

# Cotati-Rohnert Park USD

## SCHOOL PLAN FOR STUDENT ACHIEVEMENT

**AT Richard Crane**

**49-73882-0135053  
CDS Code**

Schoolsite Council (SSC) Approval Date

2/15/2023

Local Board Approval Date

March 5, 2024

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person: Teresa Ruffoni  
Position: Principal  
Telephone Number: 707-285-3150  
Address: 1290 Southwest Blvd  
E-mail address: [Teresa\\_Ruffoni@crpusd.org](mailto:Teresa_Ruffoni@crpusd.org)

## Table of Contents

Section 1 School Mission Statement and Description .....	3
Section 2 CSI & ATSI: Purpose and Description .....	4
Section 3 Educational Partners Involvement .....	5
Section 4 ELA Goal.....	6
Section 4 Math Goal .....	11
Section 4 College & Career Readiness / Equity Goal.....	16
Section 4 Climate & Culture.....	21
Section 4 Parent Involvement .....	27
Section 5 Staffing.....	31
Section 6 Budget Summary .....	32
Section 7 Funding Allocations.....	33
Section 8 School Site Council Membership .....	34
Section 8 School Site Council Membership .....	35

## Section 1 School Mission Statement and Description

### School Mission Statement:

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.

### School Description:

Richard Crane Elementary is a year-round school with a population of approximately 260 students located in 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. Behavioral expectations are focused on being respectful, safe and responsible. These expectations are modeled, taught and reinforced. Monthly assemblies recognize students who demonstrate positive student behavior. School wide procedures and expectations provide a safe and supportive learning environment. To help ensure all students are successful academically, physically, socially and emotionally we support our students by focusing on effective first instruction, mindfulness, and by teaching our School Wide Social Emotional Curriculum, Everyday Speech. Richard Crane was designated a Title I school in 2021 - 2022. Richard Crane is focused on creating a school culture that is caring and safe to take risks ensuring students are ready to learn. We continue to build partnerships with our school community as well as our larger community.

### COVID-19 Impact:

During the 2019-2020 school year, the Coronavirus caused schools to close from March 19, 2020 - May 31, 2020. In response to the closure, instruction was provided through Distance Learning using District provided laptops. Professional development was nearly completed, internal end of year measures were not given in the areas of English Language Arts, Mathematics, and Science. State and National Assessments, such as CAASPP, were not administered. Due to the COVID-19 impact, the 2020-2021 school year began with students on either distance learning. During this transition, all teachers received full training on a variety of programs necessary to engage students in distance learning. All students received a 1-1 student device and mobile internet hot spots were provided to those students who did not have access to internet at home. Additionally, textbooks and other necessary instructional materials were distributed to all students so that they can access the grade-level curriculum at home. An array of supports have been put in place to track and monitor attendance and academic achievements during distance learning. During school closure due to COVID-19, schools plan to hold all parent meetings and student assemblies virtually. Our goal was to provide the same experiences to students and families by using technology until the school closure was lifted. Re-opening took place in April of 2021 using a hybrid learning model, where students returned to school two days a week while participating in distance learning three days a week. The hybrid instructional model was used for the last six weeks of the 2020-2021 school year. For more details on the impact of COVID -19, please see the following district level plans: Operations Written Report, Learning Continuity Plan and the School Re-Opening Plans.

## Section 2 CSI & ATSI: Purpose and Description

### Purpose and Description

Briefly describe the purpose of this plan

Not Title I

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The goals in the SPSA are aligned to the CRPUSD LCAP. The LCAP goals are developed and evaluated with stakeholder input from the ELAC, School Site Council, staff, students and the community. Progress towards meeting LCAP goals is measured with the metrics in each goal. We use both dashboard and local measures for progress towards goals.

### Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The inequities identified by our school shows that Richard Crane needs to improve all instructional practices in ELA and Math to support our English Language Learners progress in their acquisition of language and showing progression of ELPI levels. In order to address the needs of our site, Richard Crane is in need of additional professional development and resources in this area.

### **Section 3 Educational Partners Involvement**

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

#### **Involvement Process for the 2022-23 SPSA Annual Review and Update**

Teacher input is gathered at staff meetings and google forms. Parent/guardian input is gathered through google forms, PTA meetings, Site Council meetings and ELAC meetings. The SPSA was shared with the ELAC committee and SSC

#### **Involvement Process for the 2023-24 SPSA and Update**

Teacher input is gathered at staff meetings. Parent/guardian input is gathered through parent surveys, PTA, Site Council and ELAC meetings. The SPSA was shared with the SSC and ELAC committees.

