

# Cotati-Rohnert Park USD

## SCHOOL PLAN FOR STUDENT ACHIEVEMENT

### AT University Elementary

**49-73882-0128330**  
**CDS Code**

Schoolsite Council (SSC) Approval Date

March 5, 2024

Local Board Approval Date

March 5, 2024

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

Contact Person: Christina Lunde  
Position: Principal  
Telephone Number: 707-792-4840  
Address: 8511 Liman Way  
E-mail address: [christina\\_lunde@crpusd.org](mailto:christina_lunde@crpusd.org)

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## Section 1 School Mission Statement and Description

### School Mission Statement:

Our school vision is that University Elementary School at La Fiesta will empower children to become active, curious, creative, and effective thinkers in a diverse community of learners. Parents, community members, university students, Sonoma State University faculty, local teachers, administrators, and the children themselves work collaboratively to create an effective, reflective, and joyful learning community. The program is grounded in three tenants we believe are best for educating children:

- **Constructivism:** Children learn best through active, hands-on, structured learning experiences that reflect their interests and take their developmental needs into account.
- **Diversity:** All children benefit from learning about life around the world, and from working alongside others who are both similar to and different from themselves.
- **Community:** Schools and communities are enhanced when educators, parents, children, and members of the local community work together.

The mission of our school is to establish and sustain an environment that ensures every student attains a high level of academic achievement as determined by state standards and assessments. Students are empowered to become active, curious, creative, and effective thinkers as measured by student engagement in hands-on experiential and project-based learning opportunities. We commit to delivering a support system to assure these outcomes.

### School Description:

University Elementary at La Fiesta, UELF, is a TK-5 elementary school plus the site houses the district Virtual Learning Academy Program and a Sonoma County Office of Education special needs class. The school is on the previous school site, La Fiesta, and was reopened under the new name through the collaboration of Sonoma State University and CRPUSD in 2013. The school was founded on the premise of being an inquiry, STEAM Project-Based Learning School. There are 265 students in the TK-5 program, with 14 full-time teachers and 3 education specialists; each class is between 22-28 students. The student population breakdown is 46.4% socioeconomically disadvantaged and 45% English Language Learners. The staff strives to teach through a lens of connections to the world and through universal design of learning principles to make learning accessible for all students. University Elementary School at La Fiesta will empower children to become active, curious, creative, and effective thinkers in a diverse community of learners. Parents, community members, university students, SSU faculty, local teachers, administrators, and the children themselves will work collaboratively to create an effective, reflective, and joyful learning 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 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.

Student returned to full day, in school attendance with intervention groups, field trips, content assemblies and family engagement activities for the 2022-2023 school year.

## 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 with input from staff, students and the community. Progress towards meeting LCAP goals is measured with the metrics in each goal. We use both the CDE dashboard and local measures to monitor 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 and district leadership shows UELF needs to improve instructional practices for all students in ELA and mathematics, and refine the the communication and partnership pathway with our school's families and community partnership with Sonoma State University. In order to address the needs of our site, UELF is in need of robust professional learning for pedagogy that aligns with student data and instructional planning for ELA integration into all content areas. This addresses the need to provide best first instruction for Tier 1 Intervention and develop systems for Tier 2 and Tier 3 Interventions.

### Section 3 Educational Partners Involvement

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

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

The UELF Staff, SSC and ELAC of 2022-23 provided feedback on the action plan of the year and ideas for next steps during the spring 2023 meetings; ELAC/Feb. 28, 2023, May 15, 2023 and SSC/Feb. 21, 2023, March 14, 2023, May 22, 2023. Feedback was also sought from community members during 2nd Cup of Coffee, PTA Executive Board Meetings and Staff Meetings in the spring of 2023. The principal collected this feedback and ideas in the format of a Jamboard, GoogleDoc, sticky note charts, and collecting notes in her notebook. UELF Staff provided feedback on the first draft of the SPSA in the February 14, 2024 staff meeting, then the Site Council and ELAC provided feedback in their September 2023 to January 2024 meetings.

