

# Cotati-Rohnert Park USD

## SCHOOL PLAN FOR STUDENT ACHIEVEMENT

**AT Richard Crane**

**49-73882-0135053  
CDS Code**

Schoolsite Council (SSC) Approval Date

October 11, 2024

Local Board Approval Date

February 11, 2025

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 Student Achievement.....	6
Section 4 Social Emotional .....	14
Section 4 Educational Partner Involvement.....	20
Section 4 Multilingual Learner.....	23
Section 5 Staffing.....	25
Section 6 Budget Summary .....	26
Section 7 Funding Allocations.....	27
Section 8 School Site Council Membership.....	28
Section 8 School Site Council Membership.....	29

## 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 277 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 2023-24 SPSA Annual Review 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. Teachers looked at the data and student progress as part of our Guiding Coalition and staff meetings.

#### **Involvement Process for the 2024-25 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. Our SPSA goals were shared at our Guiding Coalition and staff meetings.

## Section 4 Student Achievement

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

---

**Goal 1**

**Subject: Student Achievement**

**IDENTIFIED NEED (Data Analysis)**

Data Analyzed	Data Conclusion	Assessed Needs
2023 - 2024 ELA CAASPP	On the 2023 - 2024 ELA CAASPP assessment 48% of our students are not meeting the standard in ELA. 23.2% are meeting or exceeding the standard.	Overall 48% of our students are still not meeting the standard in ELA. There is a large percentage of students, 28.8 percent that are nearly meeting the standard. We need to dive deeper into the data earlier on to intervene with students promptly. We need regular data meetings to discuss student data and weekly PLC meetings at each grade level. Teachers need more training and support implementing the adopted ELA curriculum and we need to provide teachers with time for professional development and grade-level planning. We need to increase collaboration through PLCs and make data-informed decisions regarding interventions and small-group instruction. We need to increase teacher capacity with strategies that support all learners including multi-lingual learners and students with disabilities. Teachers have discussed and are implementing more rigorous performance based assessments that students will be required to do on the CAASPP assessment.
2023 STAR End Of Year Early Literacy Reading local benchmark assessment	On the 2023 End of the year STAR Early Literacy reading assessment  Kindergarten increased the number of students proficient by 11%, thus decreasing the number of students scoring in the intervention to urgent intervention from 49% to 38%  69% of our first grade students scored in the intervention or urgent	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.  Learning and professional reading materials for staff to support authentic learning opportunities to support tier 1 intervention,

	<p>intervention category. This was a increase of students in the intervention category by 6%.</p> <p>Second grade increased the number of students proficient by 4%, thus decreasing the number of students scoring in the intervention or urgent intervention category from 65% to 61%</p>	<p>comprehension, writing and rich vocabulary within the classroom. Materials are needed to support students with phonemic awareness, alphabetic principles and comprehension. 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>students literacy skills.</p>
<p>2023 STAR End Of Year Reading local benchmark assessment</p>	<p>On the 2023 End of the year STAR reading assessment</p> <p>Third grade increased the number of students proficient by 5%. Thus decreasing the number of students not proficient from 37.8% of our third grade students scoring in the intervention or urgent intervention category to 33%</p> <p>Fourth grade increased the number of students proficient by 3%. Thus decreasing the number of students not proficient from 40% of our fourth grade students scoring in the intervention or urgent intervention category to 37%</p> <p>Our fifth grade students decreased in the number of student proficient. 53% of our fifth grade students scored in the intervention or urgent intervention category compared to 43% in the beginning of the year.</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 providing tier 1 supports for students.</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. 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 with a focus on supporting our multilingual students.</p>
<p>2023 - 2024 Math CAASPP Assessment</p>	<p>On the 2023 - 2024 CAASPP assessment overall 48.8% of our students are not meeting the standard. 17.6% of our students are meeting or exceeding the standard.</p>	<p>Although we have shown growth in our 3rd to 4th grade cohort with a decrease by 7% of students not meeting the standard that decrease is not sustaining into 5th grade. Overall, 48.8%of our students are not meeting the standard in math. There is a large percentage of students, 33.6 percent that are nearly meeting the standard. We need to dive deeper into the data earlier on to intervene with students</p>

