

Cotati-Rohnert Park USD
SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Richard Crane Elementary

49-73882-0135053
CDS Code

TITLE 1 Schoolwide

Schoolsite Council (SSC) Approval Date

Local Board Approval Date

December 7, 2021

12-14-2021

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:

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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 223 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 safe, respectful and responsible. These expectations are modeled, taught and reinforced. Monthly assemblies and weekly Shout Outs 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, our Response to Intervention Program, mindfulness, and by teaching our School Wide Second Step Program. Richard Crane was designated at a Title 1 school in 2021 - 2022 school year which allows us to have additional supports for our students. Richard Crane is focused on creating a school culture that is caring and safe to take risks so 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 is to provide the same experiences to students and families by using technology until the school closure is 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 (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

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. 48.1% of our ELL students decreased or maintained their level 1,2 or 3 status. 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 2020-21 SPSA Annual Review and Update

Richard Crane did not have a SPSA during the 2020- 2021 school year.

Involvement Process for the 2021-22 SPSA and Update

School Site Council has met to evaluate the site plan. Input was gathered from a whole school Title 1 parent meeting with agenda item to specifically gather input. School staff members provided input and discussed needs and our goals at faculty meetings.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review

SPSA Year Reviewed: 2020-21

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.

First of implementation, no analysis required at this time.

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

First of implementation, no analysis required at this time.

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.

First of implementation, no analysis required at this time.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
easyCBM local benchmark assessment (reading)	<p>38% of our third grade students scored at some or high risk on the fall easyCBM reading assessment.</p> <p>32% of our second grade students scored at some or high risk on the fall easy CBM reading assessment.</p>	<p>We need to increase achievement in ELA through targeted academic intervention, professional development for teachers in ELA instruction, a reading program for targeted instruction, reading books to promote equitable access to appropriately leveled books in our school library and classroom libraries. School wide incentive reading program to engage students in reading. Focused professional development time for teachers to focus on student learning to create greater equity on</p>

		learning goals/targets/and student outcomes.
easyCBM local benchmark assessment (letter sounds)	<p>24% of our kindergarten students scored at some or high risk on the fall easyCBM letter sounds assessment.</p> <p>23% of our first grade students scored at some or high risk on the fall easyCBM letter sounds assessment.</p>	We need to increase achievement in ELA through targeted academic intervention, professional development for teachers in ELA instruction, a reading program for targeted instruction, reading books to promote equitable access to appropriately leveled books in our school library and classroom libraries. Hands on learning opportunities to engage students with phoneme awareness.
easyCBM local benchmark assessment (vocabulary)	<p>31% of our second grade students scored at some or high risk on the fall easyCBM vocabulary assessment.</p> <p>32% of our third grade students scored at some or high risk on the fall easyCBM vocabulary assessment.</p> <p>30% of our fourth grade students scored at some or high risk on the fall easy CBM vocabulary assessment</p>	We need to increase achievement in ELA through targeted academic intervention, professional development for teachers in ELA instruction, a reading program for targeted instruction, reading books to promote equitable access to appropriately leveled books in our school library and classroom libraries. Professional development in Project Based Learning and professional reading materials for staff to support authentic learning opportunities to support rich vocabulary within the classroom. Materials to support project based learning.
easyCBM local benchmark assessment (Proficient reading/comprehension)	<p>26% of our second grade students scored at some or high risk on the fall easyCBM proficient reading assessment.</p> <p>32% of our third grade students scored at some or high risk on the fall easyCBM proficient reading assessment.</p> <p>30% of our fourth grade students scored at some or high risk on the fall easyCBM proficient reading assessment.</p> <p>20% of our fifth grade students scored at some or high risk on the fall easyCBM proficient reading assessment.</p>	We need to increase achievement in ELA through targeted academic intervention, professional development for teachers in ELA instruction, a reading program for targeted instruction, reading books to promote equitable access to appropriately leveled books in our school library and classroom libraries. Professional development in Project Based Learning and professional reading materials for staff to support authentic learning opportunities to support comprehension within the classroom. Materials to support project based learning.

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 stated and/or attaining green/blue status on California dashboard for CASSPP results.

