

# Cotati-Rohnert Park USD

## SCHOOL PLAN FOR STUDENT ACHIEVEMENT

### AT University Elementary School at La Fiesta

0128330  
CDS Code

### TITLE 1 Schoolwide

Schoolsite Council (SSC) Approval Date

Local Board Approval Date

November 30, 2021

12-14-2021

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

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## Section 1 School Mission Statement and Description

### School Mission Statement:

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 will 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 PreK Program for students with special needs 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 242 students in the TK-5 program, with nine full-time teachers and an education specialist; each class is between 25-28 students. The student population breakdown is 48% socioeconomically disadvantaged and 37% English Language Learners. The staff strives to teach through a multiage lens 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 either distance learning. During this transition, all teachers received full training on a variety of programs necessary to engage students in distance learning. All students received a 1-1 student device and mobile internet hot spots were provided to those students who did not have access to internet at home. Additionally, textbooks and other necessary instructional materials were distributed to all students so that they can access the grade-level curriculum at home. An array of supports have been put in place to track and monitor attendance and academic achievements during distance learning. During school closure due to COVID-19, schools plan to hold all parent meetings and student assemblies virtually. Our goal is to provide the same experiences to students and families by using technology until the school closure is lifted. Re-opening took place in April of 2021 using a hybrid learning model, where students returned to school two days a week while participating in distance learning three days a week. The hybrid instructional model was used for the last six weeks of the 2020-2021 school year. For more details on the impact of COVID -19, please see the following district level plans: Operations Written Report, Learning Continuity Plan and the School Re-Opening Plans.

## Section 2 CSI & ATSI: Purpose and Description

### Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The goals in the SPSA are aligned to the CRPUSD LCAP. The LCAP goals are developed with input from staff, students and the community. Progress towards meeting LCAP goals is measured with the metrics in each goal. We use both dashboard and local measures for progress towards goals.

### Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The inequities identified by our school and district leadership shows UELF needs to improve instructional practices for all students in ELA and mathematics, as well as improve our communication and partnership 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 and instructional planning for ELA integration into all content areas.

### **Section 3 Educational Partners Involvement**

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

#### **Involvement Process for the 2020-21 SPSA Annual Review and Update**

Initial year of SPSA as a Title I school is the 2021-2022 school year.

#### **Involvement Process for the 2021-22 SPSA and Update**

Using the guidance of the CRPUSD LCAP goals, the administrator evaluation goals, and the vision and mission of the school, all staff members, parent groups and students provided insight on what the UELF SPSA Goals would be. Based on multiple conversations around the assets, deficits, and wants for the school guided the School Site Council to create the SPSA goals. School Site Council has met regularly since September of 2021 to collaborate over this site plan. Input was gathered from ELAC on the plan prior to plan approval by SSC. School Leadership Team has also been included in discussions around site goals and plans of action. School staff members and parent groups, like PTA and Garden Committee, provided input and discussed the plan at regularly scheduled meetings in October 2021 and November 2021. Final review of the plan by the SSC is early December 2021 before board approval.

## 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: 2020-21**

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

#### **ANALYSIS**

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

The overall implementation of the articulated goal, that all students will meet grade level ELA standards, as measured by EasyCBM and ELPAC for ELA and bimonthly fluency reading progress to monitor student growth. CAASPP assessments were cancelled in 2019-2021.

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 methodology for school allocation in 2019-2020 was in need of revisions, that has been corrected in 2020-2021. 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.

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.

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

<b>Data Analyzed</b>	<b>Data Conclusion</b>	<b>Assessed Needs</b>
CAASPP ELA scores were not available for 2019- 2021, therefore the 2018 -2019 data is being analyzed.	Data from the 2018 State of California dashboard shows groups of students continue to need intervention instruction.47% of students are below standard in ELA.	There is a need for professional development specific to literary, and an organized program via response to intervention (RTI).
Easy CBM local data from the Spring that was available was analyzed and disaggregated.	24% of K students are at high risk. 16% of 1-3 students are at high risk. 24% of 4-5 students are at high risk.	There is a need for supplemental support for literacy and phonemic development based on the data available from Spring Easy CBM. Increase academic achievement

		School Plan for Student Achievement (SPSA) Page 8 of 40 John Reed Elementary School through targeted intervention reading program.
ELPAC summative reading, writing and listening scores	52% of students are in level 1. 23% of students are in level 2	There is a need for supplemental support to promote language development based on the number of students who scored in the Level 1 and 2. The lack of a comprehensive ELD curriculum has impacted EL students



**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 use the English language by achievement levels increasing in English Language Arts 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 ELA and ELD standards as measured by the ELPAC and CAASPP. All students will meet grade level ELA goals as measured by EasyCBM and an increase of scores in the CAASPP results.