## Section 4 ELA Goal

### Goals, Strategies, Expenditures, & Annual Review

---

#### Goal 1

**Subject: English Language Arts**

**SPSA Annual Review**

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

#### **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Site and district Title 1 funds were used to fund an intervention teacher two days a week. The intervention teacher supported students in small groups as well as in the classroom who are identified being in the intervention or urgent intervention range. Teachers were trained in using the Fountas and Pinnell leveled guiding reading books in addition to the F & P Assessment kits to support staff in identifying student's reading levels. Teachers received professional development in implementation of the new ELA Benchmark curriculum. Focus of the professional development included instructional delivery, small group instruction, phonics, EL support and pacing. Our Guiding Coalition Team met monthly to support staff in their work as Professional Learning Teams. Two teachers attending CAPS training to help support the implementations of professional learning communities. Several classrooms implemented PBL projects. Our EL assistant supported the teachers in their effort to support our multilingual students. Professional development on Renaissance/STAR supported teachers in accessing reports.

Goal 1 was to decrease the number of students who scored in the intervention/urgent intervention on the STAR reading assessment

2022 Beginning of the year versus 2023 beginning of the year data comparisons. We did not make the gains we were hoping for in our kindergarten and first grade cohorts. (Kindergarten - 56% to 62% and First - 57% to 64%) . Significant gains were made in our second through fifth grade cohorts. (Second - 54% to 37%, Third - 45% to 40%, Fourth 52% to 43%, Fifth - 47% on STAR to 45% on the CAASPP assessment).

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The intended implementation of after school tutoring was not able to be implemented due to lack of staffing. Those funds were redirected and used to purchase additional Fountas & Pinnell assessment kits for classroom teachers. Staff indicated having a kit easily accessible was needed.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Focus on improving student's ELA scores will continue at all grade levels with the outcome of continuing to decrease the number of students in the intervention and urgent intervention category on the STAR assessment. Additional focus on leveled reading group opportunities will be used to help achieve this goal along with continuing our focus on using data to guide instruction and the work of our professional learning teams. An additional day was added to the intervention teachers schedule. Data team meeting dates will be used to support grade levels to collaborate with the intervention teacher and increase progress monitoring.

#### **IDENTIFIED NEED (Data Analysis)**

Data Analyzed	Data Conclusion	Assessed Needs
<p>2023 STAR Early Literacy Reading local benchmark assessment</p>	<p>On the 2023 beginning of the year STAR Early Literacy reading assessment</p> <p>49% of our kindergarten students scored in the intervention or urgent intervention category.</p> <p>62.5% of our first grade students scored in the intervention or urgent intervention category.</p> <p>65% of our second grade students scored in the intervention or urgent intervention category</p>	<p>We need to increase achievement in ELA through targeted academic intervention, focused professional development for teachers in ELA instruction including targeted learning goals and small group instruction.</p> <p>Learning and professional reading materials for staff to support authentic learning opportunities to support tier 1 intervention, comprehension, writing and rich vocabulary within the classroom. Materials are needed to support students with phonemic awareness and alphabetic principles. Dedicated time within the school schedule to target students needs (WIN Time) and dedicated time for staff to analyze student data. Professional development on research driven interventions and tier 1 strategies to help increase students literacy skills..</p>
<p>2023 STAR Reading local benchmark assessment</p>	<p>On the 2023 beginning of the year STAR reading assessment</p> <p>37.8% of our third grade students scored in the intervention or urgent intervention category.</p> <p>40% of our fourth grade students scored in the intervention or urgent intervention category.</p> <p>43% of our fifth grade students scored in the intervention or urgent intervention category.</p>	<p>We need to increase achievement in ELA through targeted academic intervention, focused professional development for teachers in ELA instruction including targeted learning goals and small group instruction.</p> <p>Learning and professional reading materials for staff to support authentic learning opportunities to support tier 1 intervention, comprehension, writing and rich vocabulary within the classroom. Materials are needed to support students with phonics. Dedicated time within the school schedule to target students needs (WIN Time) and dedicated time for staff to analyze student data. Professional development on research driven interventions and tier 1 strategies to increase students literacy skills.</p>

**Subject: English Language Arts**

**LEA/LCAP:** LCAP Goal 1: Provide and support a relevant and rigorous curriculum based on the California Common Core State Standards to maximize student achievement.  
LCAP Goal 2: Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.  
LCAP Goal 5: Focus Goal to provide English Learner and RFEP students with equitable services.

