

University Park Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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	Matthew Harris
Email Address	mharris@salinascityesd.org
School Website	https://www.salinascityesd.org/university-park
Grade Span	K-6
County-District-School (CDS) Code	27-66142-6066963

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

At University Park Elementary, we are committed to creating a cohesive and collaborative community where all stakeholders have a voice in our mission. Our mission is to ensure that every child receives a rigorous and well-designed education in a safe and nurturing environment. Our goal is for students to accelerate their learning to reach grade-level or advanced performance. Our Multi-Tiered Systems of Support (MTSS) continue to guide the identification of students' individual academic proficiency levels, implement targeted interventions to close achievement gaps, and monitor progress through a centralized system. Counselors, behavioral health specialists, and our PBIS teams meet regularly to address the academic, social, and emotional needs of our students. We have strengthened community involvement through in-person meetings, Parent Teacher Club (PTC)

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outreach, and parenting classes to promote academic and emotional unity for all stakeholders. We remain committed to equity for all.

Demographics:

University Park Elementary is a Title I school serving approximately 494 students from Transitional Kindergarten (TK) through 6th grade. Located in a quiet suburban neighborhood on the southwest side of Salinas, CA, our campus hosts three Moderate-to-Severe Special Day Classes (SDCs) for grades K-1, 2-3, and 4-6, as well as two County-operated SDCs.

Our diverse student body includes:

- 30.4% Emergent Bilinguals (formerly known as English Learners)
- 29% Homeless
- 19% in Special Education
- 0.4% Foster Youth

Our faculty consists of 24 teachers, including three who lead Moderate-to-Severe SDCs. While we do not yet have an MTSS Specialist, our administrative team, behavioral health staff, and Parent Teacher Club (PTC) continue to work collaboratively to address behavioral, literacy, and academic challenges that may impact student success.

Student Engagement:

The social-emotional and physical safety of our students remains a top priority. School-wide rules, expectations, and structures provide a predictable environment where students feel secure.

We continue to implement MTSS with an emphasis on Positive Behavior Intervention Systems (PBIS). PBIS teams meet biweekly to refine behavior supports, provide positive incentives, and share updates through videos and multimedia presentations to the community. Spirit days, Panther Paws, and other rewards remain integral in encouraging students to uphold the Panther Creed: to be Respectful, Responsible, and Ready to Learn.

Our behavior interventions include:

- Check-n-Connect mentors
- A full-time counselor and psychologist
- Restorative Practices, including daily Class Circles to build relationships and resolve conflicts.

To further engage students, we offer:

- After-school Air Tutors for targeted English Learner reclassification support.
- Clubs like Art, Garden Club, and ACT Theater to foster creativity and teamwork.
- PBIS Buddy Classes through our Peer Mentoring Program, pairing older and younger students for role modeling and support.

Additionally, student leaders contribute to the positive school climate through daily announcements, morning greetings, and organizing PBIS events that engage the student body.

Academic Achievement:

At University Park, we remain dedicated to delivering an instructional program tailored to meet students' individual needs. A district-wide Scope and Sequence ensures prioritized standards, consistent instruction, and aligned assessments across ELA and Math. We employ a refined Progress Monitoring System to inform daily instruction and interventions. Our paraeducators provide targeted small-group instruction aligned to UFLI Foundations, addressing phonics, fluency, and comprehension needs. Our site leadership team and teachers meet regularly to analyze student data and adjust instructional practices to accelerate learning. This year, teachers also participate in grade-level release days every eight weeks, focusing on improving ELA and language development outcomes.

Enrichment:

We provide enriching opportunities to accelerate student learning and engagement:

- Renaissance Freckle and Lalilo Pilot: These programs provide personalized, standards-based instruction in ELA, Math, Science, and Social Studies. Special emphasis is placed on Freckle Science to expose students to hands-on learning and grade-level science standards.
- Garden Club: Students in all grade levels participate in gardening activities, learning about sustainability and teamwork while enhancing the school environment.
- ACT Theater Program: A creative after-school program that fosters student confidence, teamwork, and communication skills through theater-based activities and performances.
- Family Literacy Night: Held for the first time this fall, over 93 families participated in hands-on literacy activities. A Family Math Night is planned for spring 2025 to promote math engagement and learning.

Parent Involvement:

Parents and community members are integral to our students' success. Our full-time Parent Coordinator works with

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administration to provide support, coordinate activities, and promote family engagement.

