

University Park Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	University Park Elementary School
Street	833 W. Acacia St.
City, State, Zip	Salinas, CA 93901
Phone Number	(831) 753-5655
Principal	Enrique López - Principal
Email Address	enrique.lopez@salinascity.k12.ca.us
School Website	https://www.salinascityesd.org/university-park
County-District-School (CDS) Code	27-66142-6066963

2023-24 District Contact Information

District Name	Salinas City Elementary School District
Phone Number	(831) 753-5600
Superintendent	Dr. Rebeca Andrade
Email Address	randrade@salinascity.k12.ca.us
District Website	www.salinascityesd.org

2023-24 School Description and Mission Statement

At University Park Elementary, we are committed to creating a cohesive and collaborative community where all stakeholders are involved and have a voice in our mission. Our mission is to ensure that each child receives a vigorous and systematically designed education in a safe and nurturing environment where students accelerate to reach grade level or advanced performance. Our Multi-Tiered Systems of Support (MTSS) for Tier 1 and Tier 2 continue the identification of student's individual academic proficiency levels, interventions to close academic and achievement gaps, a centralized progress monitoring system to closely monitor individual student's needs, counselors, and behavior health specialists, and weekly meetings with our Tiers 1, 2, 3 PBIS teams and health care providers. We have strengthened our community involvement through in-person meetings, our PTO outreach and collaboration, and parenting classes to ensure academic unity for all stakeholders. We continuously ensure equity for all.

DEMOGRAPHICS

We are a Title I school and serve approximately 497 students in grades TK - 6. We are located in a quiet suburban neighborhood on the southwest side of Salinas, CA. We have 3 Moderate-to-Severe Special Day classes: K-1; 2-3; 4-6, plus 2 additional County Special Day classes on-site. Our school is composed of varying ethnicities with approximately: 35% English Learners, 24.3% Homeless, 15.1% SpEd, 38.2% SEI, and .20 is Foster Youth. Our faculty consists of 23 teachers of which 3 are moderate to severe SDC. A full-time Academic Coach, who supports teachers to bring high-quality instruction and professional learning. Our full-time Intervention/MTSS Specialist, Administration, Behavioral Health, and Parent Coordinator team Administration supports our students and families with any behavior, literacy, and or academic challenges that impede learning and emotional well-being.

STUDENT ENGAGEMENT

The social-emotional and physical safety of our students is a top priority. School-wide rules and expectations allow students and parents to feel secure in a predictable environment. We are in our fourth year of full implementation of our Multi-Tiered System of Support (MTSS) with emphasis on Positive Behavior Intervention Systems (PBIS). Our PBIS teams meet twice a month to provide ongoing high-yielding positive incentives, as well as videos and slide presentations that are shared with our entire community on multiple platforms to keep students connected and motivated. Spirit days and positive rewards remain an integral part of our daily dialogue to produce students who remain true to the Panther Creed to be Respectful, Responsible, and Ready to Learn. Our behavior interventions include the OLWEUS anti-bullying curriculum, Check-n-Connect mentors, and a full-time counselor, psychologist, Sticks and Stones, and Monterey County Behavioral Health providers (MCBH) . We also provide after-school interventions and clubs, such as: Art, STE(A)M, Coding, NASA, BEST, Saturday School for English Learners, and other extended learning opportunities to keep students connected to their peers and their school, while fostering

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academic growth. Currently, these services are happening both in person. We continue to explore and utilize mindfulness both for staff, students, and families. Mindfulness is incorporated in classroom routines and lessons. We also provide an after-school BEST program designed to offer homework support, physical activity, and enrichment for those families who need extra support. In addition, we have 1 Administrator, 4 Paraprofessionals, and 1 Second Grade teacher who have been trained in AVID Elementary, either during the summer and recently in October of 2023. The Paraprofessionals are using the AVID Elementary strategies during small groups and during their "Call Out" for Reading Club.

ACADEMIC ACHIEVEMENT

We are committed to developing an instructional program that meets each student's individual needs. For consistent teacher and student clarity and focus, a district-wide Scope and Sequence of prioritized standards was developed by our district Instructional Advisory Committee. This committee, led by our Educational Services Department consists of district and site administrators, teachers, and coaches who prioritized lessons, assessments, and timelines to ensure we remain focused on high-yielding standards that will accelerate students to reach standards-based success. We assess all students to identify their specific performance levels in both ELA and Math. At University Park, we employ a refined Progress Monitoring System to inform deliberate and specifically-targeted daily lessons. Where there are gaps, our 6 highly-trained para-professionals provide daily, small-group instruction for 166 struggling readers (an increase of 66.3%) until they become proficient. All of our data is centralized in order to revisit and refine with teachers and families so that we make daily informed decisions about each student. Our site Leadership team meets monthly to analyze data that leads to school-wide practices and a cohesive and forward-moving instructional program aligned to Common Core State Standards. Our staff meetings include looking at student data regularly to establish as a team what is working and what needs to be improved in order to accelerate students to be an investment in school and to reach proficiency. For a second year in a row, we have returned to Grade-level release days where our teachers meet by grade level for half a day every 8 weeks; they look at students' results around a particular targeted English Language Art goal (our school-wide problem of practice) that accelerate students and gives them the skill sets needed to feel confident and successful in being literate and using the English Language while appreciating their native language (if applicable). At University Park Elementary, we have a "No Homework" policy, instead students are encouraged to read for fun and have conversations with their parent(s)/guardian(s), siblings, aunts/uncles, etc.