	<b>2018-19 Final Data</b>	<b>2021-22 Data Goal</b>
Schoolwide (SW)	Actual 41.98	Goal 47
English Learners (EL)	Actual 25	Goal 30
Students with Disabilities (SWD)	Actual NA	Goal NA
Other Student Groups Socioeconomically Disadvantaged	Actual 36.59	Goal 42

	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>Teachers Implement the use of language in reading, writing, speaking and listening by providing instruction in small group and partner learning groups which will be shown in 75% of students meeting above or at grade level for district and national assessments.</p> <p>Implement Fountas &amp; Pinnell reading program which to provide high-quality direct, targeted reading instruction to students which will increase student scores by 25%.</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 by 50%.</p> <p>We will use engaging, contemporary updated classroom libraries to re-engage students with reading high interest books for the book room to support PBL content through guided reading routines.</p>	EASY CBM, ELPAC, CAASP, formative assessments	Book Room Text Sets that align with core content standards with an emphasis on history social science.	Title I	1,000
			Professional Learning and Collaboration for certificated staff	ESSER	554
			Professional Learning Books		
			Book Room Text Sets that align with core content standards with an emphasis on history social science.	Title I C/O	36,191

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)	<p>EL instructional routines are used, discussed, and shared during staff meetings and professional learnings.</p> <p>All teachers are highly qualified EL teachers by being CLAD or SDAIE certified.</p> <p>Staff disaggregate ELPAC data to identify needs of ELs to implement needs into daily instructional routines.</p>	<p>PLC Inquiry Cycle reflection forms, Classroom formative assessments, EASY CBM, Phonics Screener, ESGI, running records, ELPAC.</p> <p>Informal and formal observations of instructional practices that address targeted needs of UELF ELs; evidence of designated and integrated EL instruction.</p> <p>Resource website of core content inquiry units with ELD standards integrated into instruction.</p>	<p>Professional learning for staff to unpack ELD Standards and integrate the standards into core content inquiry (PBL) units.</p>	<p>Title I</p>	<p>6,000</p>

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	<p>UDL instructional routines are used, discussed, and shared during staff meetings and professional learnings.</p> <p>Small group that incorporate the use of IEP goals that support classroom lessons.</p>	<p>Classroom lessons building anchor experiences to have content access from the onset, adding UDL practices within regular routines in place</p> <p>students accessing core content through multiple modalities, students connecting their learning goals, students familiar tools and strategies to provide access to learning</p>	Professional Learning for certificated and classified staff in UDL	Title I	6,766
Other Student Groups	<p>1.4 Involvement of staff, parents and community</p> <p>At University Elementary at La Fiesta we nurture involvement and participation in the school community.</p> <p>a) Assessment data shared at SSC, PTA, ELAC, and parent conferences</p> <p>b) Week Principal Newsletter sent</p>	Weekly Principal S'Mores numbers match student enrollment numbers, attendance at Site Council, ELAC, and PTA Meetings	Digital Resources to systemize communications with families	Title I C/O	5000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>through email, posted on the website, and texted to families.</p> <p>c) School-wide recognition of achievement through Positive Behavior Intervention Supports with the use of Wolfbucks and Positive Paws.</p> <p>d) Quarterly analysis of the site plan with Site Council and ELAC.</p> <p>e) Parent access to Lexia on-line reading tool, SeeSaw and GoogleClassroom communications.</p>				

## Section 4 Math Goal

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

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#### Goal 2

**Subject: Math**

**SPSA Annual Review**

**SPSA Year Reviewed: 2020-21**

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

#### **ANALYSIS**

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

We continued to assess students using easyCBM and use data during PLC meetings to target direct instruction. When state testing resumes, we will compare this year's upcoming scores with our scores from 2018-2019. We use common assessments and daily exit tickets to analyze and measure student understanding on a daily basis. Discussion of student academic progress and effective teaching practices occur at every faculty meeting, PLC time and at other times.

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

Distance Learning delayed the implementation of the strategies/activities listed above. In person teacher PD was not possible during this time.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The 2020-2021 goal will focus on increase achievement levels in student subgroups as well as schoolwide.