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

## Section 4 ELA Goal

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

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#### Goal 1

**Subject: English Language Arts**

**SPSA Annual Review**

**SPSA Year Reviewed: 2022-23**

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

#### **ANALYSIS**

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

During the 2022-23 school year, certificated staff used the practice of analyzing data, using the discussion and analysis during professional learning team meetings, to target student skills in discourse, writing and reading fluency. 75%, 9/12 teachers, implemented literacy routines that supported teachers working with students in small groups to target specific student needs. Through these small groups, common formative assessments were used to continue to push students at their academic level. 75%, 9/12, certificated staff and 2 classified staff are GLAD trained, which is professional learning that targets instructional routines that benefit ELs by integrating essential ELA standards into history and science. The plan emphasized staff being intentional about what instructional routines to use to make the literacy standards accessible to students by monitoring student growth. The data analysis work was the work to drive the intentionality of the routines to meet student needs. The overall plan was used to facilitate the work the staff did for professional learning and the management of the site during staff meetings. It was an iterative cycle of looking at student artifacts, analyzing the student thinking and creating a plan for instruction of the skill. Based on the Inquiry Cycle work, students demonstrated an increase of awareness of paying attention to their learning. Through the use of rubrics, ELPAC and PBL inspired rubrics, Benchmark assessments and STAR, teachers planned instruction based on student feedback and artifacts of data. Based on the STAR data, students with high needs made growth, yet still remained at risk and students high achieving were a mix of growth and decreasing. ELPAC scores stayed the same or decreased.

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

There were no major events during the 2022-23 school year. We are still building stamina from the 2020-2021 pandemic year. During 2020-2021 distance learning due to COVID and remaining safety protocols and COVID related factors in the 2021-2022 school year have served as major differences between intended implementation and actual expenditures. The 2021-2022 school year was impacted by attendance from COVID outbreaks and parental concern for the wellbeing of their children. The present plan is with the intent of having a regular like school year to target student academic, emotional and physical needs.

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.

The ELA goal will be changed to reflect updated reading and assessment materials to determine ways to meet where students are and strategically increase student achievement. Annual outcomes will be reviewed and strategies for continued success will be put in place during PLC meetings and with staff reflection tools like teaching rubrics, exit tickets and reflections. Measurement tools to be used will be Spring 2024 CAASPP scores, Spring 2024 ELPAC Summative scores, Spring 2024 STAR for K-5.

**IDENTIFIED NEED (Data Analysis)**

Data Analyzed	Data Conclusion	Assessed Needs
CAASPP 2023 SBAC	19.5 points below standard Maintained 2.2 points EL declined by 38.7%.	There is a need for professional development specific to literacy, time to work through data to inform instruction, and an organized program via response to intervention (RTI).
STAR 2023 K-4	Spring 2023 STAR 32% of K students are at high risk. 32% of 1st grade students are at high risk. 16% of 2nd grade students are at high risk 16% of 3rd grade students are at high risk 14% 4th grade students are at high risk	There is a need for supplemental support for literacy and phonemic development based on the data available from Spring STAR for primary students. Increase academic achievement needed through targeted intervention reading groups.
EASY CBM 5	21% of 5th grader students are at high risk	There is a need for supplemental support for literacy based on data available from Spring Easy CBM.
ELPAC summative reading, writing and listening scores	14% of students are in level 1. 42% of students are in level 2 0 students were reclassified	There is a need for literacy support to promote language development based on the number of students who scored in the Level 1 and 2 in reading and writing. Instruction targeting EL levels within the classroom and with content, vocabulary rich curriculum.



**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** Students will demonstrate the ability to proficiently use the English Language, specifically in synthesizing reading comprehension and writing application by achievement levels increasing in English Language Arts Assessments by 20% and meeting and/or exceeding the standards by the stated points based on the California Dashboard. EL students will make one year's growth in ELA and ELD standards as measured by the ELPAC and CAASPP. All students will meet grade level ELA goals as measured by EasyCBM/STAR and an increase of scores in the CAASPP results.

	<b>2022-23 Final Data</b>	<b>2023-24 Data Goal</b>
Schoolwide (SW)	Actual 44	Goal 54
English Learners (EL)	Actual 20	Goal 30
Students with Disabilities (SWD)	Actual 20	Goal 30
Other Student Groups Socioeconomically Disadvantaged	Actual 28	Goal 38

	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 implement instructional routines in reading, writing, speaking and listening by providing data driven instruction that address student need in small groups and partner learning groups which will be shown in 75% of students meeting above or at grade level for district and national assessments.	K - 5 STAR, K-5 ELPAC Summative, 3-5 CAASPP, formative assessments PLC Inquiry Cycle reflection forms			
	Implement Fountas & Pinnell reading program which to provide high-quality direct, targeted reading instruction to students which will increase student scores by 25%.	F & P assessments, formative & summative			
	Implement small group instruction strategies, like but not exclusive to Daily 5, Reader's/Writer's Workshop, Must Do/May Do to increase student agency in literacy learning by 50%.  Before school and after school interventions.	formative assessments, PLC Inquiry Cycle reflection forms	General Education Assistant	Title I	7000
			Extra Duty Certificated	Title I	4000
			Extra Duty Classified	Title I	2500
Supplies for Intervention			Title I	250	
		Software Llcensing	Title I	3200	