Key initiatives include:

- Monthly Cafecito with Administration: This year, we expanded participation to include local law enforcement to strengthen relationships between families, staff, and community agencies.
- Parent Teacher Club (PTC): Highly active with parents supporting classroom activities, school events, and celebrations.
- Ruby Bridges Day: New this year, Parent Club partnered with staff to organize a school-wide event celebrating Ruby Bridges Day, teaching students about equity, inclusion, and courage.
- Air Tutors for EL Support: Virtual tutoring sessions focus on targeted instruction to support English Learner reclassification.
- Family Engagement: Family Literacy and Math Nights, school celebrations, and committee meetings such as SSC, ELAC, and PTC ensure families remain connected and involved.

2024 - 2025 Achievements

- Acceleration Program (UFLI Focus): Our former Reading Club has evolved into the Acceleration Program, with a focus on implementing UFLI Foundations. This research-based approach systematically develops students' phonics, fluency, and comprehension skills to close reading gaps and accelerate literacy growth.
- Restorative Practices and Class Circles: This year, we implemented Restorative Practices as an alternative to suspension to address behavior through dialogue and understanding. School-wide Class Circles have been incorporated into daily routines to build positive relationships, improve conflict resolution, and foster a strong sense of belonging for all students.
- Renaissance Freckle and Lalilo Pilot: We are piloting Renaissance products Freckle and Lalilo to enhance learning in ELA, Math, Science, and Social Studies. Freckle provides differentiated and engaging instruction tailored to each student's level, helping them build confidence and mastery. Special emphasis is placed on Freckle Science to increase exposure to grade-level science standards and deepen students' understanding of scientific concepts. Lalilo supports foundational literacy skills, offering adaptive phonics-based activities for emerging readers to improve fluency, comprehension, and confidence.
- Strengthened Student Leadership: Our student leadership program has expanded to include meaningful opportunities for leadership development and student recognition:
- Peer Mentoring Program: Through PBIS Buddy Classes, older students mentor younger peers, promoting collaboration, role modeling, and relationship building.
- Garden Club: Students in all grade levels contribute to creating and maintaining a school garden, where they learn about planting, sustainability, and teamwork while improving the school's environment.
- Spelling Bee Program: New this year, our 4th-6th graders participate in the Spelling Bee Program, which strengthens public speaking, confidence, teamwork, and academic skills.
- Leadership Recognition: Student leaders are recognized for Perfect Attendance and for contributing to improving the overall attendance rate at our school. Teaching staff also honor students each trimester with "Making a Difference" certificates/awards, recognizing character development, citizenship, and personal successes.
- Daily Leadership Activities: Student leaders engage in daily responsibilities, such as delivering morning announcements, serving as morning greeters to create a welcoming school environment, and assisting with PBIS activities like spirit days and student engagement events.
- Reclassification Success: We achieved significant progress in supporting our English Learners, with two-thirds more students reclassified in Fall 2024 compared to Fall 2023. This reflects the success of our targeted language development programs.
- Panorama School Climate Survey: In Fall 2024, we achieved an 89% student response rate on the Panorama School Climate Survey, a significant improvement over last year's 63%. This increased participation provides valuable feedback to guide our efforts in maintaining a positive and inclusive school culture.
- Monthly Cafecito with Community Partnerships: Our Cafecito with Administration meetings continue to foster strong family engagement. This year, we expanded participation to include local agencies to strengthen connections between families, staff, and community agencies, while increasing familiarity with those who help ensure our safety.
- Ruby Bridges Day Celebration: New this year, we held a school-wide celebration of Ruby Bridges Day in partnership with our Parent Club. This event provided an opportunity for students and staff to reflect on Ruby Bridges' legacy and the importance of equity, inclusion, and social justice.
- Air Tutors for EL Support: To further support English Learners, we introduced Air Tutors, a virtual academic support program that provides individualized instruction. This program focuses on accelerating language acquisition and improving proficiency to support reclassification goals.

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- After-School Enrichment Programs: Our After-School Program continues to thrive, offering both academic support and enrichment activities, including the ACT (Theater Program). ACT develops students' creativity, confidence, and teamwork skills while fostering a love for the performing arts.
- Family Literacy and Math Nights: This fall, we introduced our first Family Literacy Night, with over 93 families participating. This event focused on promoting literacy skills through engaging, hands-on activities that families enjoyed together. Building on this success, we will host a Family Math Night in Spring 2025 to strengthen math literacy and family engagement.