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

Data Analyzed	Data Conclusion	Assessed Needs
Eureka Math Benchmark assessments and EasyCBM	Fall 2021 Easy CBM data 41% of K falls into the high risk. 38% of 1st falls into the high risk. 26 % of 2nd falls into the high risk. 15 % of 3rd falls into the high risk. 25 % of 4th falls into the high risk. 35% of 5th falls into the high risk.	We need targeted intervention programs for students in math, as well as professional development for math/STEAM instruction to effectively instruct students. We need to implement systematically STEAM materials and units and professional development to increase student engagement and levels of achievement.
California	CAASP data shows all Students	We need targeted intervention

<p>Dashboard CAASP results</p>	<p>are 45.3 points below math grade level standards. This score declined by 4.4 points in 2018.</p>	<p>programs for students in math, as well as professional development for math/STEAM instruction to effectively instruct students. We need to implement systematically STEAM materials and units and professional development to increase student engagement and levels of achievement.</p>

**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 ELA and ELD standards as measured by the ELPAC and CAASPP. All students will meet grade-level math goals as measured by EasyCBM and an increase of scores in the CAASPP results.

	<b>2018-19 Final Data</b>	<b>2021-22 Data Goal</b>
Schoolwide (SW)	Actual 25.93	Goal 31
English Learners (EL)	Actual 10	Goal 15
Students with Disabilities (SWD)	Actual NA	Goal NA
Other Student Groups Socioeconomically Disadvantaged	Actual 17.08	Goal 22



	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>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>Use assessment to inform instruction and provide summary data through PLC and data meetings.</p> <p>Use technology-- hardware and software support to support teaching strategies; data management; communication; student intervention programs in math and language arts.</p> <p>Provide math fluency training using district math specialist, Growth Mindset in Mathematics with Jo Boaler, Marilyn Burns Family Math Night</p> <p>Implement math practices instructional strategies that promote number fluency,</p>	EasyCBM benchmark, SBAC, curriculum exit tickets, curriculum benchmarks, classroom observations, increased use of math manipulatives and tools for problem solving	Community Family Math Nights - materials, staff compensation, food	Title I	7,000

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	problem structures, and peer feedback.				
English Learners (EL)	<p>Flexible grouping of students for targeted instruction: grade level regrouping, small group regrouping and learning center regrouping.</p> <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>Use SST Team and specialists to determine learning difficulties for students; assessments for determining learning problems.</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>EASY CBM Data will be</p>	<p>EasyCBM benchmark, SBAC, curriculum exit tickets, curriculum benchmarks, classroom observations, increased use of math manipulatives and tools for problem solving</p> <p>Informal and formal observations of instructional practices that address targeted needs of UELF ELs; evidence of designated and integrated EL instruction.</p> <p>Easy CBM Progress Monitoring, ELPAC test scores.</p>	<p>Professional Learning for mathematics instruction to target discourse and using math tools</p> <p>Professional Learning Time for connecting math needs for ELs and in class instruction</p>	<p>Title I</p>	<p>8,000</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>desegregated to determine the needs in Math for ELs. Grade level PLC meetings for collaboration in which teachers will monitor the growth and goals set forth by grade level band.</p>				
<p>Students with Disabilities (SWD)</p>	<p>Grade level meetings provide format for grade level collaboration; ex: identifying trends in student needs, planning lessons with intentionality; using the inquiry cycle to deepen understanding of student need.</p> <p>Ongoing use and reflection of implementation of effective teaching strategies; for example, SDAIE, Differentiated Instruction; Vocabulary instruction; Thinking Maps; Gradual Release of Responsibility, use of If/Then statements to promote teacher moves that impact student</p>	<p>Classroom lessons building anchor experiences to have content access from the onset, adding UDL practices within regular routines in place</p> <p>students accessing core content through multiple modalities, students connecting their learning goals, students familiar tools and strategies to provide access to learning</p>	<p>Technology tools to support accessibility/See Saw</p>	<p>Title I</p>	<p>4,000</p>
			<p>Math manipulatives that address UDL practices</p>	<p>Title I C/O</p>	<p>2,000</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>moves.</p> <p>New Teacher Induction for all new teachers to promote the habits of mind of reflection in the teaching practice, with an emphasis on the growth mindset with mathematics.</p>				
Other Student Groups	<p>Parent access to online math tool and reading tools.</p> <p>Home involvement encouraged in grades K-5 through teacher/grade level newsletters, emails and principal newsletters.</p> <p>Annual Site Council analysis of student data -- participation in site plan.</p>	<p>Weekly Principal S'Mores numbers match student enrollment numbers, attendance at Site Council, ELAC, and PTA Meetings</p>	Smore.com (news letter) for the school site	Title I	1,000

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

## 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: 2020-21**

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

#### **ANALYSIS**

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

This is a new goal area for this school year, 2021-2022. The intention of this goal area is to make advances in equitable support so that all students and subgroups can increase achievement levels and access to grade level content and understanding.