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Use relevant, contemporary updated classroom libraries to engage students with reading high interest books for the book room to support PBL content through guided reading routines.</p> <p>UELF Staff will train all staff on how to use the Book Room Text Sets that align with core content standards with an emphasis on history social science.</p>	<p>formative assessments, PLC Inquiry Cycle reflection forms, PBL student showcase rubrics</p>	Compensation for Certificated and Classified	Title I	2501
			One Book/One School supplies	Title I	300
English Learners (EL)	Professional learning and team time for staff to unpack ELD Standards and integrate the standards into core content inquiry (PBL) units.	PLC Inquiry Cycle reflection forms, PBL Units of instruction, Informal and formal classroom observations of instructional practices, daily schedules, student groups showing students' fluidity of groups based on data	BeGLAD Training	Title I	7000
	Staff disaggregate ELPAC data to identify needs of ELs to implement needs into daily instructional routines	PLC Inquiry Cycle reflection forms, Vertical articulation charts of staff noticings, wonderings, and next steps		Title I	900
	EL instructional routines, GLAD strategies, are used, discussed, and shared during staff meetings	ELPAC Summative, STAR, CAASPP, 5th Grade CAST			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	and professional learnings.				
Students with Disabilities (SWD)	Classroom lessons building anchor experiences to have content access from the onset using literacy foundational skills	K - 5 STAR, K-5 ELPAC Summative, 3-5 CAASPP, formative assessments PLC Inquiry Cycle reflection forms			
Other Student Groups					

## Section 4 Math Goal

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

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#### Goal 2

**Subject: Math**

**SPSA Annual Review**

**SPSA Year Reviewed: 2022-23**

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

#### **ANALYSIS**

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

During the 2022-23 school year, certificated staff used the practice of analyzing data, using PLC practices, to target student skills in math fluency and problem solving, word problems. 60% of the staff implemented growth mindset in math routines that supported teachers working with students in small groups to target specific student needs with the use of math manipulatives and shared work. Through these lessons, regular formative assessments were used to continue to push students at their academic level. 2 Teachers and administrator participated in Mathematics Framework Cohort. 75%, 9/12, of the certificated staff and 2 of the classified staff participated in GLAD training which is professional learning that targets instructional routines that benefit ELs by integrating essential ELA standards into core content, including math problem structures. The plan emphasized staff being intentional about what instructional routines to use to make the math standards accessible to students by monitoring student growth. The data analysis work was the work to drive the intentionality of the routines to meet student needs. The overall plan was used to facilitate the work the staff did for professional learning and the management of the site during staff meetings. It was an interactive cycle of looking at student artifacts, analyzing the student thinking and creating a plan for instruction of the skill. Based on the Inquiry Cycle work, students demonstrated an increase of awareness of paying attention to their learning. 60% of the staff participated in the Stanford's Teaching Math with a Growth Mindset, facilitated Jo Boaler. Based on the Easy CBM, 5th grade showed an increase in math instruction and grades K,1, 2, 3, and 4 showed a mix of increase and decrease on the STAR..

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

The 2022-23 showed to have no events that impacted the learning process like the 2020-21 pandemic year. During 2020-2021 distance learning due to COVID and remaining safety protocols and COVID related factors in the 2021-2022 school year have served as major differences between intended implementation and actual expenditures. The 2021-2022 school year was impacted by attendance from COVID outbreaks and parental concern for the wellbeing of their children. The present plan is with the intent of having a regular like school year to target student academic, emotional and physical needs.

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.

The 2022-2023 goal will focus on increase achievement levels in student subgroups as well as schoolwide.

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

Data Analyzed	Data Conclusion	Assessed Needs
EasyCBM 5th Grade	Spring 2023 Easy CBM data 5th grade increased by 10%	We need targeted intervention programs for students in math, as well as professional development for math instruction to effectively instruct students. Staff will participate in professional development to learn strategies to increase student engagement and levels of achievement using a growth mindset to learning.
2022-23 Dashboard CAASPP results	CAASPP data shows all Students are 26.5 below math grade level standards. This score increased by 9.5 points in 2023. 2023 show a decline of 38.7% decrease for English Learners	We need targeted intervention programs for students in math, as well as professional development for math instruction to effectively instruct students. Staff will participate in professional development to learn strategies to increase student engagement and levels of achievement using a growth mindset to learning.
Spring 2022 ELPAC	14% of students are in level 1. 42% of students are in level 2 0 students were reclassified	We need to incorporate EL instructional strategies into problem solving mathematics to support content language acquisition.
K-4 STAR Data	Spring 2023 STAR 22% of K students are at high risk. 23% of 1st grade students are at high risk. 26% of 2nd grade students are at high risk 13% of 3rd grade students are at high risk 16% 4th grade students are at high risk	We need targeted intervention programs for students in math, as well as professional development for math instruction to effectively instruct students. Staff will participate in professional development to learn strategies to increase student engagement and levels of achievement using a growth mindset to learning.