**Goal #1** Increase student achievement levels in English Language Arts by raising percentage of students meeting or exceeding standard by 3% for CASSPP results.

	<b>2022-23 Final Data</b>	<b>2023-24 Data Goal</b>
Schoolwide (SW)	Actual 21.3%	Goal 24.3%
English Learners (EL)	Actual 10.8%	Goal 13.8%
Students with Disabilities (SWD)	Actual 15.7%	Goal 18.7%
Other Student Groups Socioeconomically Disadvantaged	Actual 35.2%	Goal 38.2%



	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Teachers will work and collaborate in Professional Learning Communities to increase student performance on state and local assessments.	Benchmark assessment and unit assessment results and progress will be monitored.	Collaboration time is built into schedule	Other	
	Teachers will be trained in Benchmark Blueprints to help support reading.	Benchmark assessments and phonics screener progress will be monitored	Professional development	Title I	550
	3 teachers will be trained in GLAD strategies through BeGlad to support literacy development	Unit assessments and classroom visits	Professional development	Title I	6,600
	Training on use of OSMO to support literacy	Benchmark assessments and phonics screener progress will be monitored	Professional development	Title I	120.00
	Intervention teacher will support identified students in reading	Benchmark assessments and phonics screener progress will be monitored	Purchase reading materials to support reading intervention	Title I	500
English Learners (EL)	Professional development in instructional strategies to support our English language learners as well as professional materials.	ELPAC assessment data as well as benchmark assessment results and progress will be monitored in ELA (STAR, Core Phonics)	District wide trainings built into our schedule with a focus on supporting our multilingual learners.		
	All teachers are highly qualified. Richard Crane teachers participate in PLT meetings.	Staff agendas and calendared meetings			
	ELD assistant will support English language learners with direct guidance from the classroom teacher	ELPAC assessment data as well as benchmark assessment results and progress will be	Funded through the district	Other	

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
		monitored in ELA (STAR, Core Phonics)			
	Teachers will collaborate in data meetings to monitor student progress	Benchmark Assessments results and progress on goals will be monitored	Intervention/ grade level team data meetings	Title I	3,500
Students with Disabilities (SWD)	Student with IEP's who have experienced learning loss will have access to IXL program when appropriate.	Benchmark Assessments results and progress on goals will be monitored	Funded through Special Education	Other	
Other Student Groups Socioeconomically Disadvantaged.	Extra duty pay for ELA after school intervention and ELA initiatives. Direct instruction based on academic progress and assessment results in order to increase student achievement	Benchmark assessment results and progress will be monitored in ELA (STAR, ESGI, phonics screener)	Extra Duty Certificated payed through ELO	Other	
			Extra Duty Classified payed through ELO	Other	

## Section 4 Math Goal

### Goals, Strategies, Expenditures, & Annual Review

---

#### Goal 2

**Subject: Math**

**SPSA Annual Review**

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

#### **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our Guiding Coalition Team met monthly to support staff in their work as Professional Learning Teams. Two teachers attending CAPS training to help support the implementations of professional learning communities. District and site level work focused on identifying essential standards. Grade level teams and professional development on Renaissance/STAR supported teachers in accessing reports and understanding how to use the data to inform instruction. Teachers implemented the use of Reflex math to support math fluency. Math strategies and supports were shared with parents at ELAC meeting.

Goal 1 was to decrease the number of students who scored in the intervention/urgent intervention on the STAR math assessment

2022 beginning of the year versus 2023 beginning of the year data comparisons. We did not make the gains we were hoping for in all of our grade level bands. (Kindergarten - 37% to 41%) (Fourth 43% to 42.8% on the CAASPP) (Fifth - 61% on the STAR benchmark to 66% on the CAASPP). Significant gains were made in the Third grade - 48% to 34.9%.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The intended implementation of after school tutoring was not able to be implemented due to lack of staffing. Due to the limited time allocated for our intervention teacher the focus was used to support literacy. Materials for our family math night was purchased but delayed. Math night has already been scheduled to happen this year to promote number sense and math fluency.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Focus on improving student's Math scores will continue at all grade levels with the outcome of continuing to decrease the number of students in the intervention and urgent intervention category on the STAR math assessment. Additional focus on mapping the essential standards and creating intervention opportunities within the classroom will be used to help achieve this goal along with continuing our focus on using data to guide instruction and the work of our professional learning teams. A greater understanding of the standards will also help increase the rigor needed to be proficient. IXL math will be implemented for identified students to help fill needed math gaps.