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;
- 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.

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- 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.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	78
Grade 1	68
Grade 2	72
Grade 3	76
Grade 4	65
Grade 5	67
Grade 6	56
Total Enrollment	482

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.5
Male	47.5
American Indian or Alaska Native	0.6
Asian	0.8
Black or African American	2.7
Filipino	1.2
Hispanic or Latino	87.1
Native Hawaiian or Pacific Islander	0.4
Two or More Races	1.9
White	4.4
English Learners	35.5
Foster Youth	0.2
Homeless	29.7
Migrant	2.9
Socioeconomically Disadvantaged	72
Students with Disabilities	15.4

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.

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	19.00	77.05	319.00	81.94	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	4.06	13.00	3.34	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.60	14.84	42.30	10.87	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.00	1.54	11746.90	4.23
Unknown/Incomplete/NA	1.00	4.06	9.00	2.31	14303.80	5.15
Total Teaching Positions	24.60	100.00	389.30	100.00	277698	100

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	2022-23
Permits and Waivers	2.00	2.00	2
Misassignments	1.00	4.00	1.6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	3.00	6.00	3.6

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	18.1	12.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.00	0	0

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

2024-25 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 2024

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%

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

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

05/03/2024

School Facility Conditions and Planned Improvements

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	33	30	24	25	46	47
Mathematics (grades 3-8 and 11)	24	22	22	22	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	273	267	97.80	2.20	29.59
Female	143	141	98.60	1.40	31.21
Male	130	126	96.92	3.08	27.78
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	236	230	97.46	2.54	25.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	66.67
English Learners	78	77	98.72	1.28	14.29
Foster Youth	--	--	--	--	--
Homeless	79	78	98.73	1.27	23.08
Military	--	--	--	--	--
Socioeconomically Disadvantaged	199	196	98.49	1.51	27.55
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	64	63	98.44	1.56	9.52

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	273	267	97.80	2.20	22.47
Female	143	141	98.60	1.40	18.44
Male	130	126	96.92	3.08	26.98
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	236	230	97.46	2.54	21.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	16.67
English Learners	78	77	98.72	1.28	16.88
Foster Youth	--	--	--	--	--
Homeless	79	78	98.73	1.27	17.95
Military	--	--	--	--	--
Socioeconomically Disadvantaged	199	196	98.49	1.51	20.41
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	64	63	98.44	1.56	4.76

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 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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	6.25	15.00	14.08	15.30	30.29	30.73

2023-24 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	67	66	98.51	1.49	16.67
Female	29	29	100.00	0.00	24.14
Male	38	37	97.37	2.63	10.81
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	58	57	98.28	1.72	14.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	16	16	100.00	0.00	6.25
Foster Youth	0	0	0	0	0
Homeless	17	17	100.00	0.00	11.76
Military	--	--	--	--	--
Socioeconomically Disadvantaged	51	50	98.04	1.96	16.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	18	17	94.44	5.56	11.76

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.

2023-24 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 requires only participation results 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	99%	96%	94%	94%	99%

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

2024-2025 SCHOOL YEAR:

Our families are integral to the success of our school community. Our full-time Parent Coordinator works diligently to provide meaningful opportunities for family engagement, collaboration, and support. Through workshops, volunteer opportunities, and community events, we foster strong partnerships that promote student success and family well-being.

Parent Education and Communication:

We provide various engagement opportunities to families, including parent education workshops, parenting classes, and meetings focused on promoting social-emotional health and wellness. With Title I Parent Involvement funding, parents have the opportunity to attend training and workshops throughout the year, including sessions led by Magdalena Palafo.

Strong two-way communication is a priority. We utilize:

- Parent Square, a two-way communication platform between families and the school.
- School Newsletters, the Marquee, and Memos sent home regularly.
- Daily phone calls made by office staff, the Parent Coordinator, and administration when families show indicators of needing additional support.

Teachers, administration, staff, and Parent Committees collaborate continuously to ensure families feel 100% supported.

Parent Volunteering and Classroom Support:

Parents actively participate in school life through the Parent Club, which is led by our Parent Coordinator. Volunteers provide daily support with classroom activities, school events, and administrative needs. Some parents serve as substitute teachers when necessary, filling critical staffing gaps. Additionally, volunteers help as chaperones during field trips, ensuring students experience safe and enriching off-campus learning.

