaño Promedio de Clase	Cantidad de Clases con 1-20 Alumnos	Cantidad de Clases con 21-32 Alumnos	Cantidad de Clases con 33+ Alumnos
Kínder	22	1	2	
1° Grado	22	1	1	
2° Grado	19	1	1	
3° Grado	10	2		
4° Grado	20	1		
5° Grado	20	1		

Tamaño Promedio de Clase y Distribución del Tamaño de Clase Primaria para 2021-22

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2021-22. La columnas con nombre “Cantidad de Clases” indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). La categoría “Otro” es para clases con varios niveles de año.

Nivel de Año	Tamaño Promedio de Clase	Cantidad de Clases con 1-20 Alumnos	Cantidad de Clases con 21-32 Alumnos	Cantidad de Clases con 33+ Alumnos
Kínder	11	5		
1° Grado	16	1	2	
2° Grado	23		2	
3° Grado	12	2	1	
4° Grado	20	1		
5° Grado	22		1	

Tamaño Promedio de Clase y Distribución del Tamaño de Clase Primaria para 2022-23

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2022-23. La columnas con nombre “Cantidad de Clases” indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). La categoría “Otro” es para clases con varios niveles de año.

Nivel de Año	Tamaño Promedio de Clase	Cantidad de Clases con 1-20 Alumnos	Cantidad de Clases con 21-32 Alumnos	Cantidad de Clases con 33+ Alumnos
Kínder	16	3	0	0
1° Grado	26	0	2	0
2° Grado	23	0	2	0
3° Grado	22	0	2	0
4° Grado	18	1	1	0
5° Grado	19	1	0	0
6° Grado	0	0	0	0
Otro	0	0	0	0

Tasa de Alumnos por Orientador Académico para 2022-23

Esta tabla exhibe la tasa de alumnos por Orientador Académico. Un equivalente de tiempo completo (FTE, por sus siglas en inglés) es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar dos miembros del personal que individualmente trabajan 50 por ciento de tiempo completo.

Cargo	Tasa
Alumnos por Orientador Académico	0

Personal de Servicios de Apoyo Estudiantil para 2022-23

Esta tabla exhibe la cantidad de personal auxiliar FTE asignado a esta escuela. Un equivalente de tiempo completo (FTE, por sus siglas en inglés) es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar dos miembros del personal que individualmente trabajan 50 por ciento de tiempo completo.

Cargo	Cantidad de FTE Asignado a la Escuela
Orientador (Académico, Social/Conductual o Desarrollo Vocacional)	
Maestro/a de Medios Bibliotecarios (Bibliotecario)	
Personal de Servicios Bibliotecarios (Auxiliar Docente)	
Psicólogo/a	
Trabajador/a Social	
Enfermera/o	
Especialista en Problemas de Audición/Lenguaje/Habla	
Especialista de Recursos (no docente)	
Otro	1

Gastos por Alumno y Salarios de Maestros del Sitio Escolar para 2021-22

Esta tabla exhibe los gastos por alumno y salario promedio de maestros para esta escuela en 2021-22. Celdas con valores “N/A” no requieren datos.

Nivel	Gastos Totales Por Alumno	Gastos Por Alumno (Limitado)	Gastos Por Alumno (Ilimitado)	Salario Promedio De Maestros
Sitio Escolar	12839	5147	7692	51798
Distrito	N/A	N/A	7186	$68,438
Porcentaje de Diferencia – Sitio Escolar y Distrito	N/A	N/A	6.8	-27.7
Porcentaje de Diferencia – Sitio Escolar y Estado	N/A	N/A	$6,594	$83,102

Tipo de Servicios Financiados para Año Fiscal 2022-23

Nuestro especialista en educación y dos asistentes de instrucción apoyan a los alumnos con el Plan 504, en Plan de Educación Individualizada (IEP, por sus siglas en inglés) y otras necesidades de intervención.
Nuestra Asociación de Padres y Maestros (PTA, por sus siglas en inglés) brinda apoyo financiero para muchos artículos, como suministros de instrucción, suministros de papel, materiales y gastos de biblioteca.
Para los servicios de Desarrollo del Idioma Inglés (ELD, por sus siglas en inglés), además del apoyo ELD designado de maestros acreditados, el distrito proporciona 15 horas de asistente de ELD de los fondos del Plan de Contabilidad y Control Local (LCAP, por sus siglas en inglés).
Los fondos del Título 1 del sitio y del Título 1 del distrito se utilizan para proporcionar .6 FTE [Equivalente a Tiempo Completo (FTE, por sus siglas en inglés)] para un maestro de intervención acreditado.

Sueldos Docentes y Administrativos para 2021-22

Esta tabla exhibe los sueldos Docentes y Administrativos para 2021-22. Para información más detallada sobre sueldos, consulte la página web del CDE sobre Sueldos y Beneficios de Certificación en http://www.cde.ca.gov/ds/fd/cs/.

