

# University Park Elementary School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

## 2025-26 School Contact Information

<b>School Name</b>	University Park Elementary School
<b>Street</b>	833 W. Acacia St.
<b>City, State, Zip</b>	Salinas, CA 93901
<b>Phone Number</b>	(831) 753-5655
<b>Principal</b>	Matthew Harris
<b>Email Address</b>	mharris@salinascityesd.org
<b>School Website</b>	<a href="https://www.salinascityesd.org/university-park">https://www.salinascityesd.org/university-park</a>
<b>Grade Span</b>	TK-6
<b>County-District-School (CDS) Code</b>	27-66142-6066963

## 2025-26 District Contact Information

<b>District Name</b>	Salinas City Elementary School District
<b>Phone Number</b>	(831) 753-5600
<b>Superintendent</b>	Rebeca Andrade
<b>Email Address</b>	randrade@salinascityesd.org
<b>District Website</b>	<a href="http://www.salinascityesd.org">www.salinascityesd.org</a>

## 2025-26 School Description and Mission Statement

At University Park Elementary, we remain committed to building a cohesive and collaborative school community where every stakeholder has a voice in advancing student success. Our mission is to ensure all students receive rigorous, standards-aligned instruction in a safe, inclusive, and nurturing environment. Our goal is for every student to accelerate their learning and reach grade-level or advanced academic performance. Guided by our Multi-Tiered System of Supports (MTSS), we monitor progress closely, provide targeted academic and behavioral interventions, and work to close learning gaps with consistency and care. We maintain a strong focus on language development and attendance, both of which play a critical role in long-term student growth. Teachers and staff meet regularly to analyze data, align instructional practices, and ensure coherence across classrooms in support of high-quality teaching and learning. We continue to strengthen a culture of belonging through ongoing family engagement, monthly Cafecitos, Parent Teacher Club (PTC) events, Multitudes communication, and partnerships that support the well-being of our students and families. These efforts reflect our belief that student success is greatest when families, educators, and community members work together with a shared commitment to equity, inclusion, and high expectations for all.

### Demographics:

University Park Elementary is a Title I school serving approximately 465 students in Transitional Kindergarten through 6th grade. Located in a quiet suburban neighborhood on the southwest side of Salinas, California, our campus hosts three Moderate-to-Severe Special Day Classes (SDCs) for grades K-1, 2-3, and 4-6.

Our diverse student population includes:

- 34.4% Emergent Bilinguals (formerly known as English Learners)
- 33% Students identified as homeless
- 19% Students receiving Special Education services
- 0.2% Foster Youth
- 73% Students identified as economically disadvantaged (eligible for free or reduced-price meals)

Our staff includes approximately 23 classroom teachers (including those in SDCs), a full-time MTSS Specialist, an Academic Coach, and an administrative team. In collaboration with behavioral health staff and our Parent Teacher Club, we provide targeted academic, behavioral, and literacy supports to promote student success.

University Park Elementary is a Title I school serving approximately 495 students in Transitional Kindergarten through 6th

## 2025-26 School Description and Mission Statement

grade. Located in a quiet suburban neighborhood on the southwest side of Salinas, California, our campus includes three Moderate-to-Severe Special Day Classes (SDCs) serving grades K-1, 2-3, and 4-6.

### 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 committed to delivering a high-quality instructional program tailored to student needs. Our district Scope and Sequence continues to provide clear guidance on pacing, prioritized standards, and aligned assessments in both English Language Arts and Math.

This year, we strengthened our Tier 1 and Tier 2 supports through a refined Progress Monitoring System, allowing teachers to analyze student data more frequently and group students for targeted instruction. Our paraeducators provide small-group support focused on foundational literacy and math skills, helping close learning gaps and reinforce classroom instruction. Teachers meet every eight weeks during Grade-Level Release Time to review assessment data, adjust instruction, and plan targeted supports. These structured meetings support ongoing collaboration and are key to our work in accelerating student achievement and language development.