Parent Committees

We have platforms in place that allow for the collective voice of our community:

- School Site Council (SSC): Works with administration and staff to help guide financial decisions that support school programs and initiatives.
- English Language Advisory Committee (ELAC): Parents of Emergent Bilingual students play a critical role in outreach efforts and supporting new families as they transition into the school community.

2024-25 Opportunities for Parental Involvement

- Parent Teacher Club (PTC): The PTC focuses on increasing membership, fundraising, and organizing events to strengthen family-school connections.

This year, the PTC sponsored events such as:

- Drive-through Halloween Costume Parades
- Winter Fest celebrations
- Spirit Wear Days
- Blue Zone Events promoting healthy lifestyles and choices

These events ensure students feel connected to their learning environment and school community.

Workshops and Trainings:

We offer academic workshops focused on PBIS, Freckle, and Lalilo, as well as ongoing parent education sessions. Facilitated by the Parent Coordinator, these workshops help families access tools and resources to support their children's academic success. We also connect families with community resources, such as housing support and opportunities to pursue further education for themselves.

Health and Wellness Initiatives:

As part of the Blue Zones Project, we promote healthy choices and lifestyles for students and families. This year, we hosted our first Picnic in the Park event, where over 300 families joined their children for lunch while learning about healthy eating habits. Based on its success, we plan to host another event in the spring. Additionally, we adhere to district nutrition guidelines to ensure students have access to healthy food options during the school day.

Parent Mentoring Program

We provide a Parent Mentoring Program facilitated by our Parent Coordinator and office staff. This program educates families about the educational options available within the district to best meet their child's needs, such as:

- Dual Immersion Programs: Allowing students to gain proficiency in both English and Spanish.
- Salinas City Virtual Academy (SVCA): A virtual education option for families with personal circumstances impacting access to traditional, in-person education. This program empowers families to make informed decisions about their child's educational pathway.

Recognition and Celebrations

Parents are invited to participate in recognition events throughout the year to celebrate student success, such as:

- Attendance Awards: Recognizing students with perfect or improved attendance.
- Making a Difference Ceremonies: Trimester awards that honor students for character development, citizenship, and achievements aligned with PBIS values.

Bilingual Support and Communication

To meet the needs of our diverse community, we offer bilingual support through our Parent Coordinator and office staff. Interpreters are provided at all meetings and events, ensuring families receive critical information in their preferred language. All communication, including flyers, newsletters, and Parent Square messages, is available in English and Spanish to ensure clear, inclusive, and two-way communication.

Parent Leadership and Participation

With the support of our Parent Organizations and active volunteers, we have successfully implemented and refined academic, behavioral, and social-emotional systems to support the whole family. Parents play a vital role in organizing, facilitating, and participating in events such as:

- Ruby Bridges Day: A school-wide celebration that emphasized equity, inclusion, and social justice.
- Family Literacy Night: Over 93 families participated in engaging literacy activities to promote reading at home.
- Upcoming Family Math Night: Planned for spring 2025 to encourage math literacy and family engagement.

Through these collective efforts, our families remain active partners in building a strong, inclusive, and thriving school community.

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;

2024-25 Opportunities for Parental Involvement

- 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.

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.

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	535	519	137	26.4
Female	273	270	64	23.7
Male	262	249	73	29.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	14	14	5	35.7
Filipino	--	--	--	--
Hispanic or Latino	465	454	117	25.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	23	23	8	34.8
English Learners	194	189	45	23.8
Foster Youth	--	--	--	--
Homeless	165	161	54	33.5
Socioeconomically Disadvantaged	412	397	109	27.5
Students Receiving Migrant Education Services	17	17	7	41.2
Students with Disabilities	103	100	39	39.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
4.7	2.86	3.74	2.31	1.81	1.89	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.74	0.00
Female	1.47	0.00
Male	6.11	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	7.14	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.44	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	8.70	0.00
English Learners	3.09	0.00
Foster Youth	0.00	0.00
Homeless	2.42	0.00
Socioeconomically Disadvantaged	3.40	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.91	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The School Safety Plan is revised annually and was approved by the School Site Council (SSC) in November 2024. The plan outlines clear procedures for various emergencies, including exit routes, First Aid training, and an inventory of emergency supplies. Emergency contact information is readily accessible within the plan.