**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.

**Goal #2** Students will demonstrate the ability to use mathematics by achievement levels increasing in Mathematics Assessments and meeting and/or exceeding the standards by the stated points and/or attaining the green/blue status on the California Dashboard. EL students will make one year's growth in Math and ELD standards as measured by the ELPAC and CAASPP. All students will meet grade-level math goals as measured by STAR and an increase of scores in the CAASPP results.

	<b>2022-23 Final Data</b>	<b>2023-24 Data Goal</b>
Schoolwide (SW)	Actual 44%	Goal 54%
English Learners (EL)	Actual 20%	Goal 30%
Students with Disabilities (SWD)	Actual 20	Goal 30
Other Student Groups Socioeconomically Disadvantaged	Actual 28	Goal 38

	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)	<p>Develop year-long, standards-based curricular plans, aligning curriculum with essential standards and benchmark assessments.</p> <p>Use assessment to inform instruction and provide summary data through PLC and data meetings.</p> <p>Identify students who are not yet proficient and develop a plan for meeting their needs. Principal and teachers work together to provide support; SST Meetings, Staff Meetings, Tier 2 Meetings and PLC meetings.</p> <p>Provide supports to students in the classroom and before/after school intervention courses.</p>	<p>K - 5 STAR, K-5 ELPAC Summative, 3-5 CAASPP, formative assessments PLC Inquiry Cycle reflection forms</p>	Extra Duty Pay Certificated and Classified	Title I	6500
			Materials	Title I	1000
			General Education Assistant	Title I	3250
	Provide math fluency training using district math specialist, Growth Mindset in Mathematics with Jo Boaler, Marilyn Burns Family Math Night.	Professional Learning Survey, Video/observations of math lessons, Number of visits with the math coach			
	Implement math practices instructional strategies that promote number fluency, problem structures, and peer feedback.	Big 4 Fluency Test, Problem of the Month participation, feedback on shared board			



	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide families with access to working math practices in Family Math Night and Problem of the Month.	Number of participants	Math Night Supplies	Title I	300
	Use technology-- hardware and software to support targeted teaching to meet student needs.	Pre/Post Assessment Number of students using it at home	Intervention Software	Title I	3200
English Learners (EL)	<p>EL assistant supports the classroom teacher by monitoring independent and small groups while the teacher works with designated EL groups in math</p> <p>Flexible grouping of students for targeted instruction: grade level regrouping, small group regrouping and learning center regrouping.</p> <p>Use Intervention Team to determine learning challenges and strategies to support students.</p> <p>Implement math practices instructional strategies that promote number fluency, problem structures, and peer feedback with an intentionality of using math tools.</p> <p>Provide supports to students in the classroom and before/after school intervention courses.</p>	<p>K - 5 STAR, K-5 ELPAC Summative, 3-5 CAASPP, formative assessments, PLC Inquiry Cycle reflection forms, EL Monitoring, ELPAC test scores.</p>	PD for certificated	Title I	3389

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Use technology-- hardware and software to support targeted teaching to meet student needs.	Pre/Post Assessment Number of students using it at home			
Students with Disabilities (SWD)	Flexible grouping of students for targeted instruction: grade level regrouping, small group regrouping and learning center regrouping.  Use Intervention Team to determine learning challenges and strategies to support students.  Provide supports to students in the classroom and before/after school intervention courses.	K - 5 STAR, K-5 ELPAC Summative, 3-5 CAASPP, formative assessments PLC Inquiry Cycle reflection forms			
	Use technology-- hardware and software to support targeted teaching to meet student needs.	Pre/Post Assessment Number of students using it at home			
Other Student Groups					