ENRICHMENT

We hold multiple after-school Extended Learning Programs that enrich students who are "developing" or "nearly meeting" in order to accelerate them to grade level. We provide high-interest Science text with some project-based learning outcomes. We also provide after-school, small-group IAB-focused math support, with a focus to move nearly-proficient students to grade level. A Saturday School for English Learners is also provided where teachers provide support for small-group instruction to EL students that scaffolds academic vocabulary to enable easier access to the Core Curriculum. K-2 ELs will focus on Listening and Speaking; 3 - 6 ELs will focus on all 4 domains. Our goal: is to get primary ELs to develop language first. in order to facilitate access to Core Instruction. We also have 2 art clubs, a Harry Potter Club and a Genius Hour. Our academic coach is working closely with the administration to create unique learning opportunities continuously for all students throughout the year. In order to facilitate independent reading and math literacy building, students utilize various online and software programs such as Dreambox, Lexia, Accelerated Reader, MYON, Xtra Math, and Seesaw. Students participate in online vocal music, visual, and performing arts. The positive impact of these academic systems during and after-school is that we have 12 ELL students waiting to be RFEP'd in November 2023 that is an increase of 42%. Furthermore, AVID Elementary and Leader-in-Me systems have been brought in to ensure effective and essential skills are modeled and practiced with scholars to ensure they are not only prepared for the next grade level ergo be ready for secondary, college, and or the workforce. Furthermore, since introducing our BASE Education, our Alternative to Suspension, we have decreased our Suspension rate to zero (as of today, November 2, 2023).

PARENT INVOLVEMENT

Parents/Guardians and community members are considered a highly-integral part of our community and success. Our community members are valued partners in our children's social, emotional, and academic achievement. Our full-time Parent Coordinator works closely with administration to strategically plan parent engagement activities, donations, education, PBIS incentive rewards, literacy nights, art nights, holiday events, and our monthly parent committee meetings: SSC, ELAC, and PTO. Our Parent Coordinator is available daily to assist parents with all questions, translation, and support with technology. Since our high impact and high parent participation, our Parent Club consists of 20 parents on campus almost daily to help with classroom activities, being chaperones for field-trips, planning school-wide events, decorating and celebrating staff and other community members. Also, we have developed parent training in AVID Elementary, Leader-in-Me, Computer Literacy, BASE Education, and supporting their continued education of getting their high school diploma -- we currently have five parents going for their high school diploma.

2023 - 2024 Achievements:

* Serving an additional 30% of students in our Reading Club to help with CVC, Blending, Phonics, Phonemic Awareness, Fluency, and or Comprehension;

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- * Implementation of BASE Education as the Alternative to Suspension which has dramatically decreased our suspension rate 45%;
- * 2 Certificated and 4 Paraprofessionals being trained in AVID Elementary, the 2nd grade teacher is having scholars take notes and is effectively implementing Writing, Inquiry, Collaboration, Organization, and Reading in her daily lessons. The Paraprofessionals are supporting small groups, help develop literacy and speaking while pushing-in to classrooms to support teachers;
- * Student Council (Leadership) was reconstituted, elections were held, and Student Leadership consists of a President, Vice President, Secretary, Treasurer, and Representatives; Leadership Officers are in charge of advocating scholar concerns and taking information to their peers;
- * Daily Announcements & Multimedia is now part of Student Leadership, who record U.P.'s Daily Announcements and are supported by the Academic Coach. The Academic Coach coaches the students with their public speaking skills, writing, and reading to an audience;
- * Continued Partnership with Blue Zone, where healthy eating and choices support a strong body and mind, teachers, students, parents, and community members participate;
- * Received 1st place in the District Family Survey, twice;
- * Refined the Tier 2/3 discussion and support to ensure accurate data is collected to share with the District Office;
- * Continued conversation regarding ELLs and Reclassification for both scholars and parents. An ELD Booth will be set-up during Parent/Teacher Conferences to inform Parents about ELD and the importance of Reclassification;
- * Parents participated in CABE;
- * EL Saturday Academy has been developed to ensure that all ELs are receiving additional support in all domains to ensure growth on the ELPAC;
- * Increased engagement in the After-School Program;
- * Cafecito with Administration for Parents once a month; Parents share their concerns, ask questions, and provide solutions/recommendations for U.P.