### Enrichment:

We provide enriching opportunities to accelerate student learning and engagement:

- Acceleration Club (Tier 2 MTSS Support): Our after-school Acceleration Club targets students needing additional literacy support using research-based strategies, including UFLI-aligned decoding and fluency instruction.
- Garden Club: Students in all grades help maintain our school garden while learning about sustainability, teamwork, and environmental responsibility.
- ACT Theater Program: Through our after-school ACT program, students build confidence, communication skills, and creativity by participating in theater-based games, rehearsals, and performances.
- Family Engagement Nights: We hosted a successful Family Literacy Night in Fall 2025, with over 90 families attending. A Family Math Night is planned for Spring 2026 to build math confidence and strengthen home-school partnerships.

### Parent Involvement:

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

## 2025-26 School Description and Mission Statement

### 2025 - 2026 Achievements

- Panther Acceleration Club (Tier 2 MTSS Support): University Park launched the Panther Acceleration Club as a key component of its Tier 2 MTSS framework. This before- and after-school intervention provides targeted small-group instruction in early literacy and foundational math skills. Students are identified through multiple data points, including i-Ready and STAR assessments, and receive focused support to close skill gaps, accelerate academic growth, and build confidence.
- Restorative Practices and Class Circles: The school continued implementation of Restorative Practices as an alternative to suspension, helping students reflect and repair harm through dialogue. Daily class circles support relationship building, strengthen classroom community, and promote a culture of belonging, consistency, and coherence.
- Expanded Student Leadership Opportunities:
- Peer Mentoring through Buddy Classes: Older students mentor younger peers to support cross-age learning and model positive behavior.
- Garden Club: Students help maintain the school garden while learning about sustainability, teamwork, and environmental stewardship.
- Spelling Bee Participation: Students in grades 4-6 participate in site and regional spelling bees to build vocabulary, confidence, and public speaking skills.
- Yearbook Team: Students contribute to the design and content of the annual yearbook by photographing events, interviewing peers, and developing page layouts. This team builds skills in collaboration, storytelling, and digital publishing.
- Leadership Recognition: Student leaders are recognized for perfect attendance and for supporting a positive school climate. Teachers nominate students each trimester for "Making a Difference" awards, which highlight personal success, citizenship, and academic effort.
- Daily Leadership Roles: Student leaders participate in morning announcements, serve as campus greeters, and assist with PBIS events, spirit days, and celebrations.
- English Learner Progress and Reclassification: University Park saw continued growth in English Learner outcomes. Targeted supports, including designated ELD instruction, progress monitoring, and tutoring (such as Air Tutors), helped increase the number of students eligible for reclassification and better align with the district's 5,3,5 initiative.
- Panorama School Climate Survey: In Fall 2025, 97% of students participated in the Panorama Survey, giving the school actionable feedback to strengthen school culture and ensure students feel safe, supported, and included.
- Family Engagement through Cafecito and Community Partnerships: Monthly Cafecito with Administration meetings remain a cornerstone of family engagement. This year, local safety and community-based organizations joined these meetings to share resources, support school-home connections, and promote community awareness.
- Ruby Bridges Walk to School Day: University Park held its second annual celebration of Ruby Bridges Walk to School Day in partnership with the Parent Club. Students and families reflected on Ruby Bridges' legacy through classroom activities and a community walk that promoted inclusion, empathy, and civic responsibility.
- After-School Enrichment and Extended Learning: The After-School Program offered both academic tutoring and enrichment options, including the ACT Theater Program, robotics, and hands-on STEAM activities. These programs support creative expression, social-emotional learning, and academic confidence.
- Family Literacy and Math Nights: Building on the success of last year's Family Literacy Night, University Park hosted multiple evening events where families engaged in hands-on literacy and math games designed to support learning at home. These events drew over 100 families and deepened the school's commitment to family partnership.