#### **IDENTIFIED NEED (Data Analysis)**

Data Analyzed	Data Conclusion	Assessed Needs
---------------	-----------------	----------------

<p>STAR Math Fall Benchmark Assessment</p>	<p>On the 2023 beginning of the year STAR Math assessment</p> <p>49% of our kindergarten students scored in the intervention or urgent intervention category.</p> <p>36% of our first grade students scored in the intervention or urgent intervention category.</p> <p>51% of our second grade students scored in the intervention or urgent intervention category</p> <p>23% of our third students scored in the intervention or urgent intervention category.</p> <p>35% of our fourth grade students scored in the intervention or urgent intervention category.</p> <p>43% of our fifth grade students scored in the intervention or urgent intervention category</p>	<p>We need targeted intervention programs for students in math, as well as professional development for math/ STEAM instruction to effectively instruct students. We need focused professional development time for teachers to focus on student learning to create greater equity on learning goals/learning targets with clearly defined rigor and common formative assessments/and student outcomes.</p>
--	--	---

**Subject: Math**

**LEA/LCAP:**

LCAP Goal 1: Provide and support a relevant and rigorous curriculum based on the California Common Core State Standards to maximize student achievement.

LCAP Goal 2: Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.

LCAP Goal 5: Focus Goal to provide English Learner and RFEF students with equitable services.

Site: The percentage English Language Learners, foster youth, and low-income students enrolled in AP and honors courses is equal to that of the general population. Students with disabilities access AP and honors courses as their IEPs allow.

**Goal #2** Increase student achievement levels in Mathematics by raising percentage of students meeting or exceeding standard by 3% on California dashboard for CASSPP results.

	<b>2022-23 Final Data</b>	<b>2023-24 Data Goal</b>
Schoolwide (SW)	Actual 18.1%	Goal 21.1%
English Learners (EL)	Actual 9.9%	Goal 12.9%
Students with Disabilities (SWD)	Actual 12.2%	Goal 15.2%
Other Student Groups Socioeconomically Disadvantaged	Actual 22.9%	Goal 25.9%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Teachers will work and collaborate in Professional Learning Communities to increase student performance on state and local assessments.	Teachers will work and collaborate in Professional Learning Communities to increase student performance on state and local assessments.	Collaboration time is built into schedule		
	Purchase (50) student accounts of IXL for identified general education students to support with math concept gaps.	Progress will be monitored through benchmark assessment results.	Purchase IXL licenses	Title I	1,000
	Reflex & Frax Math Program to support math fluency.	Benchmark assessment results and progress will be monitored in Math. (STAR, Eureka math assessments)	Have license for this school year	Other	0
	Use of technology and manipulatives- hardware 1 to 1 devices) and software (Zearn, prodigy) to support teaching strategies; data management; communication	STAR Benchmark Assessments will be monitored for progress and PLC meetings looking at data.			
	Data team meeting will be held to monitor student progress	STAR Benchmark Assessments will be monitored for progress and PLC meetings looking at data.	Expense shared with ELA data meetings		0
English Learners (EL)	All teachers are highly qualified. Richard Crane teachers participate in PLC meetings on a regular basis.	Staff agenda and calendared meetings	PLC meetings are part of our scheduled collaboration time.		
	Professional development with the focus of academic language in math and the math practices	Staff agenda	Collaboration time built into our schedule		

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Student with IEP's who have experienced learning loss will have access to IXL program when appropriate.	Benchmark Assessments results and progress on goals will be monitored	Funded through Special Ed.		
Other Student Groups Socioeconomically Disadvantaged	Extra duty pay for Math after school intervention and Math initiatives. Direct instruction based on academic progress and assessment results in order to increase student achievement	Benchmark assessment results and progress will be monitored in Math. (STAR, Eureka math assessments)	Funded through ELO	Other	
			Funded through ELO	Other	