2022-2023 Achievements:

- * 10 Teachers have been trained in Thinking Maps to help accelerate the language development for English Language Learners;
- * A soft roll out of Leader-in-Me and developing the 7 Highly Effective Habits with the staff and scholars was put into place. 99.9% of classroom teachers were trained in Leader-in-Me;
- * Five classroom teachers agreed to participate in the AVID Summer Institute in July of 2023. A team of teachers and paraprofessionals will be working together to develop on how AVID's methodologies and strategies can be used both in the classroom and during the call out process;
- * The Reading Club, which is a reading intervention system developed by U.P. has evolved yet again, where next year the it will shift to a Call Out and Push-In model, thus providing additional classroom support for the scholars and classroom teachers --
the reasoning was to ensure that teachers worked deliberately with ELD scholars, while the paras provided support, scaffolds, and or differentiation in small groups;
- * A data review of the MTSS/PBIS system was conducted to establish the areas of strength and areas that need to be improved upon. For example, areas of strength: Paras are a positive and collaborative team, they develop relationships with the scholars and families, the Paras a standing meeting on Thursdays to discuss growth and concerns about scholars and develop next steps, and collect data to support promotion and supports for scholars in the Reading Club. However, the areas of growth are being invited to collaborate with teachers and share vital reading and literacy data during PLC time, helping to develop supports with teachers, and having an equal voice in the learning process.
- * Parents participated in the local Monterey CABE and developed ideas to ensure success for ELD, SpEd, and all scholars.
- * 5 ELD scholars reclassified, and an Reclassification Jubilation was held to celebrate the scholars and parents.
- * The 6th Grade Class raised over \$5000 for their grade level to sponsor field trips and End-of-the-Year celebration.
- * Over 10 families were sponsored during the Holiday Season with clothing vouchers at Northridge Mall;
- * The Parent Club sponsored a First Responder Luncheon, the invitees were Police Officers, Medical responders, Teachers, Community Members, District Officer Personnel, etc.
- * As of March of 2023, we decreased Suspension rates by 40%, due in part of implementing our Alternative to Suspension model. We are currently talking to BASE Education to be an added layer of our Alt. to Suspension to help correct negative behaviors and develop social emotional wellness and positive decision making strategies.

2020 - 2022 Achievements:

- . Returned back to face-to-face learning environments.
- . Received 2nd place in the District Family Survey.

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- . Developed a Primary Reading Club to ensure higher literacy rates.
- . During COVID, we created online Digitalized Reading Intervention materials that served 130 struggling readers daily for 20 minutes to close achievement gaps.
- . Ongoing two-way communication via Parent Square raised the bar to ensure predictability for parents, daily, during constantly changing times.
- . Platinum recognition by the California PBIS Coalition for PBIS implementation.
- . Blue Zone recognition award.
- . Digitalized PBIS awards and incentives: Student of the Month signs sent home to students; Digitalized Panther Stores to spend Panther Paws for Respectful, Responsible, and Ready to
- . Continued digital counseling services from Sticks and Stones, our school psychologist and counselor, and other mental health care services provided as needed
- . Digital Mindfulness routines in the classroom and for families at home.
- . Librarian opened our school from 8:30 - 3:30 daily to offer families continued technological support with Chromebooks, Wi-Fi, chargers, and headphones
- . Desks and chairs for families to build a conducive remote learning environment from home were provided.
- . Our Tier 2 and Tier 3 multi-tiered-systems of support; a centralized progress monitoring system where all students' data is housed and can be retrieved at a click of a button
- . Student Leaders provided community services, created and maintain our 2 school gardens, and gleaned leadership skills by taking on multiple leadership roles to serve our school and community.
- . Additional Campus Supervision hired to further secure student safety and well-being (2021)
- . 3 book giveaways during remote learning to keep students reading and challenged. Every student got to pick 2 books, 3 times, throughout 2020. (Riff books and Site-purchased).
- . Digital Visual and Performing Arts throughout the day.
- . End-of-Trimester Awards assemblies; students receive medals and certificates for outstanding academic achievement, STAR Reading, STAR Math, Improvement, and Citizenship
- . During remote learning, Career Day and virtual field trips took place to keep students connected.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	85
Grade 1	73
Grade 2	79
Grade 3	64
Grade 4	66
Grade 5	57
Grade 6	71
Total Enrollment	495

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.3%
Male	48.7%
American Indian or Alaska Native	1%
Asian	0.6%