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

This is a new goal area for this school year, 2021-2022.

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.

This is a new goal area for the 2021-2022 school year.

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

Data Analyzed	Data Conclusion	Assessed Needs
2018-2019 CAASPP data is available only.	Data from the 2018 State of California dashboard shows groups of students continue to need intervention instruction. School is 25.9 points below state standard on ELA assessment.	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.	No formal leadership meetings between SSU and UELF to build on project based learning collaborative projects.	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. Data analyzed will be CAASPP scores and ELPAC scores.

	<b>2018-19 Final Data</b>	<b>2021-22 Data Goal</b>
Schoolwide (SW)	Actual 41.98	Goal 47
English Learners (EL)	Actual 25	Goal 30
Students with Disabilities (SWD)	Actual NA	Goal NA
Other Student Groups Socioeconomically Disadvantaged	Actual 36.59	Goal 42
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.</p> <p>Regularly scheduled meetings with SSU</p> <p>We will use engaging, contemporary updated classroom libraries to re-engage students with reading high interest books for the book room to support PBL content through guided reading routines.</p> <p>SSU students work with UELF students</p>	<p>CAASPP, ELPAC</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>	Certificated staff time for collaborations on SSU partnership and PBL integrated unit design	Title I	2,000
			Workshops/trainings in project based learning for teaching staff	Title I	4,000
				ESSER	446
English Learners (EL)	Implement Fountas & Pinnell reading program which to provide high-quality direct, targeted reading instruction to students which will increase student scores by 25%.	ELPAC, Easy CBM, PBL Showcase Projects, student surveys and interviews	PBL Science and History Social Science Curriculum	Title I	2,000



	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<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 by 50%.</p> <p>Provide guest speakers and texts that represent the students in our classrooms.</p> <p>Bring in assembly/guest speakers showing professionals who are multi-lingual sharing their journey.</p>				
Students with Disabilities (SWD)	<p>UDL instructional routines are used, discussed, and shared during staff meetings and professional learnings.</p> <p>Small group that incorporate the use of IEP goals that support classroom</p>	CAASP, EasyCBM, Student choices for PBL Showcase projects, student processing tools used during work sessions and choice time, 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>lessons.</p> <p>Provide guest speakers and texts that represent the students in our classrooms.</p> <p>Bring in assembly/guest speakers showing professionals with disabilities sharing their journey.</p>				
Other Student Groups	<p>Hold school events and activities throughout the year that incorporate the project based learning mindset and the cultures of our school site:</p> <ul style="list-style-type: none"> <li>• Fall Harvest Festival</li> <li>• Maker World</li> <li>• Assemblies</li> <li>• Spring Garden Celebration</li> <li>• Focus on students' cultural</li> </ul>	Attendance of events, community surveys			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	heritage during typical holiday seasons				
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: 2020-21

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

#### ANALYSIS

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

We implemented restorative practices, PBIS, SART meetings, attendance check-in meetings to build partnerships with parents. 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.

The methodology for school allocation in 2019-2020 was in need of revisions, this has been corrected in 2020-21. For the 2020-2021 school year we were unable to implement everything we have identified because of distance learning and COVID-19 protocols. Many protocols remain in place for 2021-2022 school year.

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.

PBIS will continue during in-person return for students, and annual outcomes will be reviewed via the behavior data, SWIS metrics, and Power Schools behavior tracking. Survey data from wellness poll of students and staff will also be used to measure school climate.

## IDENTIFIED NEED (Data Analysis)

Data Analyzed	Data Conclusion	Assessed Needs
CDE School Dashboard	7.1% of all students are chronically absent; 8% of socioeconomically disadvantaged are chronically absent, increase of .8%	Increase positive school climate and attendance for all students. Need to increase student attendance.
SWIS and Power Schools Behavior Tracker data.	45% of major behavior incidents happening on the playground 35% of behavior incidents happening in the classroom	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.