## Section 4 College & Career Readiness / Equity Goal

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

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#### Goal 3

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

#### SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

#### ANALYSIS

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

During the 2022-2023 school year, certificated staff used the practice of analyzing data, using PLC practices, to address the skills needed to be problem solvers in collaborative project-based learning. 100% of the staff participated in place-based project based learning where staff converged standards in ELA/Math with a core content area like science/history. Each teacher was provided coaching time with a PBL expert and used a PBL rubric to monitor their next steps. 75% of the certificated staff and 30% of the classified staff participated in GLAD training which is professional learning that targets instructional routines that benefit ELs by integrating essential ELA standards into core content. The plan emphasized staff being intentional about what instructional routines to use to make the core content relevant to real world careers and experiences. 100% of the teaching staff worked with a partner from Sonoma State University to discuss, brainstorm and incorporate contextualized learning for the students. One grade, 1st grade, brought in SSU students to work with the students in their project. This same team worked with Sonoma County Office of Education with their STEAM Showcase. 50% of the staff participated in a Environmental Science Place-Based Workshop with two environmental agencies and are now incorporating those local locations into their science instruction. The data analysis work was the work to drive the intentionality of the routines to meet student needs. The overall plan was used to facilitate the work the staff did for professional learning and the management of the site during staff meetings. It was an iterative cycle of looking at student artifacts, analyzing the student thinking and creating a plan for instruction of the skill. Based on the Inquiry Cycle work, students demonstrated an increase of awareness of paying attention to their learning.

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

The goal aligned with the mission and vision of the school and staff showed a deep interest in aligning academic measurements with the project based learning experience. Teachers shared feedback and suggestions for collaborating with local agencies and SSU. A website was not able to be made yet, however shared documents (GoogleDrive) were shared between teams to make collaboration easier.

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.

For the 2022-2023 school year, the goal will incorporate using field trips, school assemblies and formative assessments to measure growth in student learning and teacher implementation of project based learning.

#### IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs

2022-23 CAASPP Data	CAASPP data shows all Students are 26.5 below math grade level standards. This score increased by 9.5 points in 2023. 2023 show a decline of 38.7% decrease for English Learners	A wide variety of high interest, and relevant literature is necessary for students to be engaged and make progress in the areas of ELA.
Partnership attendance to scheduled collaborations between Sonoma State and UELF.	4 formal meetings with SSU 3 professors participated in community events UELF staff met with SSU Fellows at SSU	Intentionality for SSU and UELF to collaborate to contextualize student learning.

**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.  
LCAP Goal 3: Create and maintain optimum learning environments for students and staff.  
LCAP Goal 4: Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement in school.

**Goal #3** All students will have a learning environment that converges state content standards through project based learning pedagogy with partnerships with Sonoma State University and the local community. The partnerships will provide UELF students with universal access to experts in the area of their core content learning. Through the academic assessments, project rubrics and participation attendance to events, learners will show achievement.

	<b>2022-23 Final Data</b>	<b>2023-24 Data Goal</b>
Schoolwide (SW)	Actual 34	Goal 44
English Learners (EL)	Actual 20	Goal 30
Students with Disabilities (SWD)	Actual 20	Goal 30
Other Student Groups Socioeconomically Disadvantaged	Actual 28	Goal 38
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)	<p>Student and staff collaborations with SSU Fellows on class specific projects which could include field trips, class visits, virtual meetings.</p> <p>Regularly scheduled meetings with SSU Fellows and professors.</p> <p>SSU students work with UELF students in the classroom and/or on field trips.</p>	<p>K - 5 STAR, K-5 ELPAC Summative, 3-5 CAASPP, formative assessments PLC Inquiry Cycle reflection forms PBL Showcase Projects student surveys and interviews</p> <p>shared website of grade level collaborations, library of SSU resources</p> <p>SSU fellow present at UELF Leadership Team Meetings, UELF principal attends SSU Fellow meetings, SSU Fellow attends 2nd Cup of Coffee, Students participate on SSU campus for field trips</p>	Contracts for field trips	Title I	3200
	<p>Provide engaging, contemporary updated classroom libraries to engage and connect students with high interest books.</p> <p>High interest and project aligned text sets will be available to teachers to use in the classroom in the book room to support PBL content through guided reading routines.</p>	Monitor checkouts made by each teacher			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Workshops and conferences that target PBL practices will be provided to all staff during contract and outside of contract hours.	Attendance to NOAA BWET Workshops, Staff PD using PBLWorks Text			
	Hold school events and activities throughout the year that incorporate the project based learning mindset and the cultures of our school site: <ul style="list-style-type: none"> <li>• Family Maker Nights</li> <li>• Maker World</li> <li>• Assemblies</li> <li>• Spring Garden Celebration</li> <li>• Focus on students' cultural heritage during typical holiday seasons</li> </ul>	Attendance of events, community surveys			
English Learners (EL)	Implement Fountas & Pinnell reading program to provide high-quality direct, targeted reading instruction to students.  Provide engaging, contemporary updated classroom	K - 5 STAR, K-5 ELPAC Summative, 3-5 CAASPP, formative assessments PLC Inquiry Cycle reflection forms PBL Showcase Projects student surveys and interviews			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>libraries to engage and connect students with high interest books.</p> <p>High interest and project aligned text sets will be available to teachers to use in the classroom in the book room to support PBL content through guided reading routines.</p>				
	<p>Implement small group instruction strategies, like but not exclusive to Daily 5, Reader's/Writer's Workshop, Must Do/May Do to increase student agency in literacy learning through content by 50%.</p>	<p>K - 5 STAR, K-5 ELPAC Summative, 3-5 CAASPP, formative assessments PLC Inquiry Cycle reflection forms PBL Showcase Projects</p>			
	<p>Bring in assembly/guest speakers showing professionals who are multi-lingual sharing their journey.</p>	<p>School Wide Assemblies</p>	<p>Contracts</p>	<p>Title I</p>	<p>2500</p>
<p>Students with Disabilities (SWD)</p>	<p>UDL instructional routines are used, discussed, and shared during staff meetings and professional learnings.</p> <p>Implement small group instruction strategies, like but not exclusive to Daily 5, Reader's/Writer's Workshop, Must Do/May Do to increase student</p>	<p>5th grade EASY CBM, K - 4 STAR, K-5 ELPAC Summative, 3-5 CAASPP, formative assessments PLC Inquiry Cycle reflection forms PBL Showcase Projects student surveys and interviews</p>			