2024-25 School Safety Plan

To ensure preparedness and safety, the following emergency response drills are conducted:

- Fire Drills: Monthly (including after-school programs conducted 3 times annually)
- Secure Campus & Lockdown/Barricade: Twice annually (after-school programs included)
- Earthquake Drills: Conducted twice per year, including participation in the Great Shakeout Drill, which involves staff and students annually.

Visitor Check-In/Out

University Park prioritizes campus safety through a fully-surrounding security fence with electronically controlled access gates (4 pedestrian gates and 1 vehicle gate). These gates ensure all visitors enter through the main office during school hours.

To verify visitors and maintain campus security, we use the Raptor Check-In System, which requires visitors to:

- Present valid identification
- Sign in at the school office and receive a visitor's pass

Staff members promptly report anyone on campus without a pass to the school office. To ensure student safety, students leaving school early must be signed out by a responsible adult listed on their emergency contact card.

Safety Supports

1. Discipline and Safety Procedures: Safety procedures and behavior expectations are regularly reviewed with staff and students throughout the school year. We emphasize the Positive Behavior Interventions and Supports (PBIS) program, a proactive approach that establishes clear behavior expectations, promotes a positive school culture, and supports students' social, emotional, and academic success.

2. Restorative Justice: University Park implements Restorative Justice practices that empower students to resolve conflicts constructively. Peer-mediated small groups provide opportunities for students to express concerns, ask questions, and find collaborative solutions, fostering accountability and community.

3. Playworks Program: The Playworks Program is incorporated into recess to ensure students stay safe, active, and engaged in positive play. Playworks promotes fair play, inclusion, and respect while helping students build valuable social and emotional skills in a structured environment.

4. Playground Safety:

- Playground rules and expectations are reviewed regularly to ensure student safety.
- Yard duty staff use radios to communicate with the office and administration while supervising recess and lunch periods.
- An intercom system and telephones are located in every classroom for emergency communication.
- During all recess periods, including lunch, classified staff and administration provide active supervision to ensure a safe and structured environment.

Arrival and Dismissal Procedures

To promote a smooth and safe start and end to the school day:

- Morning Supervision:
 - Students may arrive 20 minutes before the start of instruction to participate in breakfast.
 - One Breakfast Monitor and two Campus Supervisors are assigned to supervise students before school.
 - Ten minutes before instruction begins, students report to their classrooms, where they are supervised by their teachers.
- Dismissal Supervision:
 - All staff actively supervise students during dismissal to ensure their safety.
 - A crosswalk monitor is posted daily at the main intersection during arrival and dismissal times to facilitate safe crossing for students and families.

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.

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	
1	22		3	
2	24		3	
3	19	3		
4	29		2	
5	25		3	
6	23		3	
Other	13	3		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	18	3		
1	23		3	
2	22		3	
3	24		3	
4	30		2	
5	31		2	
6	26		2	
Other	9	3		

2023-24 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	482

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$87,565
Percent Difference - School Site and District	N/A	N/A	3.3	-17.2
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-23.6	-26.6

Fiscal Year 2023-24 Types of Services Funded

SITE-FUNDED SERVICES:

University Park Elementary, in collaboration with its School Site Council (SSC), has strategically allocated site funds to support programs and services that enhance student achievement, promote positive behavior, and provide enrichment opportunities for the 2024-2025 school year.

Site-Funded Services for the 2024-2025 School Year:

- PBIS (Positive Behavior Interventions and Supports):
 - o Funding for student incentives and activities that reinforce positive behavior and align with the Panther Creed: Be Respectful, Responsible, and Ready to Learn.
 - Air Tutors and Paraeducator Support:
 - o Providing targeted academic support for students, with a focus on supporting Emergent Bilinguals and closing learning gaps.
 - Student Award Recognition Programs:
 - o Celebrating student achievements through awards for:
 - Academic success and personal accomplishments
 - Perfect Attendance and Most Improved Attendance
 - o These recognition efforts are held each trimester to celebrate student growth and encourage continued progress.
 - Standards-Based Student Field Trips:
 - o Funding for educational field trips that are directly aligned to grade-level standards to enhance student learning through hands-on, real-world experiences.
 - Student Clubs and Leadership Opportunities:
 - o Supporting student enrichment and leadership development through:
 - o Gardening Club: Teaching sustainability, teamwork, and environmental responsibility.
 - o Student Leadership Program: Empowering students to take active roles in creating a positive school climate through daily announcements, morning greeter duties, and PBIS activities.
 - o Spelling Bee Program: Promoting academic skills, confidence, and teamwork among 4th-6th grade students.
 - Online Subscriptions and Resources:
 - Freckle and Lalilo (Renaissance Pilot Program): Supporting Staff Professional Development in ELA, Math, Science, and Social Studies, with an emphasis on Freckle Science to accelerate exposure to grade-level standards.
 - Access to online platforms that provide teachers and students with engaging, data-driven tools to support academic growth and intervention.