## Section 4 College & Career Readiness / Equity Goal

### Goals, Strategies, Expenditures, & Annual Review

---

#### Goal 3

**Subject: College & Career Readiness / Equity**

**SPSA Annual Review**

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

#### **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

On the 2021 - 2022 school year 45% of our third through fifth graders scored in the standard not met category on for ELA on the CAASPP assessment. This percentage remained the same for the 2022 - 2023 school year, 45% on the ELA CAASPP. Teachers have created leveled reading libraries in their classrooms and there is more diversity within the books in our school library and classroom libraries.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to emphasize the need for additional books that represent the diversity of our students as well as opportunities for our students to engage in real world learning experiences. The goal will be written based on STAR Benchmark data as well as 2023 CAASPP Data and ELPAC data. Data from the STAR assessments, CAASPP and ELPAC shows a need for support for our English Language Learners. Additional day for our intervention teacher will be added. Three teachers will participate in BeGlad training.

#### **IDENTIFIED NEED (Data Analysis)**

Data Analyzed	Data Conclusion	Assessed Needs
CAASPP data for ELA School Wide	In the 2022- 2023 school year 45% of our third through fifth graders scored as not met standard.	Focus on best first instruction and differentiation is needed to address the high needs of the students not meeting standard. Professional development and grade level planning with the focus on small group instruction. collaboration and data driven decision to inform interventions. Support for staff to increase best first instruction and strategies to support all learners including our English Language Learners and collaboration.



<p>CAASPP Data for ELA for English Language Learners.</p>	<p>In the 2022 - 2023 school year 65% of our third through fifth grade English language learners scored as not met standard compared to 45% of our English only students.</p>	<p>There is a need for professional development on embedded strategies for EL learners as well as support for teachers implementing targeted small group instruction. Time for planning and training on integrated and designated ELD time is needed.</p>
<p>Summative ELPAC data</p>	<p>There was a decrease of 30% on the 2023 Summative ELPAC of second graders who scored a 1 in writing. There was a decrease by 23% of current fourth graders who scored a level 1 in writing. Reading and writing will continue to be a focus as 16% of our current fourth graders have an overall level of 1 with reading and writing being the largest area of need.</p>	<p>Professional development is needed to understand the criteria for reading and writing portions of the ELPAC. Teachers need support and time to become familiar with the new ELA curriculum specifically the sections that apply to the ELA and ELD standards.</p>

**Subject: College & Career Readiness / Equity**

**LEA/LCAP:** LCAP Goal 2: Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.

**Goal #3** Students will meet grade level standards and be exposed to opportunities to discuss careers and attending college. By June 2024, CAASPP ELA scores will increase by 3% for all students and EL's will move one level on the Summative ELPAC.

	<b>2022-23 Final Data</b>	<b>2023-24 Data Goal</b>
Schoolwide (SW)	Actual 21.3%	Goal 24.3%
English Learners (EL)	Actual 10.8%	Goal 13.8%
Students with Disabilities (SWD)	Actual 15.7%	Goal 18.7%
Other Student Groups Socioeconomically Disadvantaged	Actual 35.2%	Goal 38.2%
Graduation Rate (GR)	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	We will teach information, media and technology skills both in and out of the classroom by incorporating 1:1 technology during instruction, accessing the computer lab.	Teachers will progress monitor through PLC discussion, grade level planning and collaboration	no additional cost		
	Life skills will be taught through our PBIS practices both in and out of the classroom. PBIS Tier 1 team will meet monthly to review and maintain Tier 1 whole school activities and plan trainings for teachers. We are implementing Tier 2 strategies and training on tier 3 interventions this year.	Progress will be monitored by SWISS data	SWISS	Other	
	Professional Learning Teams will monitor students who are not proficient.	STAR data and common formative assessments created by teachers.	no additional cost		
English Learners (EL)	Bilingual books and books that offer diversity will be a focus when adding books to our school and classroom libraries.	We will continue to purchase books that are bilingual and represent the diversity in our school	other	Other	
	Professional development on best practices for English Language Learners with emphasis on designated ELD strategies.	Participation in professional development, STAR, CAASPP, ELPAC data	no additional cost		
	Designated ELD time for students that are English Language	STAR benchmark Data	no additional cost		

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Learners.				
	EL Assistant will monitor progress of EL students and give support in the classroom and in small groups.	STAR benchmark and ELPAC	district funded		
Students with Disabilities (SWD)	Teachers will use differentiated instruction with collaboration of education specialist. Adaptive materials , visuals, manipulatives will be used to support students progress.	STAR benchmark data/ IEP goals	no additional cost		
Other Student Groups Socioeconomically Disadvantaged	All students will have access to experiential learning opportunities allowing them to see real world experiences.	STAR and CAASPP data	other funding		
Graduation Rate (GR)					

