

# **Richard Crane Elementary**

## **School Accountability Report Card**

### **Reported Using Data from the 2018-19 School Year**

#### **Published During 2019-20**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

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

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **School Contact Information (School Year 2019-20)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Richard Crane Elementary
<b>Street</b>	1290 Southwest Blvd.
<b>City, State, Zip</b>	Rohnert Park, CA 94928
<b>Phone Number</b>	(707) 285-3150
<b>Principal</b>	Teresa Ruffoni
<b>Email Address</b>	Teresa_Ruffoni@crpusd.org
<b>Website</b>	rce.crpused.org
<b>County-District-School (CDS) Code</b>	49-73882-0135053

Entity	Contact Information
<b>District Name</b>	Cotati-Rohnert Park Unified School District
<b>Phone Number</b>	(707) 792-4722
<b>Superintendent</b>	Dr. Michael Watenpaugh
<b>Email Address</b>	Michael_Watenpaugh@crpusd.org
<b>Website</b>	www.crpUSD.org

### School Description and Mission Statement (School Year 2019-20)

School Description: Richard Crane Elementary is a year-round school with a population of approximately 192 students located in the C section of the Cotati Rohnert Park Unified School District. Richard Crane was reopened in the 2017 -2018 school year. All instruction is based on the Common Core Standards. To teach and address the social emotional needs of our students we use the Second-Step and Second Step Bulling curriculum. Additionally, we are beginning year one of Positive Behavioral Interventions and Supports (PBIS). Behavioral expectations are modeled, clearly taught and students are commended for being respectful, safe and responsible. Monthly assemblies recognize students who demonstrate positive student behavior. School wide procedures and expectations provide a safe and orderly learning environment. To help ensure all students are successful academically, physically, socially and emotionally we support our students by focusing on effective first instruction, our Response to Intervention program, Walk To Read, mindfulness, and by teaching the Second Step Program school wide. Richard Crane is focused on creating a school culture that is caring and safe, and students are permitted to take academic risks so students are ready to learn. We are building partnerships with Rancho Cotate High School, our school community, and our larger community. Richard Crane's PTA plays a vital role in engaging parents, students and teachers as we work together to enrich our students' experiences through supporting programs and activities. The funds raised through the PTA have enabled us to offer Drama Club, a School-wide play, participation in the County Spelling Bee, school assemblies and community building Family Fun Nights. In addition, the PTA has purchased robotic sets and recess and PE equipment for our students. Our Cougar Cub pride can be seen everyday throughout our campus.

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

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

**Student Enrollment by Grade Level (School Year 2018-19)**

Grade Level	Number of Students
Kindergarten	72
Grade 1	23
Grade 2	25
Grade 3	21
Grade 4	29
Grade 5	20
Total Enrollment	190

**Student Enrollment by Group (School Year 2018-19)**

Student Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	1.1
Asian	4.7
Filipino	0.5
Hispanic or Latino	39.5
Native Hawaiian or Pacific Islander	1.1
White	41.1
Two or More Races	9.5
Socioeconomically Disadvantaged	52.6
English Learners	25.3
Students with Disabilities	9.5
Foster Youth	2.6
Homeless	0.5

**A. Conditions of Learning****State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

**Teacher Credentials**

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	8	11	11	326
Without Full Credential	1	1	0	32
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	22

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: July 2017

All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas. A complete list of textbooks/instructional materials and their years of adoption is available for viewing through the Instructional Services Department.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas. Contact Instructional Services department (707) 792-4708	Yes	0%
Mathematics	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas. Contact Instructional Services department (707) 792-4708	Yes	0%
Science	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas. Contact Instructional Services department (707) 792-4708	Yes	0%
History-Social Science	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas. Contact Instructional Services department (707) 792-4708	Yes	0%
Health	Health Standards are addressed in other district courses/classes i.e., Physical Education, science, etc.		
Visual and Performing Arts	Contact Instructional Services Department (707) 792-4708		

## School Facility Conditions and Planned Improvements (Most Recent Year)

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

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** July 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC in the MU needs to be replaced.
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Restroom Fixtures outdated
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	33	48	49	46	50	50
Mathematics (grades 3-8 and 11)	25	38	32	31	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	69	69	100.00	0.00	47.83
Male	34	34	100.00	0.00	41.18
Female	35	35	100.00	0.00	54.29
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	25	25	100.00	0.00	32.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	31	31	100.00	0.00	64.52

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	41	41	100.00	0.00	36.59
English Learners	20	20	100.00	0.00	30.00
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	69	69	100.00	0.00	37.68
Male	34	34	100.00	0.00	44.12
Female	35	35	100.00	0.00	31.43
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	25	25	100.00	0.00	20.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	31	31	100.00	0.00	58.06
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	41	41	100.00	0.00	21.95
English Learners	20	20	100.00	0.00	15.00
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless					

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	25.0	10.0	

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

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

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions		1.3	3.9	5.5	5.9	5.0	3.6	3.5	3.5
Expulsions		0.0	0.0	0.1	0.3	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

The Richard Crane Safety Plan was developed with the staff and site council. It was adopted by the Site Council on September 21, 2017. The Safety Plan was reviewed, evaluated and amended by our Site Council on 1/9/2020. The plan covers such topics as: child abuse reporting procedures, disaster procedures, suspension policies, school-wide discipline plan, and other topics required by ed code. Every room is supplied with an emergency backpack, radio and emergency procedures chart. The school staff and parent group work together to implement and practice our disaster plan. Safety drills are practiced on a monthly basis.

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K					22		2		18	4		
1					18	1			23		1	
2					14	1			25		1	
3					29		1		21		1	
4					20	1			29		1	
5					17	1			20	1		
Other**												

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.9
Other	

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	-	-	-	-

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	\$5,766	\$62,696.00
Percent Difference - School Site and District	N/A	N/A	-200.0	-200.0
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

Our Educational Specialist and two instructional assistants supports students with 504's, IEP's and other intervention needs. We use an RTI model supporting all students. As a school we provide additional support in reading 4 days a week for 30 minutes in differentiated reading groups targeted to specific reading needs. The Positive Behavioral Supports and Interventions Framework has been implemented to help increase engagement at the site and reduce disciplinary issues. Richard Crane is focused upon creating a positive learning environment for all students. Our school counselor supports students through individual and group counseling.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,542	\$49,084
Mid-Range Teacher Salary	\$62,212	\$76,091
Highest Teacher Salary	\$81,294	\$95,728
Average Principal Salary (Elementary)	\$109,306	\$118,990
Average Principal Salary (Middle)	\$108,271	\$125,674
Average Principal Salary (High)	\$122,939	\$137,589
Superintendent Salary	\$199,822	\$230,096
Percent of Budget for Teacher Salaries	30%	35%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	3

Professional Development in the Cotati-Rohnert Park Unified School District targets research-proven best practices. Three days of training are provided outside of the student instructional year, teachers have numerous opportunities to develop as professionals through district-sponsored trainings offered through release time and on regularly scheduled professional development dates. The elementary schools have four afternoons per month for professional development. Richard Crane has focused on improving instructional practices with a focus on math and increasing positive student relationships.