

Cotati-Rohnert Park USD

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT University Elementary

49-73882-0128330
CDS Code

Schoolsite Council (SSC) Approval Date

November 19, 2024

Local Board Approval Date

February 11, 2025

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

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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 2023-24 SPSA Annual Review and Update

Input for the 2023-2024 SPSA review took place during Staff Meetings, Site Council, ELAC, PTA and from the Youth Truth Survey. During these meetings, participants are asked questions from the SPSA and invited to share input and feedback with group charts, surveys and meetings with the principal. The goals of the SPSA are what drive the agendas and the events at the school. Each meeting and event has time at the end or a follow-up feedback form for the principal and guiding coalition/leadership team to review.

Involvement Process for the 2024-25 SPSA and Update

Information gathered from these meetings and the data points collected is what directed the team to make the goals. When the team meets, there is a protocol in place for team members to address evidence they have seen or heard from the children and/or students that show how the goals are visible in every day life at UELF. Getting input, iterating our goals is part of our vision as a project-based learning school.

Section 4 Student Achievement

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: Student Achievement

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
CAASPP 2024SBAC	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: Student Achievement

LEA/LCAP:

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

Goal #1 Increase student achievement levels in ELA and Math by raising percent of students meeting/exceeding (at/above grade level) standard by 10%.

Subject Area: ELA

	2023-24 Final Data	2024-25 Data Goal
Schoolwide (SW)	Actual 43%	Goal 48%
English Learners (EL)	Actual 25.7%	Goal 30%
Students with Disabilities (SWD)	Actual n/a	Goal 20%
Other Student Groups Socioeconomically Disadvantaged	Actual n/a	Goal 25%

Subject Area: Math

	2023-24 Final Data	2024-25 Data Goal
Schoolwide (SW)	Actual 31%	Goal 40%
English Learners (EL)	Actual 20%	Goal 30%
Students with Disabilities (SWD)	Actual n/a	Goal 20%
Other Student Groups Socioeconomically Disadvantaged	Actual n/a	Goal 25%

	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 math, 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			
	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.				
	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 and number sense learning by 50%.	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 Licensing	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
	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.	formative assessments, PLC Inquiry Cycle reflection forms, PBL student showcase rubrics	Compensation for Certificated and Classified	Title I	2501
			One Book/One School supplies	Title I	300
	Develop year-long, standards-based curricular plans, aligning curriculum with essential standards and benchmark assessments.				
English Learners (EL)	Professional learning and team time for staff to unpack ELD Standards and integrate the standards into core content inquiry (PBL) units using GLAD instructional routines.	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 and professional	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
	learnings.				
	Use technology-- hardware and software to support targeted teaching to meet student needs.				
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			
	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.				
	Use technology-- hardware and software to support targeted teaching to meet student needs.				
Other Student Groups					

Section 4 Social Emotional

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Social Emotional

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: Social Emotional

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

Goal #2 Reduce the chronic absenteeism rate by 10% by the end of the 2024-2025 school year through targeted interventions and support for students and families.

	2023-24 Final Data	2024-25 Data Goal
Schoolwide (SW)	Actual 18.5%	Goal 12%
English Learners (EL)	Actual 21.4.5	Goal 15%
Students with Disabilities (SWD)	Actual 34%	Goal 25%
Other Student Groups Socioeconomically Disadvantaged	Actual 20.8%	Goal 18%

	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)	Tier One social emotional routines in every classroom using Restorative PBIS routines and protocols	PBIS Fidelity Check, Classroom Checklist, Incident Referrals, COST Team Referrals			
	Implement Everyday Speech lessons in every grade.	Everyday Speech class check			
	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.				
	Attendance is carefully monitored and communication with parents is ongoing when there are attendance or tardy concerns; regular school attendance promotes student success.				
English Learners (EL)	EL assistant supports the classroom teacher by monitoring independent and small groups while the teacher works with designated EL groups in math	K - 5 STAR, K-5 ELPAC Summative, 3-5 CAASPP, formative assessments, PLC Inquiry Cycle reflection forms, EL Monitoring, ELPAC test scores.	PD for certificated	Title I	
	Flexible grouping of				

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

Section 4 Educational Partner Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: Educational Partner Involvement

IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
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: Educational Partner Involvement

LEA/LCAP:

CRPUSD will engage parents, families and community partners through education, communication, and collaboration to promote student success.