	2018-19 Final Data	2021-22 Data Goal
Schoolwide (SW)	Actual 47.8% meet or exceeded the standard for ELA .	Goal 53
English Learners (EL)	Actual 27.8% meet or exceeded the standard for ELA .	Goal 33
Students with Disabilities (SWD)	Actual NA	Goal NA
Other Student Groups Socioeconomically Disadvantaged	Actual 35	Goal 40

	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)	A. Develop year-long, standards-based curricular plans, aligning Common Core Curriculum with essential standards and benchmark assessments. Teachers will create greater equity and produce curriculum unit maps.	Professional development will be scheduled on the calendar, evaluation and reflection on the professional development will be completed. We will monitor student progress through assessments built in the unit maps, PLC data collected and easyCBM assessments	Professional Development	Title I C/O	3,900
	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. (easy CBM, Core Phonics Screener)	Extra Duty	Title I	2,000
	We will purchase Leveled Literacy Intervention green and orange kits to be used with our intervention groups.	Benchmark assessment results and progress will be monitored in ELA (easyCBM, Core Phonics)	Curriculum	Title I C/O	7,550
We will purchase literary and nonfiction books and reading materials to expand reading to promote equitable access to appropriately leveled books in our school library and classroom libraries	We will monitor achievement levels in ELA though Benchmark assessment results and progress monitoring in ELA. (easyCBM, Core Phonics Screener)	CCSS aligned and grade level appropriate literature (nonfiction and fiction)	Title I C/O	2,045	
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			

	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)	We will purchase literary and nonfiction books and reading materials to expand reading to promote equitable access to appropriately leveled books in our school library and classroom libraries	Benchmark assessment and unit assessment results and progress will be monitored.	Purchase books that are in Spanish /bilingual	Title I C/O	2,000
	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 (easyCBM, Core Phonics)	Professional development and purchase of professional materials	Title I	3,050
	All teachers are highly qualified. Richard Crane teachers participate in PLC meetings.	Staff agendas and calendared meetings	PLC meetings are part of our scheduled collaboration time.		
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	

	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	Professional development in Project Based Learning and professional reading materials for staff to support authentic learning opportunities to support comprehension within the classroom. .	Benchmark assessment results and progress will be monitored in ELA (easyCBM)			
	We will purchase materials to support project based learning to support authentic learning opportunities with rich vocabulary and opportunities for student presentations..	Benchmark assessment results and progress will be monitored in ELA (easyCBM)	Materials & Supplies	Title I C/O	5,000
			Academic PBL books Tinkering Studio Books	Title I	4,500
	We will purchase materials to support hands on learning opportunities to engage students with phoneme awareness.	Benchmark assessment results and progress will be monitored in ELA (easyCBM), ESGI and Core Phonics.	Materials & Supplies	Title I C/O	3,000
	School wide incentive reading program to engage students in reading.	Benchmark assessment results and progress will be monitored in ELA (easyCBM)	Materials & Supplies	Title I	2,200
			Materials & Supplies	Title I C/O	2,000

Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review

SPSA Year Reviewed: 2020-21

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.

First of implementation, no analysis required at this time.

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

First of implementation, no analysis required at this time.

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.

First of implementation, no analysis required at this time.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
easyCBM local benchmark assessment (Basic Math)	46% of students in kindergarten scored "some risk" or "high risk" on Basic Math easyCBM assessment	We need targeted intervention programs for student 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/targets/and student outcomes.
easy CBM local benchmark assessment (Basic Math)	45% of the students in third grade scored "some risk" or "high risk" on Basic Math easyCBM assessment	We need targeted intervention programs for student 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/targets/and student outcomes.
easy CBM local benchmark assessment (Basic Math)	61% of the students in fourth grade scored "some risk" or "high risk" on Basic Math easyCBM assessment	We need targeted intervention programs for student 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/targets/and student outcomes.
easy CBM local benchmark assessment (Basic Math)	34% of the students in fourth grade scored "some risk" or "high risk" on Basic Math easyCBM assessment	We need targeted intervention programs for student 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/targets/and student outcomes.

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 stated points and/or attaining green/blue status on California dashboard for CASSPP results.