### 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** Increase student attendance levels to meet green/blue status in student engagement/attendance. Implement PBIS and restorative practices to lower suspension rate to 2% or meet green/blue status in the area of suspension levels.

	Increase student attendance rate by 0.5% or to 98%.		Decrease chronic absenteeism rate by 1% or maintain green/blue status (K-8) Fall 2021 CA Dashboard	
	2018-19 Final Data	2021-22 Data Goal	2018-19 Final Data / District Preliminary Data	2021-22 Data Goal
Schoolwide (SW)	Actual 95.9%	Goal 97%	Actual 7.1%	Goal 6%
English Learners (EL)	Actual N/A%	Goal 97%	Actual 2.0%	Goal 2%
Students with Disabilities (SWD)	Actual N/A%	Goal 97%	Actual 10%	Goal 8%

Other Student Groups Socioeconomically Disadvantaged	Actual N/A%	Goal 97%	Actual 8%	Goal 7%
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	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	maintain green/blue status Fall 2020 CA Dashboard
	<b>2018-19 Final Data / District Preliminary Data</b>	<b>2021-22 Data Goal</b>
Schoolwide (SW)	Actual 2.5%	Goal 2%
English Learners (EL)	Actual 0%	Goal 0%
Students with Disabilities (SWD)	Actual 0%	Goal 0%
Other Student Groups	Actual 1%	Goal 1%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	<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>Attendance is carefully monitored and communication with parents is ongoing when there are attendance or tardy concerns; regular school attendance promotes student success.</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>Opportunities for field trips; Outdoor Classrooms school garden and Laguna de Santa Rosa.</p> <p>Maintain and improve physical environment by encouraging</p>	<p>Provide the 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> <p>SWIS data, student wellness survey, universal screener</p> <p>SEL survey data from students and teachers, SWIS data</p>			
			Sensory Room Materials	ESSER	3,000
			Group Building Materials	ESSER	4,000
			Staff compensation for out of contract hour work	ESSER	554

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>students to take responsibility and pride in our campus. Weekly clean up by classes, staff teaches and models this behavior.</p> <p>Support for Tool Box curriculum teaching students to have empathy for others; identify and refrain from bullying behaviors</p> <p>Art Docent Program- Meet the Masters.</p> <p>Student Leadership opportunities with student government, garden maintenance, peacekeepers at recess.</p> <p>Weekly spirit wear and monthly special spirit days</p> <p>Students are recognized for going above and beyond with the Positive Paws</p> <p>Teaching Digital Citizenship to our students so they can safely navigate technology</p> <p>Implement Tier 1 and Tier 2 PBIS Systems</p> <p>Integrate Learning Zones, Toolbox Tools, universal screener lessons into core content learning</p> <p>Centrally funded</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>SOSvstaff to support with organized playground activities.</p> <p>Purchase playground equipment to support reintegration of students after school closures, and support their social and emotional learning.</p>							
English Learners (EL)	<p>SST meetings to determine needs and provide interventions with a team of general educators to support long term ELs.</p> <p>Interventions in the classroom using small group instructional routines with support from the Education Specialist, paraeducators, SSU volunteers, and parents.</p> <p>Student leadership in a variety of ways like student government, peacekeepers, garden guardians, learning buddies, break buddies</p>	EL Parent attendance to SST Meetings, implementation of small groups in TK-5 classrooms, SWIS Data	<table border="1" data-bbox="862 1199 1523 1276"> <tr> <td data-bbox="862 1199 1084 1276">SST Team Resources</td> <td data-bbox="1084 1199 1300 1276">ESSER</td> <td data-bbox="1300 1199 1523 1276">1,000</td> </tr> </table>			SST Team Resources	ESSER	1,000
SST Team Resources	ESSER	1,000						

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	<p>PBIS Training at the district level, PBIS bi-monthly meetings for Tier 1 and Tier 2 teams.</p> <p>School Counselor (2 days)</p>	SWIS Data, SEL universal screener	Staff Focused professional learning around SEL practices	ESSER	500
Other Student Groups	<p>School Community Events: Back to School Night, Parent Conferences, Maker World, Grade Level PBL Exhibitions, PTA events: Family Fun Nights, Walk-A-Thon, Bagels and Books, Read-A-Thon, Ice Cream Social, Fall Harvest Festival, Garden Celebration, monthly Dine &amp; Donates</p>	Attendance to events/meetings, Newsletter/social media hits, student surveys for assemblies			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>BiMonthly ALL School Assemblies</p> <p>Communication with parent community through flyers, newsletters, annual calendar/handbook; progress reports, website, social media etc.</p> <p>Annual Site Council analysis of student data--participation in site plan</p> <p>Testing results and curriculum shared with parents through Site Council, PTA, and ELAC.</p> <p>Fifth grade teachers send student reports to middle school</p> <p>Fifth grade visits to middle schools through District-wide open houses, middle school coming to us and field trips to the middle schools; middle school band concert; District band concert, parent orientations</p> <p>Kindergarten teachers participate in District Kindergarten Fair</p> <p>Kindergarten Orientation and Meet and Greet</p> <p>Spring Showcase, Back to School Night and</p>				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Grade Level PBL exhibitions  School tours for all new incoming families  ELAC meetings for all parents  Translation of meetings and communications into home language				

