



BOULDER VALLEY
SCHOOL DISTRICT

Uni Hill SAC/DAC

Meeting Schedule for 2025-2026

Friday, October 10, 2025 from 2:00 – 3:00pm

Wednesday, November 5, 2025 from 2:00 – 4:00pm

Wednesday, December 10, 2025 from 2:00 – 4:00pm

Wednesday, February 25th, 2026 from 2:00 – 4:00pm

Wednesday, April 8th, 2026 from 7:45-8:45am SAC/DAC/PTA

Thursday, April 9th, 2026 from 7:00 - 8:00pm - VIRTUAL



**UNIVERSITY HILL
ELEMENTARY
SCHOOL**



BOULDER VALLEY
SCHOOL DISTRICT

Meeting #1 - September 11, 2025

Uni Hill SAC/DAC



**UNIVERSITY HILL
ELEMENTARY
SCHOOL**

Uni Hill SAC Agenda

- Grounding (5 min.)
- The Journey (review slides in advance; 0 min.)
- 90 Day Action Plan (5 min.)
 - Working Groups (10 min.)
- Data Review (Lots of time)
 - Review of School Performance Frameworks (SPF) 2022, 2023, 2024, 2025
 - CMAS Data
 - IXL Data EOY 22-23 & BOY 23-24



Nuestros valores y propósito:

En la Escuela Primaria Bilingüe University Hill, creemos que cada estudiante merece una educación que fomente un alto rendimiento académico y crecimiento cada año en dos idiomas. Desarrollamos el pensamiento crítico y la perspectiva en nuestros estudiantes, empoderándolos para que contribuyan positivamente a la comunidad y creen un futuro mejor para todos. Nos comprometemos a fomentar la compasión a través del aprendizaje socioemocional, para que cada estudiante sea reconocido, valorado y motivado.

At University Hill dual language Elementary School, we believe that every student deserves an education that supports high academic achievement and growth each year in two languages. We develop critical thinking and perspective-taking in our students, empowering them to make positive contributions to the community and create a better future for all. We are committed to fostering compassion through social emotional learning so every student is seen, valued, and uplifted.

Uni Hill Values, Mascot, Logo

AMABILIDAD

VALENTIA

ALEGRÍA

COMUNIDAD

**MENTALIDAD DE
CRECIMIENTO**



KINDNESS

COURAGE

JOY

COMMUNITY

GROWTH MINDSET

Who are We?

Opening Circle

- Name
- Student(s) at Uni Hill and grade levels
- What are some things you like to do for fun?
- What are your hopes for your contributions to SAC?

Uni Hill Instructional Leadership Team

- Marina Orozco-Ngu - Principal
- Sara Andrade Nelson - Assistant Principal
- Melissa Tobin - Literacy Interventionist
- Jacqueline Albuja - KG Spanish Component
- Adriana Piñero - 1st Grade Spanish Component
- Lauren Jost - 2nd Grade English Component
- Alexandra Unanue - 5th Grade Self-Contained
- Nicki Donofrio - English Language Development (ELD)
- Sarah Kowalchuk - Math Coach and Interventionist

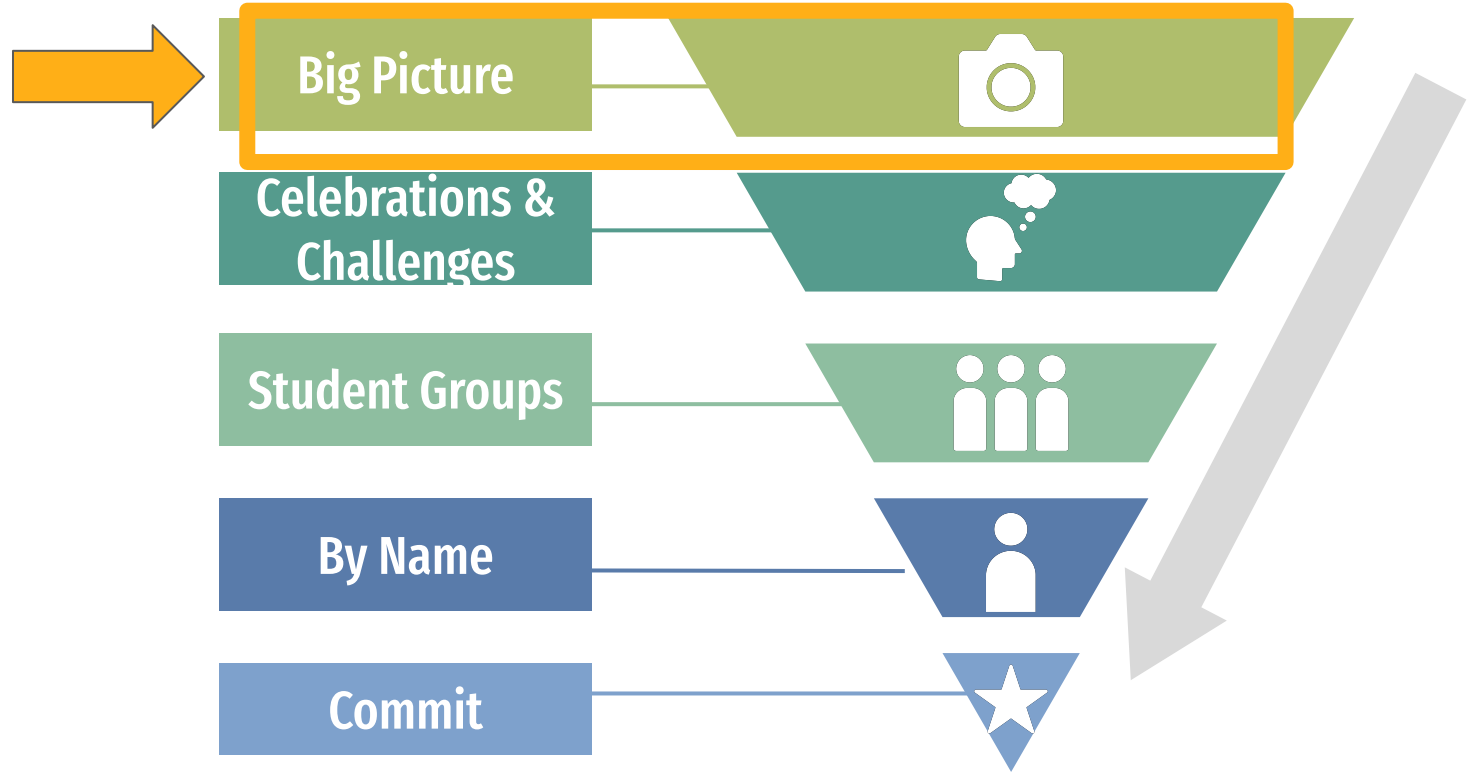
Uni Hill School Accountability Committee