Black or African American	1.8%
Filipino	1.4%
Hispanic or Latino	89.3%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	1.6%
White	3.8%
English Learners	32.7%
Foster Youth	0.4%
Homeless	24.8%
Migrant	2%
Socioeconomically Disadvantaged	68.1%
Students with Disabilities	18%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.80	83.93	320.40	86.97	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	10.00	2.71	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	12.05	21.00	5.70	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	11.00	2.99	12115.80	4.41
Unknown	1.00	4.02	6.00	1.63	18854.30	6.86
Total Teaching Positions	24.80	100.00	368.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.00	68.18	312.50	83.44	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.55	5.00	1.34	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.00	27.27	47.00	12.55	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.00	2.14	11953.10	4.28
Unknown	0.00	0.00	2.00	0.53	15831.90	5.67
Total Teaching Positions	22.00	100.00	374.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	2.00	2.00
Misassignments	1.00	4.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.00	6.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	18.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Salinas City Elementary School District has made every effort to comply with the Instructional Quality Commission of the California State Board of Education. Curriculum frameworks have provided guidance for implementing the content standards adopted by the state and the district. Approved supplemental materials have also been provided for school sites to support instructional differentiation and the Response to Intervention program model.

Year and month in which the data were collected August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante February 13, 2017	Yes	0%
Mathematics	Eureka Math, Great Minds, 2015 (English) / April 13, 2015 Eureka Math, Great Minds, 2016 (Spanish) / October 10, 2016	Yes	0%
Science	National Geographic Learning - Cengage 2022	Yes	0%
History-Social Science	SAVVASS, My World Interactive, K-6, 2019	Yes	0%
Foreign Language	Benchmark Advance/Adelante February 13, 2017	Yes	0%
Health	ETR, Health Smart, K-5, 2009; A Talk in Time, 6th	Yes	0%
Visual and Performing Arts	Silver Burdett, Music, K-6	Yes	0%

School Facility Conditions and Planned Improvements

New roofing of all school buildings took place during the 2021-22 school year. A new shade structure along with a new student play structure is scheduled for the 2023-24 school year.

Year and month of the most recent FIT report

03/11/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	32	33	26	24	47	46
Mathematics (grades 3-8 and 11)	18	24	20	22	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	254	249	98.03	1.97	33.33
Female	128	126	98.44	1.56	38.10
Male	126	123	97.62	2.38	28.46
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	222	217	97.75	2.25	29.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	63	62	98.41	1.59	19.35
Foster Youth	0	0	0	0	0
Homeless	42	42	100.00	0.00	33.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	161	157	97.52	2.48	29.30
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	49	47	95.92	4.08	12.77

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	254	249	98.03	1.97	23.69
Female	128	126	98.44	1.56	22.22
Male	126	123	97.62	2.38	25.20
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	222	217	97.75	2.25	22.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	63	62	98.41	1.59	9.68
Foster Youth	0	0	0	0	0
Homeless	42	42	100.00	0.00	19.05
Military	0	0	0	0	0
Socioeconomically Disadvantaged	161	158	98.14	1.86	23.42
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	49	46	93.88	6.12	4.35

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	14.08	6.25	12.58	14.08	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	55	53	96.36	3.64	5.66
Female	31	30	96.77	3.23	6.67
Male	24	23	95.83	4.17	4.35
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	50	48	96.00	4.00	6.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	11	11	100.00	0.00	18.18
Military	0	0	0	0	0
Socioeconomically Disadvantaged	32	32	100.00	0.00	6.25
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	12	92.31	7.69	0.00

B. Pupil Outcomes

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 area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100.0	100.0	100.0	100.0	100.0

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

2023-2024 SCHOOL YEAR:

Our families are integral to the success of our school community. Our full-time parent coordinator works diligently to provide various engagement opportunities such as parent education, parenting classes, and meetings that promote social-emotional health and wellness. With Title I Parent Involvement funding, we provide parents the opportunity to attend training and workshops with Magdalena Palafo throughout the year. Our Parent Square, two-way communication between schools and families, has proven successful. Teachers, administration, staff, and Parent Committees communicate continuously to ensure families feel 100% supported. We also utilize a school newsletter, Marquee, and Memos that go home. Daily phone calls to families' homes are made by office staff, parent coordinator, and administration where there are indicators of extra-needed support.

We have a variety of ways for parents to participate in the life of our school and are essential to the quality of our public service. These platforms allow for the collective voice of the community. Parents can join our School Site Council (SSC), which works with administration and staff to help make financial decisions. Parents of English Learners are vital to our English Language Advisory Committee (ELAC) and to our outreach efforts on behalf of new families. Our Parent Teacher Organization (PTO) works closely with our school to increase membership, receive donations from community vendors, fundraise, and plan events while promoting and participating in ways to ensure students feel connected to the school. This year, our PTO sponsored school events such as drive-through Halloween Costume parades, Winter Fest, Spirit Wear day, Blue Zone events, and other ways to reach and keep students connected to their learning environment.