## Section 4 Climate & Culture

### Goals, Strategies, Expenditures, & Annual Review

---

#### Goal 4

**Subject: Climate & Culture**

**SPSA Annual Review**

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

#### **ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Students were recognized for perfect attendance. PBIS was implemented in all classrooms and site wide. A PBIS kickoff was a highlight for the students. Students were recognized at monthly assemblies, the classrooms and in the office with Super ROARS. Richard Crane was recognized and received a Gold Implementation award for our school wide implementation of PBIS.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Staff will attend the PBIS Tier 3 training to help support students that need supports at the tier 3 level. Chronic Absenteeism rate for the 22-23 school year was 28.3%. Attendance conferences will continue to be a focus with an emphasis on the importance of regular school attendance and informing parents about the current health guidelines and impact of days missed has on student achievement. Students will be recognized at monthly assemblies for attendance.

## IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
2022 - 2023 Chronic Absenteeism Rate	Richard Crane's absenteeism rate was 28.3% compared to the district absenteeism rate of 22.6%. There is a need to improve our attendance rate	Additional communication regarding attendance and current health regulations need to be made to families emphasizing the academic impact missing school has.
Youth Truth Survey	On the 2024 Youth Truth Survey, families highest rated theme were engagement and relationships. Families stated they felt engaged with the school. In the relationship theme, Families stated they feel families and teachers care about each other. The greatest need indicated was the theme school safety with the focus on students being kind to each other/bullying.	Additional focus on students honoring the differences of learning styles and needs and the need for additional resources to support learning

**Subject: Attendance/PBIS**

**LEA/LCAP:** LCAP Goal 3: Create and maintain optimum learning and working environments for students and staff.

**Goal #4** By June 2024, Richard Crane will decrease chronic absenteeism rate by 1%.

	Increase student attendance rate by 0.5% or to 98%.	Decrease chronic absenteeism rate by 1% or maintain green/blue status (K-8) Fall 2021 CA Dashboard		
	2022-23 Final Data	2023-24 Data Goal	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal
Schoolwide (SW)	Actual 92.07%	Goal 92.57%	Actual 28.3%	Goal 27.3%
English Learners (EL)	Actual 92.35%	Goal 92.85%	Actual 24.6%	Goal 23.6%
Students with Disabilities (SWD)	Actual 90.34%	Goal 90.84%	Actual 42.4%	Goal 41.2%
Other Student Groups Socioeconomically Disadvantaged	Actual 91.08%	Goal 91.58%	Actual 40.9%	Goal 39.9%

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	maintain green/blue status Fall 2020 CA Dashboard
	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal
Schoolwide (SW)	Actual 3.1%	Goal 2.8%
English Learners (EL)	Actual 0%	Goal 0%

Students with Disabilities (SWD)	Actual 9%	Goal 8.7%
Other Student Groups Socioeconomically Disadvantaged	Actual 3.9%	Goal 3.6%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Attendance is carefully monitored and communication with parents is ongoing when there are attendance or tardy concerns. Regular school attendance promotes student success.	A2A attendance letters and attendance reports and Healthy Kids Survey responses			
	Students will be recognized at each School wide assembly for perfect attendance. Attendance tags will be given to students to help leverage student buy in	Attendance reports			
	As a PBIS school, all staff will be trained and RCE's School wide expectations will be implemented within all our classrooms and school community.  Staff will recognize students with praise and ROARS. Students will be recognized at our monthly Cougar Cub Character Award Assembly. Roar trophy will be awarded each month to classes with the most ROARS. Data from SWIS data will be shared at assemblies with strategies and review of expectations. Check in and check out for students that need additional supports will be used.	Progress will be monitored using SWIS data reviewed on a monthly/bimonthly and well as decrease in office referrals.  Expectation posters are visible in all areas, training dates in staff agenda or calendared  Roar can observed being given out as well calendared CCC Award assemblies. We will also monitor Healthy Kids Survey responses.			