### 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.

## 2025-26 School Description and Mission Statement

- **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.
- **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.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	85
Grade 1	51
Grade 2	72
Grade 3	72
Grade 4	78
Grade 5	67
Grade 6	63
<b>Total Enrollment</b>	<b>488</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.7
Male	47.3
American Indian or Alaska Native	1
Asian	0.8
Black or African American	2.7
Filipino	1.4
Hispanic or Latino	86.1
Native Hawaiian or Pacific Islander	0.4
Two or More Races	1.8
White	4.3
English Learners	34.4
Foster Youth	0.2
Homeless	33
Migrant	3.5
Socioeconomically Disadvantaged	72.7
Students with Disabilities	18.6

### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15	68.18	312.5	83.44	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	1	4.55	5	1.34	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	6	27.27	47	12.55	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	8	2.14	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	2	0.53	15831.9	5.67
<b>Total Teaching Positions</b>	22	100	374.5	100	279044.8	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19	77.05	319	81.94	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	1	4.06	13	3.34	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.6	14.84	42.3	10.87	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	6	1.54	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	1	4.06	9	2.31	14303.8	5.15
<b>Total Teaching Positions</b>	24.6	100	389.3	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17	70.83	314.5	79.72	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	16.5	4.18	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	7	29.17	56.5	14.32	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	3	0.76	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	4	1.01	13705.8	4.91
<b>Total Teaching Positions</b>	24	100	394.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	2.00	2	5
<b>Misassignments</b>	4.00	1.6	2
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	6.00	3.6	7

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	18.1	12.5	8.6
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

## 2025-26 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 2025

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

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

## School Facility Conditions and Planned Improvements

The district administration is committed to providing safe, clean, and well-maintained school facilities for students and staff. During the 2024–2025 school year, maintenance staff conducted multiple safety inspections, including a comprehensive facilities inspection in compliance with state regulations. The results of the state-mandated facilities inspection are included elsewhere in this report and are also available for review at the district office. Additional information specific to this school's facilities is provided below.

Classroom space is adequate to support current enrollment. The campus consists of permanent buildings and classrooms, as well as modular classrooms. Modular facilities are used to support instructional and extracurricular programs, accommodate

## School Facility Conditions and Planned Improvements

fluctuating student enrollment, reduce class size, and meet state-established student capacity standards. The school provides adequate playground space and age-appropriate equipment for student recreation. Administrative spaces are also deemed adequate by the school principal.

The district operates and maintains a comprehensive suite of safety and security systems at the school site, including individualized card-access controls, mechanically assisted gate operators, and magnetic locks programmed to meet specific security requirements. All visitors are required to check in during instructional hours before entering the campus.

Facility maintenance and repairs are performed by district maintenance staff with an emphasis on exceeding established standards for cleanliness, safety, and good repair. Maintenance services are managed using a team-based approach, with the maintenance team leader maintaining regular communication with the school principal and head custodian. A computerized work order system is used to request, assign, track, and complete all maintenance and repair tasks.

Daily cleaning of classrooms and restrooms is provided by school custodial staff under the direction of the principal and guidance of the head custodian. The district's operations department secretary coordinates substitute custodial staffing and procures custodial equipment and supplies. The Maintenance Supervisor maintains regular communication with both operations staff and the school to ensure ongoing facility needs are met.

Year and month of the most recent FIT report

03/13/25

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>			X	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		
<b>Safety:</b> Fire Safety, Hazardous Materials		X		
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	30	20	25	25	47	48
<b>Mathematics</b> (grades 3-8 and 11)	22	19	22	22	35	37

## 2024-25 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	274	271	98.91	1.09	19.56
Female	145	144	99.31	0.69	19.44
Male	129	127	98.45	1.55	19.69
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	231	228	98.70	1.30	16.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	14	14	100.00	0.00	35.71
English Learners	80	80	100.00	0.00	6.25
Foster Youth	--	--	--	--	--
Homeless	82	82	100.00	0.00	17.07
Military	--	--	--	--	--
Socioeconomically Disadvantaged	198	197	99.49	0.51	16.24
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	60	58	96.67	3.33	1.72