With the support of our various Parent Organizations, we have been able to adopt, implement, and refine social emotions, academic, and behavioral structures to support the whole family. Below are some the activities that families help organize, facilitate, and or participate in during this academic school year:

2023-2024 SCHOOL Year:

- a. Monthly Cafecito meetings to get authentic feedback, address questions or concerns, and gather solutions that impact students, teachers, parents, and community members;
- b. School Site Council (SSC), Parent Teacher Organization (PTO), and English Language Advisory Committee (ELAC) are held monthly to share specific data trends regarding student learning and progress, share and adopt new initiatives, develop new activities that motivate teacher and student relationships;
- c. Weekly meeting on Parenting Skills and Emotional Learning from Magdalena Palafox.
- d. Computer Literacy, where parents learn how to use the internet, use applications such as Word, Excel, Google, etc. to ensure they are speaking and using the same digital language as their child(ren);
- e. Continue our work with Blue Zone, ensuring we are developing healthy mindsets in parents, students, and teachers to ensure a long and healthy life, which leads to a more robust attitude towards learning;
- f. Our Parent Club is an essential part of University Park Elementary, so much so that University Park became a satellite Family Resource Center (FRC), to support all families who are in need of clothing, food, social emotions services, etc.
- g. Parents will be trained in Leader-in-Me focusing on the Seven Habits to be successful and have a positive outlook in family, life, and work relationships. The Parent Coordinator along with the School Counselor will be conducting the trainings. Leader-in-Me has online modules and videos for parents in their native language to support the at home conversation.
- h. Parents will also be trained in BASE Education, our Alternative to Suspension, where parents can learn how to support their child/ren about talking about their feelings, develop self-esteem, building confidence, making good choices, etc. BASE Education has online modules and videos for parents in their native language to support the at home conversation.
- i. Continued awareness on Restorative Justice (RJ), which builds on BASE Education. RJ will consist of either conferences or circles to ensure that we help parents/students restore any harm that has been done to others;
- j. Multi-Tiered Support Services (MTSS) will be continued to be shared with parents along with two year data, since returning to in-person. Focusing on Social emotional and Behavioral to ensure academic success with parent support.
- k. ELAC - parents are fully aware of the importance of having their scholars being reclassified before entering middle school. During monthly ELAC meetings, parents are informed via ELL progress, reclassification, interventions, RFEP, etc.

2023-24 Opportunities for Parental Involvement

Impact for 2023 - 2024

The positive impact for the families at University Park Elementary is outstanding -- parent involvement has increased from five to six parents to over 15 parents on site per day. Parents coordinate and develop plans of school-wide events, help fundraise, bring in donations from partner relations, and spend approximately 10 to 20 hours per week per parent that equates to over 225 hours of support per week from our University Park Parents. Furthermore, parents feel comfortable coming to share their concerns, questions, and solutions of how to improve school spirit and classroom engagement. In addition, parents are vested in learning the strategies that their child(ren) by engaging in Parent Digital Literacy, BASE Education, AVID, and Leader-in-Me. Since taking on a more parent-friendly conversation and open-door policy, Parent Complaints to the District Office has dropped dramatically ergo reinforcing our efforts of MTSS, PBIS, and developing a positive Parent-to-School pipeline. The Administrative Team, with front office staff, and the Parent Coordinator develop activities, trainings, gather information, and support all families regardless of time and budgetary constraints. Additionally, a major impact that we have made is having more fathers becoming involved in our Parent Club, PTO, SSC, and ELAC meetings. Previously we had only three fathers attending, now we have over nine fathers participating when they can. Conversely, we are now developing more "Dad" specific trainings to breakdown the negative stigma that fathers have, we do have many single parent fathers. Also, our attendance to our SSC, PTO, and ELAC meetings have increased as we enter at second year of face-to-face learning; we are currently gather the second year of data of parent engagement to show the decrease and or increase in specific meeting categories for parents.

2022-2023 SCHOOL YEAR:

- a. Provided families with assistance with malfunctioning devices, wi-fi hotspots for home internet access, headphones, and other troubleshooting
- b. Swapped out dysfunctional Chrome books for new devices to prevent disruption to instruction
- c. In-person 1:1 Parent education for Newcomers or new Spanish-Speaking families provided by the principal and coach team. Enabled Spanish-only families to access online Classrooms and learning platforms, such as Google Classroom, Seesaw, Imagine Learning, and Imagine Math
- d. Weekly individualized supply bags that contained school learning materials and supplementary art, science and reading supplies
- d. Weekly Parent Education with Dr. Eizner for both Spanish and English-speaking families
- e. Principal community meetings to answer questions as they arose due to changing conditions to simplify various transitions
- f. SSC, ELAC, and PTO meetings continued
- g. Online Mindfulness training from Social Emotional expert
- h. Ongoing two-way communication via Parent Square
- i. Any/all supplies for any families who expressed a need.
- j. Food provided daily for all families: breakfast, lunch, and dinner
- k. Blue Zone activities
- l. Restorative Justice & MTSS awareness