	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Everyday Speech SEL Curriculum will be taught TK-5 to teach foundational social emotional skills.	Progress will be monitored using PBIS SWIS data and Everyday Speech checkoff. We will also monitor Healthy Kids Survey responses.			
	Teachers will be provided professional development on how to implement Everyday Speech	Staff agenda	No cost	Other	
English Learners (EL)					
Students with Disabilities (SWD)	PBIS and restorative practices are implemented as preventive measures to mitigate discipline incidents. Everyday Speech our Social Emotional Curriculum is utilized to help mitigate discipline incidents and provide students with tools for coping with emotions and adverse traumatic experiences. When discipline incidents occur alternatives to suspensions are implemented when appropriate to support students in learning about positive behaviors.	SWIS behavior data is reviewed on a monthly/bimonthly basis, Youth Truth Survey responses will be monitored as well as disciplinary incidents, attendance data as well as parent survey data.			
Other Student Groups Socioeconomically Disadvantaged	Classrooms integrate the use of mindfulness and growth mindset to support our students who have been impacted socially and emotionally.	PBIS SWIS data and office referrals will be used monitor progress			
	5 staff members will attend the PBIS	Attendance at conference	District funded	Other	

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Conference to gain additional knowledge on how to better support our students/school community				
	Family PBIS night will be scheduled to share with school families strategies to support positive social emotional being.	Agenda, flier	Funded through PBIS funds	Other	

## Section 4 Parent Involvement

### Goals, Strategies, Expenditures, & Annual Review

---

**Goal 5**

**Subject: Parent Involvement**

**SPSA Annual Review**

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Families responded well to the One School One book reading/family involvement. Back to School Night and Open House was well attended. For the 22-23 school year we offered two sessions at Open House to provide parents with more than one student has the opportunity to attend both student's presentations. We also offered a Kindergarten Meet and Greet and school kickoff the day before school started so students/families could meet their teacher and see their classrooms. The majority of our school community events were well attended. Weekly communication that can be translated within the app is used to communicate to our school community.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to staffing we were not able hire a district funded community liaison for our front office. This position remains open.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Additional school sponsored parent engagement events are being planned with the focus on math, literacy and social emotional health.

**IDENTIFIED NEED (Data Analysis)**

Data Analyzed	Data Conclusion	Assessed Needs
Attendance at meetings and events	The family fun nights and Open House were well attended. Attendance at ELAC meetings fluctuated throughout the year with good attendance to no attendance. School Site Council was fully represented.	More personal connections need to be made especially to encourage even greater participation with our multilingual families. PTA has purchased to display cases where current information can be easily accessible to families.
Youth Truth Data	Areas of strength reported by families included engagement, relationships and culture. Area of greatest need was resources and school safety (focus on bullying).	On the Youth Truth survey, families indicated a need for more resources. Families stated the school sets high expectations for students but there is a need to meet these expectations.



**Subject: Parent Engagement**

**LEA/LCAP:** LCAP Goal 4: Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement in school.

Site: Richard Crane Elementary will build and maintain positive family and community relationships to increase student achievement and engagement in school.

**Goal #5** LCAP Goal 4: Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement in school.

Site: Richard Crane Elementary will build and maintain positive family and community relationships to increase student achievement and engagement in school.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Involvement of staff, parents and community will be encouraged and promoted on a regular basis. (Back To School Night/Parent Conferences/Open House, PTA Events, ELAC meetings, etc.)	These programs and meetings will be monitored from dates calendared participation and agendas of the meetings. End of the year parent survey.			
	SMORE/Parent Square: School/home communication program- use to facilitate clear, consistent, accessible communication to families and the greater school community. This program can translate the newsletter to the families home language	Student progress will be monitored using parent surveys, attendance at events, academic achievement data from STAR	SMORE /ParentSquare home school communication program	Other	
	Involvement in Whole School One Book Program to encourage reading	This program will be monitored from calendared events around the book and participation.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)	Interpretation and interpretation available for conferences, ELAC meeting and communication sent in both English and Spanish	Progress will be monitored in the increase of attendance	Interpretation provided		
	ELAC meetings will be offered in person and virtually	ELAC attendance	no additional cost		
	All communications will be sent in English and Spanish	Fliers/parent survey	no additional cost		
Students with Disabilities (SWD)	Guardians will attend annual/plan reviews and eligibility review meetings	Increase in the percent of attendance of meetings	No additional cost		
Other Student Groups Socioeconomically Disadvantaged	PTA family fun nights are free of cost for all families to encourage participation	Increase in the percentage of families participating	PTA funds these events.		
	Parents Night(s) with the focus on helping student academically (math night and reading night)	These programs and meetings will be monitored from dates calendared participation and agendas of the meetings. End of the year parent survey.	Parent engagement supplies	Title I: Parent Involvement	800.00
			child care	Title I: Parent Involvement	200.00
extra duty pay certificated & translation			Title I: Parent Involvement	510.00	