		<p>promptly. We need regular data meetings to discuss student data and weekly PLC meetings at each grade level. We need to increase collaboration through PLCs and make data-informed decisions regarding interventions and small-group instruction. We need to increase teacher capacity with strategies that support all learners including multi-lingual learners and students with disabilities. Teachers have discussed and are implementing more rigorous performance based assessments as required on the test. Intervention opportunities in math need to be implemented at the tier 1 and tier 2 level.</p>
<p>2023 End of the year STAR Math</p>	<p>On the End of the year 2023 STAR Math assessment kindergarten decreased the number of student in intervention and urgent intervention by 12%. 37% of the students are still within the intervention or urgent intervention range.</p> <p>Fourth grade's increased the percentage of students at or above grade level by 4%. However the percentage of students within the intervention to urgent intervention category remained the same with 35% of the students falling within this category.</p> <p>Our first, second third and fifth grade cohorts did not decrease the percentage of students in the intervention or urgent intervention category. This group averages 51% of the students falling within the intervention or urgent intervention category.</p> <p>48% first grade students scored in the intervention or urgent intervention category.</p> <p>54% of our second 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. Teachers have agreed to implemente more rigorous performance based assessments as required on the CAASPP assessment. Intervention opportunities in math need to be implemented at the tier 1 and tier 2 level.</p>



	<p>47% of our third students scored in the intervention or urgent intervention category.</p> <p>58% of our fifth grade students scored in the intervention or urgent intervention category</p>	
--	--	--

**Subject: Student Achievement**

**LEA/LCAP:** LCAP Goal 1: CRPUSD will improve instructional outcomes for students and reduce disparities across subgroups so that ALL students experience an excellent, diverse, equitable, and inclusive education that meets their unique needs.

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

**Subject Area:** ELA

	<b>2023-24 Final Data</b>	<b>2024-25 Data Goal</b>
Schoolwide (SW)	Actual 23.2%	Goal 26.3%
English Learners (EL)	Actual 3.3%	Goal 6.3%
Students with Disabilities (SWD)	Actual 5.9%	Goal 8.9%
Other Student Groups socioeconomically disadvantaged	Actual 16.8%	Goal 19.8%

**Subject Area:** Math

	<b>2023-24 Final Data</b>	<b>2024-25 Data Goal</b>
Schoolwide (SW)	Actual 17.6%	Goal 20.6%
English Learners (EL)	Actual 3.3%	Goal 6.3%
Students with Disabilities (SWD)	Actual 5.9%	Goal 8.9%
Other Student Groups socioeconomically disadvantaged	Actual 13.1%	Goal 16.1%

	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. The Guiding Coalition made up of one teacher per grade level will meet monthly to help support meaningful professional development for teachers and share information with their grade level teams.  Rating from teachers on PLC knowledge at the end of the year.	Benchmark assessment and unit assessment results and progress will be monitored. Rating from teachers on PLC knowledge at the end of the year.	Collaboration and meeting time is built into schedule	Other	
	Teachers will be trained in Benchmark Blueprints to help support reading. Blueprints for new grade level classrooms will be purchased.	Benchmark assessments and phonics screener progress will be monitored	Professional development	Title I	750
	Primary teachers will be trained in the Learning Without Tears handwriting program TK - 1	Unit assessments and classroom visits	Professional development	Title I	1,450
	Literacy Professional Development .One teachers will participate and will go through Orton Gillingham training. They will then share strategies with other teachers	DIBELS progress monitoring	Professional development through SCOE Literacy	Other	0
	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