	2018-19 Final Data	2021-22 Data Goal
Schoolwide (SW)	Actual 37.7	Goal 43
English Learners (EL)	Actual NA	Goal NA
Students with Disabilities (SWD)	Actual NA	Goal NA
Other Student Groups Socioeconomically Disadvantaged	Actual 20	Goal 20

	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)	A. Develop year-long, standards-based curricular plans, aligning Common Core Curriculum with essential standards and benchmark assessments. Teachers will create greater equity and produce curriculum unit maps.	Professional development will be scheduled on the calendar, evaluation and reflection on the professional development will be completed. We will monitor student progress through assessments built in the unit maps, PLC data collected and easyCBM assessments.	Professional Development	Title I	3,900
	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. (easy CBM, Eureka math assessments	Extra Duty	Title I	2,000
	We will purchase Reflex Math Program to support math fluency. Staff will also receive PD on how to use the program to best support students.	Benchmark assessment results and progress will be monitored in Math. (easy CBM, Eureka math assessments	Curriculum	Title I C/O	3,300
	Use of technology and manipulatives- hardware 1 to 1 devices) and software (Zearn, prodigy) to support teaching strategies; data management; communication	EasyCBM Benchmark Assessments will be monitored for progress and PLC meetings looking at data.			
English Learners (EL)	EL Roadmap training to focus on 1st instruction for math for multi lingual learners	Benchmark assessment results and progress will be monitored in Math. (easy CBM,			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
		Eureka math assessments			
	Training and implementation on targeted instruction for EL's in academic vocabulary for math with visual supports	Benchmark assessment results and progress will be monitored in Math. (easy CBM, Eureka math assessments)			
	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.		
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	Professional development in Project based learning to support authentic learning opportunities,	Professional development will be scheduled on the calendar, evaluation and reflection on the professional development will be	Professional Development	Title I C/O	11,300

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
		completed. We will monitor student progress through assessments, PLC data collected and easyCBM assessments.			

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: 2020-21

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.

First of implementation, no analysis required at this time.

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

First of implementation, no analysis required at this time.

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.

First of implementation, no analysis required at this time.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs

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.

	2018-19 Final Data	2021-22 Data Goal
Schoolwide (SW)	Actual 47.8	Goal 53
English Learners (EL)	Actual 27.8	Goal 33
Students with Disabilities (SWD)	Actual NA	Goal NA
Other Student Groups Socioeconomically Disadvantaged	Actual 35	Goal 40
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	Progress will be monitored by the SEL screener data and SWISS data	Satchel Pulse		
			PBIS Tier 1 Team Classified Pay		
			PBIS Tier 1 Team Certificated Pay		
	Professional development in Project based learning to support authentic real world learning opportunities. Students gain learning opportunities to focus on learning the 4C's critical thinking, collaboration, communication and creativity. These skills are critical for our students to be successful in their future careers.	Professional development will be scheduled on the calendar, evaluation and reflection on the professional development will be completed. We will monitor student progress through assessments, PLC data collected and easyCBM assessments as well as caaspp data.	Professional Development in creating a PBL project. Teachers will have access to Adapt a Project Online PD and paid at extra duty pay for certificated staff		

	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)					
Students with Disabilities (SWD)					
Other Student Groups Socioeconomically Disadvantaged	Experiential learning is an important component in students experiencing knowledge in the real world as well as an opportunity to possible careers	Events calendared. Progress will be monitored using EasyCBM benchmark data and PLC data.	Field Trips	Title I	4,650

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

Section 4 Climate & Culture

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: Climate & Culture

SPSA Annual Review

SPSA Year Reviewed: 2020-21

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.

First of implementation, no analysis required at this time.

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

First of implementation, no analysis required at this time.

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.

First of implementation, no analysis required at this time.

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs

Subject: Attendance/PBIS

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

Goal #4

	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	
	2018-19 Final Data	2021-22 Data Goal	2018-19 Final Data / District Preliminary Data	2021-22 Data Goal
Schoolwide (SW)	Actual 96%	Goal 97%	Actual 9.6%	Goal 8%
English Learners (EL)	Actual N/A%	Goal 97%	Actual 6.3%	Goal 5%
Students with Disabilities (SWD)	Actual N/A%	Goal 97%	Actual 5%	Goal 4%
Other Student Groups Socioeconomically Disadvantaged	Actual N/A%	Goal 97%	Actual 12.5%	Goal 10%

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	maintain green/blue status Fall 2020 CA Dashboard
	2018-19 Final Data / District Preliminary Data	2021-22 Data Goal
Schoolwide (SW)	Actual 3.9%	Goal 2%
English Learners (EL)	Actual 4.1%	Goal 2%
Students with Disabilities (SWD)	Actual 0%	Goal 1%
Other Student Groups Socioeconomically Disadvantaged	Actual 4.8%	Goal 3%

