University Elementary School at La Fiesta
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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

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

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

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	University Elementary School at La Fiesta
Street	8511 Liman Way
City, State, Zip	Rohnert Park, CA 94928
Phone Number	707-792-4840
Principal	Charlotte Straub
Email Address	Charlotte_Straub@crpusd.org
Website	uelf.crpusd.org
County-District-School (CDS) Code	0128330

Entity	Contact Information
District Name	Cotati-Rohnert Park Unified School District
Phone Number	707.792.4722
Superintendent	Dr. Michael Watenpaugh
Email Address	Michael_Watenpaugh@crpusd.org
Website	www.crpusd.org

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

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 220 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 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. 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 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 to notify teachers in the event of an emergency. (Messaging system that runs across the bottom of the clocks and use of radios/walkie talkies.)

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

Grade Level	Number of Students
Kindergarten	61
Grade 1	29
Grade 2	37
Grade 3	34
Grade 4	18
Grade 5	31
Total Enrollment	210

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	1
Asian	0.5
Filipino	0.5
Hispanic or Latino	40
White	43.3
Two or More Races	11.9
Socioeconomically Disadvantaged	46.7
English Learners	26.2
Students with Disabilities	9
Foster Youth	0.5
Homeless	2.4

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	9	11	12	326
Without Full Credential	3	2	1	32
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	22

Teacher Misassignments and Vacant Teacher Positions

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

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

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

Year and month in which data were collected: September 1, 2018

All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas. Health standards are addressed in course curriculum.

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC in the A wing does not work
Interior: Interior Surfaces	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Exterior needs to be painted. Some cracks in the stucco.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	39	42	49	46	50	50
Mathematics (grades 3-8 and 11)	36	26	32	31	38	39

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	81	81	100.00	0.00	41.98
Male	40	40	100.00	0.00	42.50
Female	41	41	100.00	0.00	41.46
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	39	39	100.00	0.00	38.46
Native Hawaiian or Pacific Islander					
White	28	28	100.00	0.00	46.43
Two or More Races	12	12	100.00	0.00	50.00
Socioeconomically Disadvantaged	41	41	100.00	0.00	36.59
English Learners	28	28	100.00	0.00	21.43
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	81	81	100.00	0.00	25.93
Male	40	40	100.00	0.00	27.50
Female	41	41	100.00	0.00	24.39

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	39	39	100.00	0.00	23.08
Native Hawaiian or Pacific Islander					
White	28	28	100.00	0.00	25.00
Two or More Races	12	12	100.00	0.00	41.67
Socioeconomically Disadvantaged	41	41	100.00	0.00	17.07
English Learners	28	28	100.00	0.00	14.29
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	6.5	22.6	29.0

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

University Elementary has an activie 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.1	3.4	2.5	5.5	5.9	5.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.3	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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. All staff have access to radios for emergency communication. We also post information about Seth's Law in our office - Board Policy 5131.2, Non/Discrimination Board Policy, Bullying Board Policy 5145.3, and offer a uniform complaint procedure Board Policy 1312.3 . Our school and district is working to improve climate and culture at all sites. As a result we are working with Community Matters to identify areas for improvement and then strategies to implement. This year we are also training our primary grades as Safe School Buddies and our intermediate grades as Safe School Ambassadors. These programs are intended to prevent bullying and mistreatment of students.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	14	4			17	3	1		23	1	3	
1	22		2		12	2	1					
2	17	1	1		11	3	1					
3	13	2			10	3			24		3	
4	14	1			10	3						
5					9	2			25		2	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	

Title	Number of FTE* Assigned to School
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.5
Other	1.0

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8,219	$1,107	$7,112	$61,391
District	N/A	N/A	$5,766	$62,696.00
Percent Difference - School Site and District	N/A	N/A	20.9	3.5
State	N/A	N/A	$7,506.64	$78,059.00
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 2018-19)

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. We have one full-time School Psychologist. 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,542	$49,084
Mid-Range Teacher Salary	$62,212	$76,091
Highest Teacher Salary	$81,294	$95,728
Average Principal Salary (Elementary)	$109,306	$118,990
Average Principal Salary (Middle)	$108,271	$125,674

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (High)	$122,939	$137,589
Superintendent Salary	$199,822	$230,096
Percent of Budget for Teacher Salaries	30%	35%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

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

Professional Development in the Cotati-Rohnert Park Unified School 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. Trainings have been focused on enrichment and building capacity. 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.