## Section 4 Parent Involvement

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

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#### Goal 5

**Subject: Parent Involvement**

**SPSA Annual Review**

**SPSA Year Reviewed: 2020-21**

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

#### **ANALYSIS**

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

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.

The methodology for school allocation in 2019-2020 was in need of revisions, this has been corrected in 2020-21. COVID-19 safety protocols and distance learning during 2020-2021 have impacted our parent outreach traditions and capabilities. We have attempted to offer many virtual opportunities for parent engagement and support our families in learning about and using technology for 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.

This is a new goal for 2020-2021: Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement in school.

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

Data Analyzed	Data Conclusion	Assessed Needs
Parent and Family Survey	Parents want more involvement on the campus if it is safe to return.	: Opportunities for parents to be involved and engaged with their students' school and learning, i.e. STEAM family events, parent information meetings, family literacy 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)	<p>a) Provide families access to school and district information through technology tools like weekly newsletters that can be translated, school and class websites, and Powerschools.</p> <p>b) Report cards and academic reports can be run in Spanish for dual language families.</p> <p>c) School wide newsletters links to be texted and emailed for events and notices to families.</p> <p>d) Communication through Power Schools for updated information and events that will be happening at the school and in the district.</p> <p>e) 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</p>	Attendance to events, newsletter/social media hits, student attendances, participation in SST/ELAC/SSC/PTA	Resources to send home supporting school learning (magnets for refrigerators with prompting questions)	Title I: Parent Involvement	541

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>translated in Spanish.</p> <p>f) A2A letters for students who are tardy and/or absent, hold meetings with site administrator when letters go out to families</p> <p>g) PLC meetings that address target learning groups.</p> <p>h) Grade level data meetings to inform daily practices.</p>				
English Learners (EL)	Smore newsletter - a home/ school/ staff newsletter with accessibility features in which all communication is easily translated. Smore is a consistent and predictable format that families are familiar with as it is used widely.	Smore gives analytics data showing the number of families participating, clicking on links, and accessing important school, district, and health news.			
	Provide families access to reading experiences and math opportunities to be	attendance, surveys	STEAM manipulatives for hands on learning	ESSER	1,500

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	involved in their student's academic achievement.				
Students with Disabilities (SWD)	Provide families access to reading experiences and math opportunities to be involved in their student's academic achievement.	attendance, surveys			
Other Student Groups					



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

## 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
No Federally funded staffing				

## Section 6 Budget Summary

### Site Categorical Budget

Total Allocations		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	41,766	0.00
Title I: Parent Involvement	541	0.00
Title I C/O	43,191	0.00
ESSER	11,554	0.00

## Section 7 Funding Allocations

### Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

### Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	\$42,307
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$43,191
Total Funds Provided to the School Through the Consolidated Application	\$85,498
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	\$97,052.00

### 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: \$11,554

Total of State and local programs that the school is including in the schoolwide program: \$97,052

## Section 8 School Site Council Membership

**2021 - 2022**  
**SCHOOL SITE COUNCIL (SSC) MEMBERSHIP**  
**Elementary (TK-5th)**  
**SCHOOL: University Elementary School at La Fiesta**

**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: Kate Drewieske Term: 2 XParent Community Member	1. Name: Christina Lunde <b>Principal</b>
2. Name: Emily Alvarenga Term: 1 XParent Community Member	2. Name: Tammy Barksdale Term: 2 <b>Teacher</b>
3. Name: Alicia Lara Term: 1 XParent Community Member	3. Name: Maria Indindoli Term: 1 <b>Teacher</b>
4. Name: Teresa Mendoza Term: 1 XParent 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: Mary Ceglarski Term: 1 <b>Other School Staff</b>