Goal #3 Increase parent engagement by targeting, monitoring, and celebrating parent/family involvement by grade bands for four key events; Seawolf Day, Back to School Night, Conferences, Open House. Plus monitor participation in spirit days, team meetings (Site Council, ELAC, PTA, Garden Committee) and school events (2nd Cup of Coffee, Family Fun Nights, Garden Celebration)

	2023-24 Final Data	2024-25 Data Goal
Schoolwide (SW)	Actual 85%	Goal 100%
English Learners (EL)	Actual 83%	Goal 100%
Students with Disabilities (SWD)	Actual 100%	Goal 100%
Other Student Groups Socioeconomically Disadvantaged	Actual 70%	Goal 100%

	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"> • Family Maker Nights • Maker World • Assemblies • Spring Garden Celebration • Focus on students' cultural heritage during typical holiday seasons 	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
	libraries to engage and connect students with high interest books. 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.				
	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%.	K - 5 STAR, K-5 ELPAC Summative, 3-5 CAASPP, formative assessments PLC Inquiry Cycle reflection forms PBL Showcase Projects			
	Bring in assembly/guest speakers showing professionals who are multi-lingual sharing their journey.	School Wide Assemblies	Contracts	Title I	2500
Students with Disabilities (SWD)	UDL instructional routines are used, discussed, and shared during staff meetings and professional learnings. Implement small group instruction strategies, like but not exclusive to Daily 5, Reader's/Writer's Workshop, Must Do/May Do to increase student	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			

	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 Multilingual Learner

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: Multilingual Learner

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: Multilingual Learner

LEA/LCAP: CRPUSD will improve academic outcomes for Multilingual Learners.

Goal #4 By the end of the 2024-2025 school year, 50% EL students will be eligible for reclassification. This is an increase since no student reclassified in the 2023.24 school year.

	2023-24 Final Data	2024-25 Data Goal
Schoolwide (SW)	Actual 0	Goal
English Learners (EL)	Actual 0	Goal 50%

Students with Disabilities (SWD)	Actual 0	Goal 10%
Other Student Groups socioeconomically disadvantaged	Actual 0	Goal 10%

	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)	Every classroom will engage in GLAD strategies for science and social studies	STAR Reading, ELPAC Summative	BeGLAD	Title I	7000
			Group Building Materials	Title I	500
			Staff compensation for out of contract hour work	Title I	2504
English Learners (EL)	Every classroom will engage in GLAD strategies for science and social studies	STAR Reading, ELPAC Summative			
Students with Disabilities (SWD)			Staff Focused professional learning around SEL practices	Title I	975
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	68345.72	17,015.72
Title I: Parent Involvement	1342.32	1,342.32
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	\$56482.58
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$13205.46
Total Funds Provided to the School Through the Consolidated Application	\$69688.04
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	\$51,330.00

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

2024 - 2025
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).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: Andrea Abney Term: 1 XParent Community Member	1. Name: Christina Lunde Principal
2. Name: Steven Worker Term: 1 XParent Community Member	2. Name: Lauren Banchieri Term: 1 Teacher
3. Name: Jennifer Place Term: 1 XParent Community Member	3. Name: Rachel Blank Term: 2 Teacher
4. Name: Shahin Pahatmat Term: 1 Student	4. Name: Tammy Barksdale Term: 1 Teacher
5. Name: Wendy Orellana Term: Student	5. Name: Term: Teacher
6. Name: Term: Student	6. Name: Stephanie Clark Term: 2 Other School Staff

Section 8 School Site Council Membership

2024 - 2025
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).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: Andrea Abney Term: 1 XParent Community Member	1. Name: Christina Lunde Principal
2. Name: Steven Worker Term: 1 XParent Community Member	2. Name: Lauren Banchieri Term: 1 Teacher
3. Name: Jennifer Place Term: 1 XParent Community Member	3. Name: Rachel Blank Term: 2 Teacher
4. Name: Shahin Pahatmat Term: 1 XParent Community Member	4. Name: Tammy Barksdale Term: 1 Teacher
5. Name: Wendy Orellana Term: XParent Community Member	5. Name: Term: Teacher
6. Name: Term: Parent Community Member	6. Name: Stephanie Clark Term: 2 Other School Staff