## Section 5 Staffing

### Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
.6 FTE intervention teacher will provide targeted academic support in ELA to students who qualify. This teacher will push in and pull out small groups of students to address specific targeted instruction.	.6 Intervention Teacher	Title I: FTE	40,500	ELA
Community Liaison - Will provide supports to families to encourage parent engagement.	District Community Liaison	Other		ELA, Math, Parent Engagement, Equity, Attendance and School Climate

## Section 6 Budget Summary

### Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	65,280.46	53,010.46
Title I: Parent Involvement	1,660.14	150.14
Title I: FTE	0	-40,500.00



## Section 7 Funding Allocations

### Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

### Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	\$66,940.59
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$1,933.77
Total Funds Provided to the School Through the Consolidated Application	\$68,874.36
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$54,280.00

### Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

Subtotal of additional federal funds included for this school: \$

Total of State and local programs that the school is including in the schoolwide program: \$

## Section 8 School Site Council Membership

**2023 - 2024**  
**SCHOOL SITE COUNCIL (SSC) MEMBERSHIP**  
**Jr High and High School**  
**SCHOOL: Richard Crane**

**Committee Composition Requirements:** In secondary schools, half of the members are the principal (1), classroom teachers (4), and other school staff (1); half are parents or other community members (3) and students (3).

<b><u>Parents/Community Members</u></b>	<b><u>Staff</u></b>
1. Name: Kristina McGuiness Term: 2023 - 2024. 2024 - 2025 XParent Community Member	1. Name: Teresa Ruffoni <b>Principal</b>
2. Name: Tori Tuscano Term: 2022 - 2023. 2023 - 2024 XParent Community Member	2. Name: Kristine Duran Term: 2022 - 2023. 2023 - 2024 <b>Teacher</b>
3. Name: Bridget Skilling Term: 2023 - 2024. 2024 - 2025 XParent Community Member	3. Name: Courtney Fathy Term: 2022 - 2023. 2023 - 2024 <b>Teacher</b>
4. Name: Adriana Monreal Term: 2023 - 2024. 2024 - 2025 <b>Student</b>	4. Name: Melaney Stuart Term: 2023 - 2024. 2024 - 2025 <b>Teacher</b>
5. Name: Jenny Powers Term: 2023 - 2024. 2024 - 2025 <b>Student</b>	5. Name: Term: <b>Teacher</b>
6. Name: Maria Orosco Term: 2023 - 2024. 2024 - 2025 <b>Student</b>	6. Name: Trudy Persall Term: 2022 - 2023. 2023 - 2024 <b>Other School Staff</b>

## Section 8 School Site Council Membership

**2023 - 2024**  
**SCHOOL SITE COUNCIL (SSC) MEMBERSHIP**  
**Elementary (TK-5th)**  
**SCHOOL: Richard Crane**

**Committee Composition Requirements:** In elementary schools, half of the members are the principal (1), classroom teachers (3), and other school staff (1); half are parents or other community members (5).

<b><u>Parents/Community Members</u></b>	<b><u>Staff</u></b>
1. Name: Kristina McGuiness Term: 2023 - 2024. 2024 - 2025 XParent Community Member	1. Name: Teresa Ruffoni <b>Principal</b>
2. Name: Tori Tuscano Term: 2022 - 2023. 2023 - 2024 XParent Community Member	2. Name: Kristine Duran Term: 2022 - 2023. 2023 - 2024 <b>Teacher</b>
3. Name: Bridget Skilling Term: 2023 - 2024. 2024 - 2025 XParent Community Member	3. Name: Courtney Fathy Term: 2022 - 2023. 2023 - 2024 <b>Teacher</b>
4. Name: Adriana Monreal Term: 2023 - 2024. 2024 - 2025 XParent Community Member	4. Name: Melaney Stuart Term: 2023 - 2024. 2024 - 2025 <b>Teacher</b>
5. Name: Jenny Powers Term: 2023 - 2024. 2024 - 2025 XParent Community Member	5. Name: Term: <b>Teacher</b>
6. Name: Maria Orosco Term: 2023 - 2024. 2024 - 2025 XParent Community Member	6. Name: Trudy Persall Term: 2022 - 2023. 2023 - 2024 <b>Other School Staff</b>