

# University Elementary School at La Fiesta

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	University Elementary School at La Fiesta
<b>Street</b>	8511 Liman Way
<b>City, State, Zip</b>	Rohnert Park, CA 94928
<b>Phone Number</b>	707-792-4840
<b>Principal</b>	Charlotte Straub
<b>E-mail Address</b>	Charlotte_Straub@crpusd.org
<b>Web Site</b>	uelf.crpused.org
<b>CDS Code</b>	0128330

<b>District Contact Information</b>	
<b>District Name</b>	Cotati-Rohnert Park Unified School District
<b>Phone Number</b>	707.792.4722
<b>Superintendent</b>	Dr. Tony Roehrick
<b>E-mail Address</b>	Tony_Roehrick@crpusd.org
<b>Web Site</b>	www.crpusd.org

### School Description and Mission Statement (School Year 2018-19)

We are a Transitional Kindergarten through fifth grade multi-age elementary school that also houses a Special Education Preschool Program that includes Speech and language Services for students three years and up. We have approximately 239 students not including the students who come for speech only services. The mission of our school is to establish, expand and sustain an environment that is safe and enables every student to attain a high level of academic achievement as determined by state and national standards. Students are empowered to become active, curious, creative, and effective thinkers through hands on experiential learning opportunities and project based learning incorporating 21st Century Skills . We will accomplish this through a variety of learning opportunities and on-going purposeful assessments, committing resources and support to assure this outcome. Each year our goal is for our students to work and achieve while doing their personal best. By doing this, our goal is for more of our students to meet proficient levels of achievement on state and local assessments. Student academic success is supported through a variety of regular assessments and this data is used to plan instruction targeted to all levels of student learning. University Elementary supports learners through the Response to Intervention model. ELA instruction is targeted to students' needs using Walk to Read groups. Extra targeted instruction is provided with learning center supports in math and writing. Teachers work collaboratively together to plan instruction within and across grade levels to build a cohesive instructional program. Teachers are supported in a variety of staff development opportunities. Student and staff safety is a high priority. University Elementary has a public address system and phone system allowing for instant messaging and communication to staff and parents. New technology has been integrated into the classrooms.

### Student Enrollment by Grade Level (School Year 2017-18)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	67
<b>Grade 1</b>	36
<b>Grade 2</b>	42
<b>Grade 3</b>	30
<b>Grade 4</b>	31
<b>Grade 5</b>	17
<b>Total Enrollment</b>	223

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.4
Asian	0.9
Filipino	0.0
Hispanic or Latino	38.1
Native Hawaiian or Pacific Islander	0.0
White	42.6
Socioeconomically Disadvantaged	48.4
English Learners	24.2
Students with Disabilities	13.9
Foster Youth	0.4

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	8	9	11	297
Without Full Credential	2	3	2	47
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

**Year and month in which data were collected:** September 1, 2017

All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Health standards are addressed in other district courses/classes i.e., Physical Education, biology, etc. A complete list of textbooks/instructional materials and their years of adoption is available for viewing through the Instructional Services Department.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0
<b>Mathematics</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0
<b>Science</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0
<b>History-Social Science</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0
<b>Foreign Language</b>	All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708.	Yes	0
<b>Health</b>	Health standards are addressed in other district courses/classes i.e., Physical education. biology, etc	Yes	0
<b>Visual and Performing Arts</b>	Contact Instructional Services Department (707) 792-4708.		
<b>Science Laboratory Equipment (grades 9-12)</b>	Contact Instructional Services Department (707) 792-4708.		

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

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

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

<b>School Facility Good Repair Status (Most Recent Year)</b>		
<b>Year and month of the most recent FIT report: July 2018</b>		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: July 2018</b>	
<b>Overall Rating</b>	<b>Exemplary</b>

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	48.0	39.0	45.0	49.0	48.0	50.0
Mathematics (grades 3-8 and 11)	53.0	36.0	31.0	32.0	37.0	38.0

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

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

#### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	71	95.95	38.57
Male	40	40	100.00	35.90
Female	34	31	91.18	41.94
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	31	31	100.00	43.33
White	26	23	88.46	39.13
Two or More Races	11	11	100.00	36.36
Socioeconomically Disadvantaged	42	40	95.24	35.90
English Learners	19	19	100.00	31.58
Students with Disabilities	17	16	94.12	26.67
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	74	72	97.3	36.11
Male	40	40	100	35
Female	34	32	94.12	37.5
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	31	31	100	32.26
White	26	24	92.31	37.5
Two or More Races	11	11	100	63.64
Socioeconomically Disadvantaged	42	41	97.62	36.59
English Learners	19	19	100	21.05
Students with Disabilities	17	16	94.12	6.25
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.6	17.6	5.9