Both site administrators are very visible and available daily to meet with parents upon request throughout the year. To find out how you can get involved in your child's education, share your voice, or to take advantage of any opportunity, please contact our Office at (831)753-5655.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	525	510	166	32.5
Female	269	264	74	28.0
Male	256	246	92	37.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	5	5	2	40.0
Asian	3	3	1	33.3
Black or African American	10	10	0	0.0

Filipino	7	7	0	0.0
Hispanic or Latino	464	454	155	34.1
Native Hawaiian or Pacific Islander	4	1	0	0.0
Two or More Races	8	8	3	37.5
White	21	20	5	25.0
English Learners	178	168	52	31.0
Foster Youth	3	3	1	33.3
Homeless	133	125	54	43.2
Socioeconomically Disadvantaged	369	357	133	37.3
Students Receiving Migrant Education Services	11	10	6	60.0
Students with Disabilities	101	98	53	54.1

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	4.70	2.86	0.15	2.31	1.81	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.86	0
Female	1.86	0
Male	3.91	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.37	0

Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	4.76	0
English Learners	1.12	0
Foster Youth	0	0
Homeless	3.01	0
Socioeconomically Disadvantaged	2.71	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.97	0

2023-24 School Safety Plan

The School Safety Plan is revised annually and approved by the School Site Council. The plan includes procedures for various emergencies, exit routes, First Aid training, and inventories of emergency supplies. Emergency contact information is available in the safety plan. The following emergency response drills are conducted at a minimum frequency: fire/monthly (after school programs, 3 times annually); Lockdown & Shelter-inPlace (after school programs 2 times annually), and earthquake/twice a year. Participation in the Great Shakeout drill is conducted annually by staff and students.

Visitors Check-in/out:

University Park School has a fully-surrounding security fence with electronically-controlled access gates: 4 pedestrians and 1 vehicle – these gates assure that all visitors enter through the main office when school is in session. Visitors are required to show a form of ID, sign in at the school office and receive a visitor’s pass. Staff members report anyone without a pass to the school office. Students who leave prior to the end of the school day must be signed out by a responsible adult indicated on the emergency card at the school office.

Safety Supports:

1. Discipline and safety procedures are reviewed with the staff and students throughout the school year. Our focus continues to be on the program elements of Positive Behavior Interventions and Supports (PBIS), a proactive approach to establishing the behavioral supports, social culture and needed for all students in a school to achieve social, emotional, and academic success.
2. Restorative Justice is used at University Park that empowers students to resolve conflicts on their own and in peer-mediated small groups to talk, ask questions, and air their grievances.
3. The PlayWorks program helps kids to stay safe, active and build valuable social and emotional life skills through positive play. Playworks is incorporated during recess which supports the value of fair play, inclusion, and respect in a structured environment.
4. Playground rules and expectations are reviewed with students to ensure safety on the campus. Staff members on yard duty use radios to communicate with the office and administrators from the playground. There is an intercom system and intercom telephones are located in each classroom. During the all recess including lunch period, supervision is provided by classified staff and administration.

Arrival and Dismissal:

Students may be on campus 20 minutes prior to the start of instruction for breakfast. One Breakfast monitor and 2 Campus Supervisors are assigned to students before school. Students report to their classroom and are supervised by their teacher 10 minutes prior to the start of instruction. During dismissal students are supervised by all staff. A crosswalk monitor is posted at the main intersection daily during arrival and dismissal times.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	26		2	
2	18	1	3	
3	20	2	1	
4	28		2	
5	28		2	
6	20	2	1	
Other	18	2	2	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28		3	
1	23		3	
2	20	1	2	
3	19	1	2	
4	28		2	
5	24		3	
6	32		2	
Other	11	3		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	2	0
1	22	0	3	0
2	24	0	3	0
3	19	3	0	0
4	29	0	2	0
5	25	0	3	0
6	23	0	3	0
Other	13	3	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	495

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8755	259	8496	73719.25
District	N/A	N/A	8220	\$77,664
Percent Difference - School Site and District	N/A	N/A	3.3	-5.2
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	-4.1	-16.8

Fiscal Year 2022-23 Types of Services Funded

DISTRICT - FUNDED SERVICES:

District funded services provide opportunities to support all students to master grade level standards in English Language Arts and Mathematics. District funding also supports the Social Emotional Wellbeing of all students. Priorities include differentiated instruction, with the implementation of a variety of meaningful educational learning experience and highly qualified staff.