	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 each trimester for perfect or improved attendance.	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 weekly with our school wide "Shout Outs" as well as at our monthly Cougar Cub Character Award Assembly. Roar trophy will be awarded each month to class with the most ROARS. 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.	Extra Duty	Title I	300.00		
	A social emotional screener will be to gain a holistic view of students SEL skills	Data from the screener will be used to monitor progress as well as SWIS data	Satchel Pulse	Other			
	Second Step SEL Curriculum will be	Progress will be monitored using PBIS	Curriculum	Title I C/O	150.00		
		SWIS	Other				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	taught K-5 to teach foundational social emotional skills.	SWIS data and staff survey of usefulness of lanyards. We will also monitor Healthy Kids Survey responses.			
English Learners (EL)					
Students with Disabilities (SWD)	PBIS and restorative practices are implemented as preventive measures to mitigate discipline incidents. Second Step 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 to support students in learning about positive behaviors.	SWIS behavior data is reviewed on a monthly/bimonthly basis, Healthy Kid's Survey responses will be monitored as well as disciplinary incidents, attendance data as well as parent survey data.			

	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	Sensory tools /times provided in all learning spaces allowing students to reengage with their peers and reengage in learning.	PBIS SWIS data and office referrals will be used monitor progress	Materials & Supplies	Title I	1,300
	To help support our students who have been impacted socially and emotionally,	Student progress will be monitored using Easy CBM data and SWIS data. Monthly projects will be displayed.	Materials & Supplies	ESSER	6,600
	Classrooms integrate the use of mindfulness and growth mindset to support our students who have been impacted socially and emotionally.	PBIS SWIS date and student survey	Curriculum	Title I	1,270

Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Parent Involvement

SPSA Annual Review

SPSA Year Reviewed: 2020-21

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.

First year of implementation

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

First year of implementation

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.

First year of implementation

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs

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/Showcase, 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.			
			Light Snacks	Title I	534
	A parent night with the focus of SEL and how to support elementary aged students with positive parenting tips	Student progress will be monitored using PBIS SWIS date and participants evaluation.	Materials, Supplies & Childcare	ESSER	2,209
	SMORE: 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 easyCBM	SMORE home school communication program	Other	

	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 no additional costs		
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.		

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

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
.2 FTE intervention teacher will provide targeted academic support in ELA and Math to students who need intervention. this teachers pulls small groups of students to address specific targeted instruction,				ELA, Math and equity goals
	Intervention Teacher	Title I: FTE	14,441	
		Title I C/O	1,300	
		ESSER	450	
2 hours per day Family Engagement Liaison position whose responsibilities would include communicating with families, providing two way communication, interpreting and providing bilingual communication and connections partnering with families around student engagement, school events, academic progress, and provisions and information on resources for families (Proposed position)				ELA, Math, Parent Engagement, Equity, Attendance and School Climate
	Family Engagement Liaison	Title I: Parent Involvement	520.00	
		Title I	30.00	

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
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Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	25,734	0.00
Title I: Parent Involvement	520	0.00
Title I C/O	41,545	0.00
Title I: FTE	14,441	0.00
ESSER	10,759	0.00

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	\$40,695
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$41,545
Total Funds Provided to the School Through the Consolidated Application	\$82,240
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Current allocation budgeted for strategies to meet the goals in the SPSA	\$92,999.00

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: \$10,759

Total of State and local programs that the school is including in the schoolwide program: \$92,759

Section 8 School Site Council Membership

2021 - 2022
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Elementary (TK-5th)
SCHOOL: Richard Crane Elementary

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).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: Tori Tuscano Term: 2 XParent Community Member	1. Name: Teresa Ruffoni Principal
2. Name: Erica Fahey Term: 2 XParent Community Member	2. Name: Annalisa Bulleri Term: 1 Teacher
3. Name: Stephen Buttrick Term: 2 XParent Community Member	3. Name: Katie Hernandez Term: 2 Teacher
4. Name: Maria Diaz Term: 1 year XParent Community Member	4. Name: Jackie Mansuy Term: 2 Teacher
5. Name: Kristina McGuiness Term: 1 XParent Community Member	5. Name: Term: Teacher
6. Name: Term: Parent Community Member	6. Name: Trudy Persall Term: 2 Other School Staff