	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	agency in literacy learning through content by 50%.				
	Bring in assembly/guest speakers showing professionals who are multi-lingual sharing their journey.	School Wide Assemblies			
Other Student Groups					
Graduation Rate (GR)					

## Section 4 Climate & Culture

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

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#### Goal 4

#### Subject: Climate & Culture

#### SPSA Annual Review

SPSA Year Reviewed: 2022-23

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

#### **ANALYSIS**

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

Through an overarching umbrella of Multi-Tiered Systems of Supports, we implemented the beginning steps of systems for student referrals for an intervention team discussed best next steps for student supports in Tier 1, Tier 2 and Tier 3. Teachers were provided a point person who coached them and/or served as a thought partner. This work facilitated using restorative practices, PBIS strategies, inviting parent input and inquiries in multiple formats and creating a culture of connecting around hard topics like attendance and behavior outbursts. We found this to be very helpful in increasing engagement and will develop a quantitative method to measure these outcomes.

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

For the 2021-2022 school year we were able to implement everything we have identified because COVID-19 protocols. Many protocols learned from COVID 19, like offering virtual meetings to parents, are being implemented which is showing to support having a climate and culture of academic excellence.

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.

MTSS will be the umbrella for refining systems that build protocols, routines and clear expectations for the partnership between home and school for parents. This work will be measured with outcomes that will be reviewed via the behavior data, SWIS metrics, universal screener, communications statics and Power Schools behavior tracking. Survey data, like YouthTruth and and site specific surveys will be taken by students, families and staff to be used to measure school climate.

**IDENTIFIED NEED (Data Analysis)**

Data Analyzed	Data Conclusion	Assessed Needs
CDE School Dashboard - 2021-2022	21% of all students are chronically absent Decreased by 31.4%	Increase positive school climate and attendance for all students. Need to increase student attendance by messaging the need for attendance.
SWIS and Power Schools Behavior Tracker data.	46% of major behavior incidents -> increase of 11% happening in the classroom 31% of behavior incidents happening in the classroom-> decrease of 13% 28% of behavior are on Tuesday and Friday ->change from Wednesday and Friday	Decrease minor and major student office referrals Increase internal capacity of staff to teach SEL skills and to de-escalate student behaviors. Increase tier one prevention, intervention and coordination strategies and structures  Students need tools and instruction to be able to access and learn how to calm strong emotions of discontent like frustration, anger, anxiety, and upset.  K-4 students will participate in a social emotional universal screener

**Subject: Attendance/PBIS**

**LEA/LCAP:** LCAP Goal 3: Create and maintain optimum learning and working environments for students and staff.  
LCAP Goal 4: Provide English Learner and RFEP students with equitable services.

**Goal #4** MTSS systems with protocols, routines and clear expectations to implement PBIS and restorative practices to lower suspension rate to 2% or meet green/blue status in the area of suspension levels. To ensure a safe and respectful school environment, all staff will: support a school-wide behavior management plan which will increase student attendance levels to meet green/blue status in student engagement/attendance.