	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)	Professional development in instructional strategies and the ELPAC to understand listening and speaking standards and administering practice tests to support our English language learners.	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.		0
	Designated ELD instruction with focused groupings during WIN time	ELPAC assessment data as well as benchmark assessment results and progress will be monitored in ELA (STAR, Core Phonics) and school schedules	Built into whole school schedule		0
	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 monitored in ELA (STAR, Core Phonics)	Funded through the district	Other	
	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
	Supplement instruction with Lexia and Rosetta Stone	Progress monitoring through the core phonics screener completed every 6-8 weeks and STAR Renaissance for Winter and Spring assessment	District Funded	Other	0
	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
Flexible grouping of students for targeted instruction: WIN and Tier III intervention		Progress monitoring through the core phonics screener and STAR Renaissance for Winter and Spring assessment	Built into schedule		

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
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	
	Students in 2-5th grade will have access to Accelerated Reader to help build fluency and comprehension.	Benchmark assessments results and progress monitoring in STAR and AR goals	Purchase AR for 2nd - 5th grade	Title I	1,300
	Students who have been identified needing extra support in math will have access to IXL	Benchmark assessments results and progress monitoring in STAR	Purchase IXL licenses (50)	Title I	1,200

## Section 4 Social Emotional

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

---

**Goal 2**

**Subject: Social Emotional**

**IDENTIFIED NEED (Data Analysis)**

Data Analyzed	Data Conclusion	Assessed Needs
Youth Truth Data	<p>On the 2024 Student Youth Truth survey the lowest rated themes were                      Belonging 10th percentile                      Engagement 4th percentile</p> <p>The lowest rated question within the key themes was:                       Can you be yourself with other students? (which is in the Belonging theme)</p> <p>The highest rated themes were:                      Relationships 72nd percentile                      Culture 34th percentile</p>	<p>Relationship building is critical and students need to feel safe expressing themselves and have an adult on campus that they feel they have a relationship with and can go to when they need help.</p> <p>Focus will be increased training on restorative practices and PBIS. Trainings on classroom circles.</p> <p>Focus on consistency of using positive language and positive behavior supports. There is a need to train yard duty. Additional focus on students honoring the differences of learning styles and needs.</p>
Attendance	<p>Our chronic absenteeism rate declined by 34% but was still higher than the state chronic absenteeism rate.</p>	<p>We will continue to increase awareness and communication regarding the importance of school attendance. Reminders about the impact of missing a week of school due to scheduled family trips and sharing the school calendar so all families know when school is in session.</p>

**Subject: Social Emotional**

**LEA/LCAP:**

LCAP Goal 2: CRPUSD will create a safe, inclusive and welcoming learning atmosphere that provides a conducive environment that supports social emotional learning for all student scholars and staff.

**Goal #2** Decrease chronic absenteeism by 1% (thus increase student attendance by 1%)

	<b>2023-24 Final Data</b>	<b>2024-25 Data Goal</b>
Schoolwide (SW)	Actual 28.3%	Goal 27.3%
English Learners (EL)	Actual	Goal
Students with Disabilities (SWD)	Actual	Goal
Other Student Groups	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)	Increase communication in newsletters and teacher communications around attendance. Attendance is carefully monitored and communication with parents is ongoing when there are attendance or tardy concerns. Regular school attendance promotes student success.	Newsletter, postcards. A2A attendance letters and attendance reports and Youth Truth Survey responses	postcards purchased by district	Other	0
	Students will be recognized who have perfect attendance each month at our whole school assemblies. Attendance tags will be given to students to help leverage student buy in.	Calendar of assemblies	Attendance brag tags are given to students with perfect attendance monthly	Other	
	Restorative/PBIS Leadership training	PBIS agenda/ action items	District funded	Other	0