## 2024-25 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
<b>All Students</b>	274	271	98.91	1.09	18.82
<b>Female</b>	145	144	99.31	0.69	14.58
<b>Male</b>	129	127	98.45	1.55	23.62
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	231	228	98.70	1.30	17.11
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	14	14	100.00	0.00	28.57
<b>English Learners</b>	80	80	100.00	0.00	7.50
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	82	82	100.00	0.00	18.29
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	198	197	99.49	0.51	16.75
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	60	58	96.67	3.33	1.72

## 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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	15	12.28	15.3	14.83	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	66	62	93.94	6.06	11.29
Female	36	34	94.44	5.56	5.88
Male	30	28	93.33	6.67	17.86
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	56	52	92.86	7.14	3.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	22	20	90.91	9.09	0.00
Foster Youth	0	0	0	0	0
Homeless	16	15	93.75	6.25	6.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	45	42	93.33	6.67	9.52
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	15	14	93.33	6.67	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.

## 2024-25 California Physical Fitness Test Participation Rates

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	100%	100%	100%	100%	100%

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.

### 2025-26 Opportunities for Parental Involvement

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 are sent home regularly.
- Daily phone calls are 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.
- 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

## 2025-26 Opportunities for Parental Involvement

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.

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.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	539	517	135	26.1
Female	282	272	65	23.9
Male	257	245	70	28.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	13	13	1	7.7
Filipino	--	--	--	--
Hispanic or Latino	463	443	115	26.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	23	23	5	21.7
English Learners	190	182	44	24.2
Foster Youth	--	--	--	--
Homeless	180	173	51	29.5
Socioeconomically Disadvantaged	414	397	111	28.0
Students Receiving Migrant Education Services	19	17	6	35.3
Students with Disabilities	119	113	45	39.8

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.86	3.74	3.9	1.81	1.89	1.71	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0.01	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.90	0.00
Female	3.19	0.00
Male	4.67	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	15.38	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.67	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	0.53	0.00
Foster Youth	0.00	0.00
Homeless	3.33	0.00
Socioeconomically Disadvantaged	3.62	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.04	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.

## 2025-26 School Safety Plan

The School Safety Plan is revised annually and was approved by the School Site Council (SSC) in November 2025. 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.

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.

### 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

### 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	0	0
1	23	0	3	0
2	22	0	3	0
3	24	0	3	0
4	30	0	2	0
5	31	0	2	0
6	26	0	2	0
Other	9	3	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	20	3		
1	17	3		
2	23		3	
3	23		3	
4	24		3	
5	31		2	
6	28		2	
Other	9	3		

## 2024-25 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	0

## 2024-25 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$90,670
Percent Difference - School Site and District	N/A	N/A	3.3	-17.2
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-23.6	-26.6

## Fiscal Year 2024-25 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):
- 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:
- Providing targeted academic support for students, with a focus on supporting Emergent Bilinguals and closing learning gaps.
- Student Award Recognition Programs:
- Celebrating student achievements through awards for:
- Academic success and personal accomplishments
- Perfect Attendance and Most Improved Attendance
- These recognition efforts are held each trimester to celebrate student growth and encourage continued progress.
- Standards-Based Student Field Trips:
- 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:
- Supporting student enrichment and leadership development through:
- Gardening Club: Teaching sustainability, teamwork, and environmental responsibility.
- Student Leadership Program: Empowering students to take active roles in creating a positive school climate through daily announcements, morning greeter duties, and PBIS activities.
- 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.

### 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 Well-being of all students. Priorities include differentiated instruction, with the implementation of a variety of meaningful educational learning experiences and highly qualified staff.