	Increase student attendance rate by 0.5% or to 98%.		Decrease chronic absenteeism rate by 1% or maintain green/blue status (K-8) Fall 2021 CA Dashboard	
	2022-23 Final Data	2023-24 Data Goal	2022-23 Final Data / District Preliminary Data	2023-24 Data Goal
Schoolwide (SW)	Actual 84%	Goal 90%	Actual 21%	Goal 18%
English Learners (EL)	Actual 83%	Goal 85%	Actual 25.5%	Goal 20%

Students with Disabilities (SWD)	Actual 70%	Goal 80%	Actual 40.5%	Goal 35%
Other Student Groups Socioeconomically Disadvantaged	Actual 75%	Goal 85%	Actual 30.7%	Goal 25%

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	maintain green/blue status Fall 2020 CA Dashboard
	<b>2022-23 Final Data / District Preliminary Data</b>	<b>2023-24 Data Goal</b>
Schoolwide (SW)	Actual 1%	Goal 1%
English Learners (EL)	Actual 1%	Goal 1%
Students with Disabilities (SWD)	Actual 1%	Goal 1%
Other Student Groups	Actual 0%	Goal 0%

	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)	<p>To ensure a safe and respectful school environment all staff will: support school-wide behavior management plan; model respectful communication; use Tool Box tools and resources to develop social skills and safe behavior choices in all classrooms. At bi-monthly assemblies students are recognized for going above and beyond with Positive Paws.</p> <p>Provide staff with time to discuss students through the Critical Friends protocol to identify the trends of needs, then provide students with learning spaces that facilitate students to use language to express their ideas, feelings, and needs.</p>	Universal Screener Data, SWIS data, student wellness survey	Sensory Room Materials	Title I	500
			Group Building Materials	Title I	500
			Staff compensation for out of contract hour work	Title I	2504
	Attendance is carefully monitored and communication with parents is ongoing when there are attendance or tardy concerns; regular school attendance promotes student success.	Attendance Database			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>K-4th grade students will participate in the social emotional universal screener.</p> <p>Integrate Learning Zones, Toolbox Tools, universal screener lessons into core content learning.</p> <p>Support for Tool Box curriculum teaching students to have empathy for others; identify and refrain from bullying behaviors.</p>	<p>Universal Screener Data, SWIS data, student wellness survey</p>			
	<p>Review and update the school wide discipline plan and playground guide. Provide multiple outlets for students to work and have space for expressing their feelings.</p> <p>Purchase playground equipment to support reintegration of students after school closures, and support their social and emotional learning.</p>	<p>Update manual</p>			
<p>English Learners (EL)</p>	<p>To ensure a safe and respectful school environment all staff will: support school-wide behavior management plan; model respectful communication; use Tool Box tools and resources to develop social skills and safe behavior choices in all classrooms. At bi-</p>	<p>Agenda item at ELAC Meetings, Universal Screener Data, SWIS data, student wellness survey</p>	<p>SST Team Resources</p>		<p>0</p>

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>monthly assemblies students are recognized for going above and beyond with Positive Paws.</p> <p>Interventions in the classroom using small group instructional routines with support from the Education Specialist, paraeducators, SSU volunteers, and parents.</p>				
Students with Disabilities (SWD)	Interventions in the classroom using small group instructional routines with support from the Education Specialist, paraeducators, SSU volunteers, and parents.	Agenda item at IEP/504/SST Meetings, Universal Screener Data, SWIS data, student wellness survey	Staff Focused professional learning around SEL practices	Title I	975
Other Student Groups					

## Section 4 Parent Involvement

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

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#### Goal 5

**Subject: Parent Involvement**

**SPSA Annual Review**

**SPSA Year Reviewed: 2022-23**

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

#### **ANALYSIS**

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

The strategies of parent informational events were effective, as parents attended and had questions answered. Increasing parent access to resources and increasing engagement opportunities and communication had a positive impact on learning and attendance.

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

COVID-19 safety protocols and distance learning during 2020-2021 have impacted our parent outreach traditions and capabilities. In 2021-2022 we offered many virtual opportunities for parent engagement and support to our families to increase school engagement.

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.

In 2022-2023 we maintained highly effective and relevant family and community partnerships to increase student achievement and engagement in school. For 2023-2024, we will provide in person and virtual opportunities for parents and families to participate in community events.

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

<b>Data Analyzed</b>	<b>Data Conclusion</b>	<b>Assessed Needs</b>
Parent and Family Survey	Parents want more safety procedures, physical environment, of the school	Opportunities for parents to be involved and engaged with their students' school and learning, i.e. Family Maker Nights, parent information meetings, family literacy and math events, etc., as well as thorough communication around these events.