	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>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.</p> <p>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 Edu climber 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. 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 tier 3 interventions. PBIS tier 1 team will attend district training with a focus on restorative practices and PBIS</p>	<p>Progress will be monitored using Edu climber data reviewed on a monthly/bimonthly and well as decrease in office referrals.</p> <p>Expectation posters are visible in all areas, training dates in staff agenda are calendared</p> <p>Roars can observed being given out as well calendared CCC Award assemblies. We will also monitor Youth Truth Survey responses.</p>	<p>Supplies for kickoff events through PBIS and training is District funded</p>	<p>Other</p>	

	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. Tier 2 social groups will be taught.	Progress will be monitored using PBIS Edu climber data and Everyday Speech checkoff. We will also monitor Youth Truth Survey responses. Social group participation	no additional funding		0
English Learners (EL)	Community Liaison will help connect with families about the importance of attendance and help build connections.	Family Survey			
	ELAC meetings	ELAC agenda			
Students with Disabilities (SWD)	Social groups to teach skills to support positive engagement and interactions	Group scheduling , student survey	Funded through Special Ed.		
	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.	EDuclimber 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					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Groups					

## Section 4 Educational Partner Involvement

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

---

#### Goal 3

#### Subject: Educational Partner Involvement

#### IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
Youth Truth Family Survey	On the family survey engagement was our highest percentile falling in the 89th percentile. relationship 85th percentile culture 83rd percentile communication 65th percentile resources 58th percentile safety 52nd percentile	There is a need to increase communication with families in multiple forms that are reaching them. A weekly newsletter is sent out but not all families are accessing/reading it. Additional communication around the schools policies and procedures around safety specifically related to bullying. Focus on the need for additional resources to support learning
		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.
	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.	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.

**Subject: Educational Partner Involvement**

**LEA/LCAP:** LCAP Goal 3: CRPUSD will engage parents, families and community partners through education, communication and collaboration to promote student success.

**Goal #3** By the end of the 2024 - 2025 school year, Richard Crane will maintain monthly parent communication through Parent Square and increase communication with families to 68th percentile as measured by the family survey on the Youth Truth Survey.

	2023-24 Final Data	2024-25 Data Goal
Schoolwide (SW)	Actual 65%	Goal 68%
English Learners (EL)	Actual	Goal
Students with Disabilities (SWD)	Actual 57%	Goal 68%
Other Student Groups	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)	School-home communications will be sent home weekly.	parent square data	no additional cost		
	Provide additional communication at Family Fun Night events	family survey			
	PTA and School Site Council Meetings	agendas, sign in sheets and minutes	no additional cost		
	Family PBIS night will be scheduled to share with school families strategies to support positive social emotional being.	flier	funded through PBIS funds		
English Learners (EL)	ELAC meetings	agendas, sign in sheets and minutes	no additional cost	Other	
	Community Liaison will assist parents with connecting to the school. liaison will connect and increase parent engagement with educational opportunities and community	Youth Truth survey	district funded		

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	resources.				
Students with Disabilities (SWD)	Communication with families about IEP progress	Progress reports at each trimester	no additional costs		
Other Student Groups					
Graduation Rate (GR)					

## Section 4 Multilingual Learner

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

---

**Goal 4**

**Subject: Multilingual Learner**

**IDENTIFIED NEED (Data Analysis)**

Data Analyzed	Data Conclusion	Assessed Needs
ELPAC summative data	Our multilingual learners increased 14.7 percentage points (increased significantly) with 56 percent of our multilingual learners increasing an ELPI level based on the summative ELPAC. There is a decrease in scores for students in first grade. We believe this is due to the reading requirement on the assessment.	We are seeing an increase of newcomers who need additional supports for accessing the curriculum. The designated ELD time is critical and additional focus on the integrated ELD is needed. Continued training to support teachers with strategies to support our multilingual learners.

**Subject: Multilingual Learner**

**LEA/LCAP:** LCAP Goal 4: CRPUSD will improve academic outcomes for Multilingual Learners

**Goal #4** By June 2025, 75% of English Language Learners will move up one level on the Summative ELPAC and SBAC scores will increase by 3% of EL's on the English Language Arts portion of the CAASPP assessment.