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.

Fiscal Year 2023-24 Types of Services Funded

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. aggression, 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

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 2024-2025 School Year include:

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
5. Music (YOSAL)
6. Visual and performing Arts through Monterey County Arts Council
7. Mental Health Counselor
8. Parent Coordinator
9. Educational Technology Coach
10. Academic enrichment field trips
11. MTSS Coach
12. Academic Coach
13. Positive school events such as Red Ribbon Week, Kindness Challenge, etc.
14. Occupational Therapists
15. Behavior Technicians
16. School and Community resources from the Family Resource Center
17. Nutritious Meals
18. Grade Level Release Teacher

Fiscal Year 2023-24 Types of Services Funded

19. School Vice Principal

District-Funded Services for the 2023-2024 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
5. Music (YOSAL)
6. Spring language academy
7. Visual and performing Arts through Monterey County Arts Council
8. Online supplements programs such as Dreambox Lexia, Renaissance Learning, Typing Club, etc.
9. Academic enrichment field trips
10. MTSS Coach
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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$56,367	\$58,553
Mid-Range Teacher Salary	\$88,679	\$93,924
Highest Teacher Salary	\$112,513	\$119,489
Average Principal Salary (Elementary)	\$119,815	\$149,898
Average Principal Salary (Middle)	\$0	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$231,680	\$270,432
Percent of Budget for Teacher Salaries	24%	32%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

SITE-PROVIDED PROFESSIONAL DEVELOPMENT:

University Park Elementary is committed to supporting teachers and staff through high-quality, targeted professional development opportunities. These training sessions are designed to enhance instructional practices, promote academic growth, and support social-emotional learning. Professional development is funded through LCFF and Title I to ensure resources are allocated to meet the diverse needs of students. By prioritizing these professional development opportunities, University Park ensures that all staff members are equipped with the tools and strategies needed to provide high-quality instruction and create a supportive, engaging learning environment for students.

Professional Development for the 2024-2025 School Year:

Professional Development

- UFLI (University of Florida Literacy Institute) Training: Comprehensive training provided to teaching staff and paraeducators to implement UFLI strategies, focusing on improving foundational reading skills, phonics instruction, and literacy intervention.
- Freckle Training (Renaissance): Training sessions for teachers and staff on effectively utilizing Freckle for personalized learning in ELA, Math, Science, and Social Studies, with an emphasis on the integration of Freckle Science into the curriculum.
- Technology Training: Professional learning opportunities to enhance the use of technology in the classroom, including training on digital platforms such as Freckle, Lalilo, and Parent Square to improve instructional delivery and communication.
- Social-Emotional Learning (SEL) and Class Circles: Training on implementing SEL strategies and facilitating class circles to build relationships, foster community, and support restorative practices.
- Teacher Collaboration and Curriculum Alignment: Ongoing collaboration and professional development sessions focusing on: Eureka Math alignment to ensure consistency in math instruction across grade levels. Benchmark Universe training for ELA curriculum integration. Development and alignment of Common Formative Assessments to monitor and support student progress effectively.
- Science of Reading (SOR): Training for teachers on evidence-based practices grounded in the Science of Reading, emphasizing phonemic awareness, decoding, and comprehension strategies to support literacy development for all students.
- Collaboration and Continuous Improvement: Teachers participate in regular professional collaboration to analyze data, refine instructional practices, and share strategies to improve student outcomes. Site-funded release time is provided to allow teachers to engage in collaborative planning and ongoing professional development.

For the 2024-2025 school year, University Park Elementary staff is participating in the following 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

Professional Development

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

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 2024-2025 School Year:

1. Orenda Education
2. The The Big Five Emergency Response Protocols
3. Understanding Whole Group and Small Group Instruction
4. Specialized Program Individualizing Reading Excellence (SPIRE) Training

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

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	6	4	4