**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.  
 LCAP Goal 5: Provide English Learner and RFEP students with equitable services

**Goal #5** LCAP Goal 4: Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement in school.  
 LCAP Goal 5: Provide English Learner and RFEP students with equitable services

	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)	Provide families access to school and district information through technology tools like weekly newsletters that can be translated, school and class websites, and Powerschool, such as magnets for refrigerators with prompting questions.	Attendance to events, newsletter/social media hits, student attendances, participation in SST/ELAC/SSC/PTA	Resources to support home to school learning	Title I: Parent Involvement	100
	Work with PTA, Site Council, and ELAC to bring family nights and activities for students and family through a variety of mediums, with the resources, and translated in Spanish.	Attendance to events, newsletter/social media hits, student attendances, participation in SST/ELAC/SSC/PTA	Interpreter Resources - Audio Headset Kit	Title I: Parent Involvement	400
			Compensation for Interpreter	Title I: Parent Involvement	500
	A2A letters for students who are tardy and/or absent, hold meetings with site administrator when letters go out to families	Attendance Database, Attendance Conference Sheet			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>At University Elementary at La Fiesta we nurture involvement and participation in the school community through thorough communications to families.</p> <p>Assessment data shared at SSC, PTA, ELAC, and parent conferences</p> <p>Weekly Principal Newsletter sent through email, posted on the website, posted on social media and texted to families.</p> <p>School-wide recognition of achievement through Positive Behavior Intervention Supports with the use of Wolfbucks and Positive Paws.</p> <p>Quarterly analysis of the site plan with Site Council and ELAC.</p> <p>Parent access on-line intervention programs and PowerSchools Data.</p>	<p>Weekly Principal S'Mores numbers, student attendance numbers, attendance at Site Council/ELAC/PTA</p>			
English Learners (EL)	<p>Smore newsletter - a home/ school/ staff newsletter with accessibility features in which all communication is easily translated.</p>	<p>Smore analytics data, attendance at Site Council/ELAC/PTA</p>			
	<p>Provide families access to reading experiences and math</p>	<p>attendance, feedback surveys, participation in programs</p>	<p>Family Night Resources</p>	<p>Title I: Parent Involvement</p>	<p>150</p>

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	opportunities to be involved in their student's academic achievement.		Light refreshments	Title I: Parent Involvement	500
			Compensation for Certificated Staff	Title I: Parent Involvement	350
Students with Disabilities (SWD)	Provide families access to reading experiences and math opportunities to be involved in their student's academic achievement.	attendance, feedback surveys, participation in programs			
Other Student Groups	.				

## 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
General Education Assistant .2 FTE will work with students who have been identified to need extra support in reading and math facts fluency.	General Education Assistant .2 FTE	Title I	7000	ELA & Math Goals

## Section 6 Budget Summary

### Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	46,501.15	-15,967.85
Title I: Parent Involvement	1,182.56	-817.44
Title I: FTE		
Block Grant		

## 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	\$47,683.71
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$4,507.45
Total Funds Provided to the School Through the Consolidated Application	\$52,191.16
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	\$64,469.00

### 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: \$0

## Section 8 School Site Council Membership

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

**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: Amanda Bandalin Term: 2 XParent Community Member	1. Name: Christina Lunde <b>Principal</b>
2. Name: Valerie Vivar Term: 1 XParent Community Member	2. Name: Rachel Blank Term: 1 <b>Teacher</b>
3. Name: Emily Sanborn Term: 2 XParent Community Member	3. Name: Annalissa Bulleri Term: 2 <b>Teacher</b>
4. Name: Term: <b>Student</b>	4. Name: Term: <b>Teacher</b>
5. Name: Term: <b>Student</b>	5. Name: Term: <b>Teacher</b>
6. Name: Term: <b>Student</b>	6. Name: Stephanie Clark Term: 1 <b>Other School Staff</b>

## Section 8 School Site Council Membership

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

<b><u>Parents/Community Members</u></b>	<b><u>Staff</u></b>
1. Name: Amanda Bandalin Term: 2 XParent Community Member	1. Name: Christina Lunde <b>Principal</b>
2. Name: Valerie Vivar Term: 1 XParent Community Member	2. Name: Rachel Blank Term: 1 <b>Teacher</b>
3. Name: Emily Sanborn Term: 2 XParent Community Member	3. Name: Annalissa Bulleri Term: 2 <b>Teacher</b>
4. Name: Term: Parent Community Member	4. Name: Term: <b>Teacher</b>
5. Name: Term: Parent Community Member	5. Name: Term: <b>Teacher</b>
6. Name: Term: Parent Community Member	6. Name: Stephanie Clark Term: 1 <b>Other School Staff</b>