	2023-24 Final Data	2024-25 Data Goal
Schoolwide (SW)	Actual	Goal
English Learners (EL)	Actual 3.3%	Goal 6.3%
Students with Disabilities (SWD)	Actual	Goal
Other Student Groups	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)	Professional Learning teams will monitor students who are not making progress/proficient in order to offer needed tier 1 supports	STAR data and common formative assessments	no additional costs		
English Learners (EL)	Rosetta Stone and Lexia will be available to support student learning	STAR and ELPAC data	District funded		
	ELAC meetings will support parents/guardians with increasing their knowledge of assessment and how to support their student at home	ELAC meeting agenda	No additional cost		
	EL assistant to support multilingual learners	ELD schedule			
	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	no additional cost	Other	
Students with Disabilities (SWD)	Teachers will use differentiated instruction with collaboration of education specialist. Adaptive materials, visuals, manipulatives will be used to support student progress.	STAR benchmark data/goal progress			
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			



## 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
.5 FTE intervention teacher will provide targeted academic support to students who qualify. This teacher will push in and pull out small groups of students to address specific targeted instruction.	.5 Intervention Teacher	Title I: FTE	63,800	ELA /math
Community Liaison - Will provide supports to families to encourage parent engagement.	District Community Liaison	Other		ELA, Math, Parent Engagement, Equity, Attendance and School Climate
EL assistant will provide support to multilingual learners	EL Assistant			Multilingual learners/ ELA/Math

## Section 6 Budget Summary

### Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	92945.43	84,245.43
Title I: Parent Involvement	1883.58	1,883.58
Title I: FTE	0	-63,800.00

## 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	\$79,258
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$15571.
Total Funds Provided to the School Through the Consolidated Application	\$94829
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	\$72,500.00

### 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

**2024 - 2025**  
**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: Bridget Skilling Term: 2023 - 2024. 2024 - 2025 XParent Community Member	2. Name: Carleen Weirauch Term: 2024 - 2025 2025- 2026 <b>Teacher</b>
3. Name: Adriana Monreal Term: 2023 - 2024. 2024 - 2025 XParent Community Member	3. Name: Courtney Fathy Term: 2024 - 2025. 2025 - 2026 <b>Teacher</b>
4. Name: Kelsey Mohrman Term: 2024 - 2025 2025 - 2026 <b>Student</b>	4. Name: Melaney Stuart Term: 2023 - 2024. 2024 - 2025 <b>Teacher</b>
5. Name: Sarah Esplin Term: 2024 - 2025 2025 - 2026 <b>Student</b>	5. Name: Term: <b>Teacher</b>
6. Name: Term: <b>Student</b>	6. Name: Trudy Persall Term: 2024 - 2025. 2025 - 2026 <b>Other School Staff</b>

## Section 8 School Site Council Membership

**2024 - 2025**  
**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: Bridget Skilling Term: 2023 - 2024. 2024 - 2025 XParent Community Member	2. Name: Carleen Weirauch Term: 2024 - 2025 2025- 2026 <b>Teacher</b>
3. Name: Adriana Monreal Term: 2023 - 2024. 2024 - 2025 XParent Community Member	3. Name: Courtney Fathy Term: 2024 - 2025. 2025 - 2026 <b>Teacher</b>
4. Name: Kelsey Mohrman Term: 2024 - 2025 2025 - 2026 XParent Community Member	4. Name: Melaney Stuart Term: 2023 - 2024. 2024 - 2025 <b>Teacher</b>
5. Name: Sarah Esplin Term: 2024 - 2025 2025 - 2026 XParent Community Member	5. Name: Term: <b>Teacher</b>
6. Name: Term: Parent Community Member	6. Name: Trudy Persall Term: 2024 - 2025. 2025 - 2026 <b>Other School Staff</b>