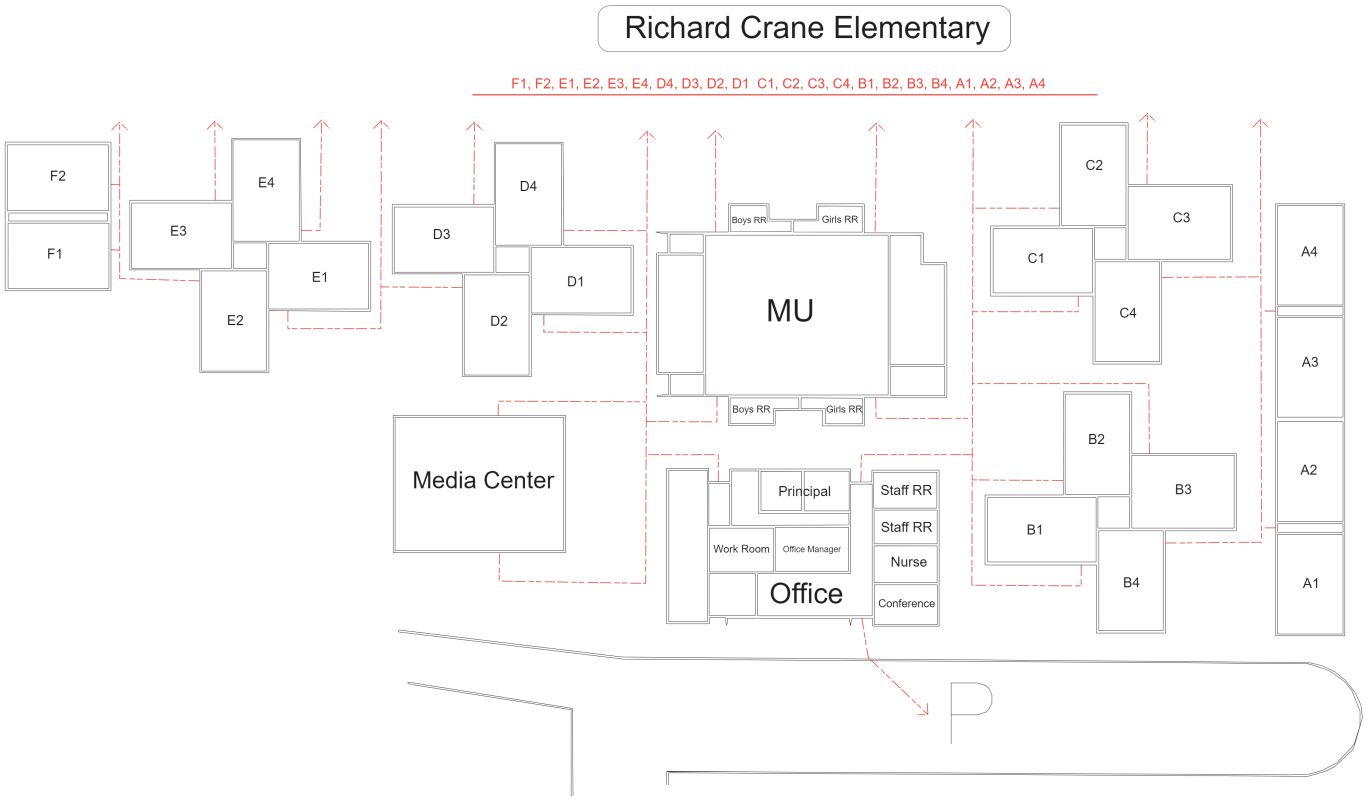
Categoría	Cantidad Distrital	Promedio Estatal Para Distritos en la Misma Categoría
Sueldo de Maestro Principiante	$46,309	$54,190
Sueldo de Maestro en el Nivel Intermedio	$71,061	$85,111
Sueldo de Maestro en el Nivel Superior	$92,857	$104,999
Sueldo Promedio de Director (Primaria)	$119,503	$132,492
Sueldo Promedio de Director (Secundaria)	$126,748	$140,987
Sueldo Promedio de Director (Preparatoria)	$129,525	$153,884
Sueldo del Superintendente	$234,600	$255,503
Porcentaje del Presupuesto para Sueldo de Maestros	26.96%	32.09%
Porcentaje del Presupuesto para Sueldos Administrativos	6.64%	5.25%

Formación Profesional

La Formación Profesional en el Distrito Escolar Unificado de Cotati-Rohnert Park tiene como objetivo las mejores prácticas comprobadas por investigaciones. Se brindan tres días de capacitación fuera del año de instrucción escolar, los maestros tienen numerosas oportunidades para desarrollarse como profesionales a través de capacitaciones patrocinadas por el distrito que se ofrecen durante el tiempo libre y en fechas de formación profesional programadas regularmente. Las escuelas primarias tienen cuatro tardes al mes para formación profesional. La escuela Richard Crane se ha centrado en mejorar las prácticas de instrucción con un enfoque en la mejor primera instrucción y el uso de datos para determinar la instrucción a través de equipos de aprendizaje profesional. También nos estamos enfocando en aumentar el acceso de los alumnos al currículo y aumentar las relaciones positivas con los alumnos. Tres maestros y el administrador del sitio asistirán a las capacitaciones de la Red del Centro de Estudios Profesionales Avanzados (CAPS, por sus siglas en inglés) este año. Nuestro Equipo de la Coalición de Orientadores se reúne mensualmente para ayudar a guiar a nuestros equipos de aprendizaje profesional. Los equipos de aprendizaje profesional se reúnen semanalmente para analizar fecha y planear la instrucción.

Esta tabla exhibe la cantidad de días escolares dedicado a la formación del personal y continuo mejoramiento.

Materia	2021-22	2022-23	2023-24
Cantidad de días escolares dedicados a la Formación del Personal y Continuo Mejoramiento	3	3	3


Richard Crane Elementary
F1, F2, E1, E2, E3, E4, D4, D3, D2, D1 C1, C2, C3, C4, B1, B2, B3, B4, A1, A2, A3, A4
F2
F1
E3
E4
E1
E2
D3
D4
D2
D1
Boys RR
Girls RR
MU
Boys RR
Girls RR
Media Center
Principal
Staff RR
Staff RR
Work Room
Office Manager
Nurse
Office
Conference
C2
C3
C1
C4
A4
A3
A2
A1
B2
B3
B1
B4
P