District-Funded Services for the 2024-2025 School Year include:

## Fiscal Year 2024-25 Types of Services Funded

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
19. School Vice Principal

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
<b>Beginning Teacher Salary</b>	\$58,027	\$61,597
<b>Mid-Range Teacher Salary</b>	\$96,523	\$98,902
<b>Highest Teacher Salary</b>	\$116,082	\$126,340
<b>Average Principal Salary (Elementary)</b>	\$118,177	\$158,383
<b>Average Principal Salary (Middle)</b>		\$165,207
<b>Average Principal Salary (High)</b>		\$162,237
<b>Superintendent Salary</b>	\$231,680	\$288,332
<b>Percent of Budget for Teacher Salaries</b>	24.11%	31.29%
<b>Percent of Budget for Administrative Salaries</b>	4.15%	5.38%

## 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 2025-2026 School Year:

## Professional Development

- PBIS Conference: Staff will attend sessions focused on strengthening Tier 1 systems, reinforcing proactive supervision, and building consistent schoolwide expectations that promote belonging and positive behavior.
- Multitudes Training: Teachers and support staff will receive training on using Multitudes data to guide instructional planning, identify student strengths, and support more personalized learning pathways.
- Science of Reading: This training will reinforce evidence-based literacy practices, ensuring teachers use structured, explicit approaches that build strong foundational reading skills for all students.
- Orenda Follow-Up Training: This follow-up work will help staff apply strategies learned during Orenda coaching, tighten progress-monitoring practices, and continue building coherent systems that support improved student outcomes.

### Professional Development for the 2024-2025 School Year:

- UFLI (University of Florida Literacy Institute) Training: Teachers and paraeducators participated in UFLI training to strengthen foundational reading instruction. Staff deepened their understanding of explicit phonics, word recognition routines, and targeted intervention practices to support early literacy growth.
- Freckle Training (Renaissance): Teachers engaged in training on Freckle as a personalized learning platform across ELA, Math, Science, and Social Studies. The year included additional emphasis on integrating Freckle Science to enhance standards-aligned instruction and student engagement.
- Technology Training: Staff received professional learning focused on improving the effective use of instructional technology. This included training on Freckle, Lalilo, and ParentSquare to support instructional delivery, communication with families, and access to differentiated learning tools.
- Social-Emotional Learning (SEL) and Class Circles: Teachers received training on implementing SEL strategies and facilitating class circles as part of campuswide efforts to build strong classroom communities, strengthen relationships, and support restorative practices.
- Teacher Collaboration and Curriculum Alignment: Staff engaged in ongoing collaboration to ensure coherence across core instructional programs. This included Eureka Math alignment for consistent instruction, Benchmark Universe training to support ELA integration, and the development of Common Formative Assessments to guide instruction and monitor student progress.
- Science of Reading (SOR): Teachers participated in trainings tied to the Science of Reading to reinforce evidence-based practices such as phonemic awareness, decoding, vocabulary, and comprehension strategies, improving literacy outcomes for all learners.
- Collaboration and Continuous Improvement: Teachers participated in regular data analysis, lesson refinement, and strategy sharing to improve student outcomes. Site-funded release time supported collaborative planning, progress monitoring, and professional learning throughout the year.

### 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 2025-2026 School Year:

1. Orenda Education
2. The Big Five Emergency Response Protocols
3. MTSS & PBIS Implementation
4. Classroom Management & Engagement Strategies
5. Technology Integration (e.g., Smart Board Training)
6. Data systems training (Clever, AERIES, Illuminate)
7. Behavioral Supports / Playwork / De-escalation

### District Professional Development for the 2024-2025 School Year:

1. Orenda Education
2. The Big Five Emergency Response Protocols
3. Understanding Whole Group and Small Group Instruction
4. Specialized Program Individualizing Reading Excellence (SPIRE) Training
5. SCESD partners with the Monterey County Office of Education to run a CTC-approved Teacher Induction Program for new teachers working toward their clear credential.

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

**Professional Development**

<b>Subject</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4