District-Funded Services for the 2023-2024 School Year include:

1. Extended School Year (ESY)
2. ASES/BEST after school program
2. Jump Into English - After school and summer programs
3. Jump Into Math - After school and summer programs
4. Music (YOSAL)
5. Spring language academy
6. Visual and performing Arts through Monterey County Arts Council
7. Online supplements programs such as Dreambox Lexia, Renaissance Learning, Typing Club, etc.
8. Mental Health Counselor at each site
9. Psychologist at each site
10. Educational Technology Coach at each site
11. Vice Principal at each site, ,
12. Academic enrichment field-trips
13. MTSS Coach
14. Academic Coach
15. School Psychologist
16. Positive school events such as Red Ribbon Week, Kindness Challenge, etc.
17. Occupational Therapists
18. Behavior Technicians
19. Family Resource Center Resources
20. Nutritious Meals
21. Grade Level Release Teacher

District-Funded Services for the 2022-2023 School Year included:

1. Extended School Year (ESY)
2. ASES/BEST after school program
3. Jump Into English - After school and summer programs
4. Jump Into Math - After school and summer programs
4. Music (YOSAL)
5. Spring language academy
6. Visual and performing Arts through Monterey County Arts Council
7. Online supplements programs such as Dreambox Lexia, Renaissance Learning, Typing Club, etc.
8. Vice Principal at each site, ,
9. Academic enrichment field-trips
10. MTSS Coach

Fiscal Year 2022-23 Types of Services Funded

11. Academic Coach
12. Positive school events such as Red Ribbon Week, Kindness Challenge, etc.
13. Family Resource Center - Resources
14. Olweus Bullying Prevention Program
15. Grade level Release Teachers

SITE-FUNDED SERVICES:

University Park Elementary has worked with its SSC and funded the following programs and provided professional learning opportunities for teachers and or support staff.

Site-Funded Services for the 2023-2024 school year:

1. AVID Elementary - A three year contract with AVID Center to bring in AVID Elementary to help students with Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) via researched-based instructional strategies that not only help prepare but ensure students are ready for their transition to middle and high school. AVID is also an elective in middle and high school, we are building that bridge of being lifelong learners. We have a total of five individuals trained in AVID Elementary: 1 Second Grade teacher and 4 Paraprofessionals. The Principal has been trained in AVID Elementary, and has been a trainer for AVID for over 20 years. The Second grade teacher currently is teaching her students on how to take effective notes, small group instruction, is now transitioning to digital note-taking, and shifting from a teacher-based to a student-centered classroom. Students are participating in partner-talks and using sentence and dialogue starters when speaking with each other.
2. Leader-in-Me - another three year contract which its foci is social-emotional and academic support and empowering students to be leaders in their own right. The Leader-in-Me is the development of Stephen Covey, which embraces the 7 Habits of Successful people. Currently all teachers have been trained on how to use the online modules; the modules are only fifteen minutes and engage the conversation around the 7 habits appropriate to each grade level. The universal habits outlined in Leader-in-Me are: 1) Be Proactive; 2) Begin with the End in Mind; 3) Put First Things First; 4) Think Win-Win; 5) Seek to Understand then seek to be Understood; 6) Synergize; 7) Sharpen the Saw. The Lighthouse team that is developing the implementation plans consists of school counselor, Academic Coach, MTSS Coach, Paraprofessionals, Campus Supervisor.
3. BASE Education - is our new Alternative to Suspension system which overseen by our site Counselor. The site Counselor, Administration, and Academic Coach have been trained in BASE Education and how to navigate the self-awareness modules to help students recognize and repair the harm they have caused. Along with BASE Education, this team will also establish when and how to conduct Restorative Justice Circles or Conferences with students, teachers, parents, and outside agencies.

The overall impact of these three site initiatives overlap with the Districts' goals of MTSS/PBIS, developing a positive school culture, improving academics and engagement, while reducing suspension rates and chronic absenteeism. Currently, this year University Park has had zero suspension since our implementation of all three site funded initiatives. The data collected shows scholars are much more happier while they are at school and have a sense a belonging. Data collected on how often scholars repeat the same negative behavior i.e. agresion, negative comments towards others, violation of personal space, etc. AVID Elementary provides the supplemental curriculum for all learners. AVID's units of study have been designed with all learners in grade levels TK-6. Also, teachers have access to the AVID Elementary Weekly (a monthly) a repository of articles mapped out by content area, grade level, with scaffolding, and differentiation. All of AVID's curriculum is online or a hard copy is also available to teachers. Our AVID trained Second Grade Teacher is having her students taking notes via advanced graphic organizers, writing sentences, reading short texts, having cooperative discussions in class. Furthermore, this particular Second Grade class is transitioning to a digital notebook, so now scholars are using two forms of learning and retaining information via handwritten and digital notes.

Site-Funded Services for the 2022-2023 school year included:

Much of the items listed below were in place prior to me being at University Park.