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2018-19)

University Elementary has an active Parent Teacher Association. (PTA) It organizes fund raising activities to provide resources to support special school events and additional support services. Our School Site Council monitors the progress of our programs and participates in projects that enhance the school environment, support the instructional programs and gather staff and parent input regarding student progress. The ELAC committee meets to discuss general school and district related issues in a setting that fosters participation and input from the parents of our second language learners. There are designated periods scheduled during the year for parents to participate in conferences with the Instructional staff. The community is also encouraged to contact staff members when they have concerns or need assistance. The monthly newsletter provides information of interest to the University Elementary Community. Parents and other family members of our students provide volunteer support in the classroom, on the playground and on fieldtrips. Our project based learning (PBL) curriculum is driven by inquiries and parents participate by co-teaching, gathering materials, coordinating guest speakers, and also acting as an authentic audience for our PBL Celebrations, wherein students showcase what they learn. Volunteers sign in at the office and wear volunteer badges. We appreciate their support and help! They are a valuable part of our school and exemplify our strong home/school connection.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	6.9	1.1	3.4	5.2	5.5	5.9	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.2	0.1	0.3	0.1	0.1	0.1



## School Safety Plan (School Year 2018-19)

University Elementary School complies with existing laws related to school safety. These include: Disaster Procedures (fire and earthquake) and procedures for conducting tactical responses to criminal incidents. District School Suspension and Expulsion Policies, Procedures to Notify Teachers of Dangerous Pupils, Sexual Harassment, and Procedures for Safe Ingress and Egress of pupils, parents and staff To and From School, and Safe and Orderly Environment conducive to Learning. These policies and procedures are regularly reviewed and posted. Each year the University Elementary School Comprehensive School Safety Plan is reviewed, evaluated and amended if needed by the School Site Council. In addition, our staff continues to address school safety on an ongoing basis by identifying and addressing issues as they occur throughout the year. Finally, staff and students participate in regular practice of safety drills to better prepare themselves to handle emergencies.

## D. Other SARC Information

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

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

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	10	3	2		14	4			17	3	1	
1	13	1	1		22		2		12	2	1	
2	10	3			17	1	1		11	3	1	
3	12	1			13	2			10	3		
4					14	1			10	3		
5									9	2		
Other	7	1										

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

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

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	NA	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.4	N/A
Psychologist	1.0	N/A
Social Worker	.1	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	2.0	N/A
Resource Specialist (non-teaching)	.4	N/A
Other	0	N/A

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

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

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,219	\$1,107	\$7,112	\$61,391
District	N/A	N/A	\$5,766	\$61,145
Percent Difference: School Site and District	N/A	N/A	20.9	3.5
State	N/A	N/A	\$7,125	\$76,522
Percent Difference: School Site and State	N/A	N/A	22.4	-15.2

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

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

### Types of Services Funded (Fiscal Year 2017-18)

University Elementary School receives special funds for supplementary educational programs. One full time Educational Specialist in addition to paraprofessionals support students with IEPs, 504, and RTI needs. All students are given needed academic and social emotional support as part of our RTI program which includes a Walk to Read Program and a Learning Center. We have two full time Speech and Language Pathologists and one part time Speech and Language assistant to provided services to those students with Speech IEPs. Our PTA provides financial support for many items such as field trip expenses, instructional supplies, paper supplies, materials and Library expenses. The library is staffed to support students. Students access the library weekly. The district also supports translation for conferences, PTA meetings and written communications as needed.

### Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,747	\$47,547
Mid-Range Teacher Salary	\$60,992	\$74,775
Highest Teacher Salary	\$79,700	\$93,651
Average Principal Salary (Elementary)	\$109,366	\$116,377
Average Principal Salary (Middle)	\$105,290	\$122,978
Average Principal Salary (High)	\$117,652	\$135,565
Superintendent Salary	\$191,702	\$222,853
Percent of Budget for Teacher Salaries	31.0	35.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

### Professional Development (Most Recent Three Years)

Professional Development in the Cotati-Rohnert Park Unified School Districts targets research-proven best practices. In addition to three days of training provided outside of the student instructional year, teachers have numerous opportunities to develop as professionals through district-sponsored trainings offered through release time and on regularly scheduled professional development dates. The elementary schools have two afternoons per month for professional development. The district implements the Common Core State Standards so these professional development days support this instruction. University Elementary emphasizes problem and project based learning utilizing experiential learning opportunities. One day each month targets English language arts and one day targets mathematics. Data meetings are held to discuss student achievement, progress and next steps. One of our district mottos is "learning for a lifetime" and we promote adult learning as prerequisite to continuous school and district improvement.