1. Art Club
2. STE(A)M
3. Language Acquisition for ELs 2-3
4. ELL Book Club
5. Student Leadership

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,882	\$54,215
Mid-Range Teacher Salary	\$78,477	\$86,843
Highest Teacher Salary	\$99,569	\$111,440
Average Principal Salary (Elementary)	\$115,276	\$140,851
Average Principal Salary (Middle)	\$0	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$231,680	\$252,466
Percent of Budget for Teacher Salaries	25.5%	33.16%
Percent of Budget for Administrative Salaries	4.55%	5.15%

Professional Development

DISTRICT-PROVIDED PROFESSIONAL DEVELOPMENT:

The major theme of professional development is to improve Tier I services for all students. The primary focus is to strengthen the Instructional Core, build meaningful relationships between staff and students, and provide continuous learning opportunities for teachers to enhance the skills necessary to provide optimal learning experiences for all students.

District Professional Development for the 2023-2024 School Year:

1. ViewSonic - Level 2
2. Thinking Maps
3. Leading an Inclusive Classroom
4. High Impact Reading Comprehension Strategies
5. Social Thinking - Curriculum
6. ELD - Cross Linguistic Training
7. Observation Protocol for Teachers of English Learners (OPTEL) Training

District Provided Professional Development for the 2022-2023 School Year:

1. Science of Reading (Early Literacy)
2. Eureka Math (all grade levels)
3. Cengage Science Curriculum training
4. Universal Design Learning
5. Thinking Maps
6. Guided Language Acquisition Design (GLAD)
7. Classroom Management
8. View-sonic Smart Board
9. Classroom management, lesson presentation, engagement, lesson creation, and organization
10. Keenan & Associates training: Sexual Harassment Child Abuse McKinney-Vento
11. Universal Design for Learning (UDL) - Tier II Supports
12. WestED -Collaborative Continuous Improvement Teams (CCITs)
13. Safety Care training
14. Alert, Lockdown, Inform, Counter, Evacuate (ALICE) Emergency Response
15. PlayWorks and behavioral supports
16. Sonday Training,
17. Confidentiality/Communication/Ethics/Professionalism, Intervention Program Training
18. Active Supervision -Relationship Building with students (recognize the signs/proactive approaches)
19. De-escalation training
20. Creating Inclusive/ Safe Learning Spaces

Professional Development

21. Restorative Practices / Conflict resolution
22. MTSS/PBIS (Interventions, Language, systems, etc.)
23. Clever/Illuminate, AERIES
24. Benchmark Universe

SITE-PROVIDED PROFESSIONAL DEVELOPMENT:

For the 2023-2024 school year, University Park Elementary staff is participating in the following professional development:

1. AVID Elementary - Currently the plan is to send additional four staff members to AVID Summer Institute (SI) during the summer to be trained in AVID methodologies. We currently have five staff members trained in AVID Elementary: 1 Second Grade

Teacher and 4 Paraprofessionals. The goal is to get a third, fourth, fifth and sixth grade teacher(s) to attend AVID SI. Also, once the new trained team arrives back to school by coordinating calendars, have a true AVID Site Team to help with moving strategies in the after-school program, EL Academies (after-school and on Saturdays). Then have sixth graders prepare for middle school and help Summer Bridge. In addition to training University Park staff, an additional goal is to train parents on the instructional strategies to support academic dialogue at home.

2. All teachers TK-6 have been trained and are continuously being trained in Leader-in-Me curriculum and online modules. Additionally, the Lighthouse Team, consisting of the school Counselor, Academic and MTSS coaches, Paraprofessionals, Campus

Supervisor, and Admin receive additional training on developing an effective implementation plan to guide teachers. The lead of the Lighthouse team is the school Counselor. The professional learning opportunities for both the teachers and Lighthouse Team are done on early release Thursdays and or during the school day, both in-person or via Zoom. The Leader-in-Me coach will also be coming into conduct classroom visits to coach the implementation of modules and to support teachers.

3. BASE Education - The Principal, Assistant Principal, Counselor, and Academic Coach have been trained in BASE Education. The lead for BASE Education is the school Counselor which aligns perfectly with his role in Tier 2/3 interventions and support.

His support is the Academic Coach and site Admin.

4. Father and Family - we are currently looking for an organization or local group that will provide Parenting Classes for our Fathers. The purpose is to break the stigma of traditional father parenting and the negative connotations that comes with being a father.

The current impact of bringing all three of these systems to University Park Elementary is to ensure all parts of the Multi-Tiered Support System (MTSS) is practiced and reinforced by all staff, scholars, and parents/community members. Likewise, the goal is to ensure that proper training is done in Spanish for our parents and community members -- there will be no cost to train parents because our staff will be conducting the trainings. The Parent Coordinator has also been trained in Leader-in-Me to ensure parent engage in the learning during our Parent Club meetings.

For the 2022-2023 school year, University Park Elementary staff participated in the following professional development: Due to coming in at mid-year, most of the training provided to teachers were based off the District professional learning plan and schedule. Also, it was not possible to contract with agencies due contracts not being established prior to 2022-2023.

1. School Safety procedures
2. Student Data - Collaboration
3. Evidence Based Classroom Practices
4. Social Emotional Learning and Behavioral Interventions

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	4