- Marina Orozco-Ngu - Principal
- Sara Andrade Nelson - Assistant Principal
- Lisa Moller - District Accountability Committee
- Mekayla Beaver and Lucero Vasquez - School Accountability Committee
- Alex Gibbons - Teacher
- *Carlos* - Community Member
- *Elsa* - Parent
- *OPEN* - PTA
- *OPEN* - FET

*“Great teams know at every moment whether or not they are winning. **They must know**, otherwise, they don’t know what they have to do **to win the game.**” Covey*

Summative Data Analysis

A Framework for School Leaders

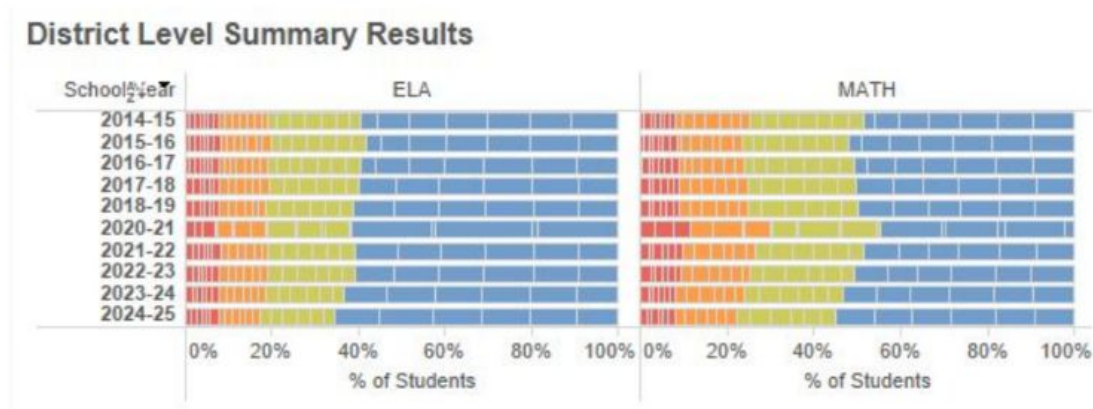


Assessment Roadmap

Math	Literacy	Social Studies	Science
• CMAS • IXL • Imagine Math unit assessments	• CMAS • ACCESS (English language learners) • mClass • HMH Into Reading / Arriba la Lectura	• CMAS 4th grade	• CMAS 5th grade

BVSD Successes

CMAS: All Students

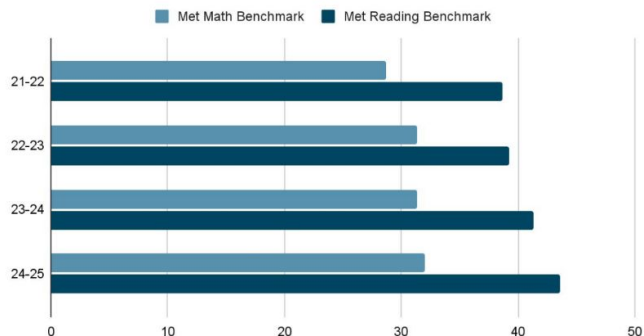


Highest percentage of students Meeting or Exceeding Standards in Reading and Math for the second year in a row!!!!

BVSD Successes

CMAS: English Language Learners

Percentage of ELL Students Meeting/Exceed Standards

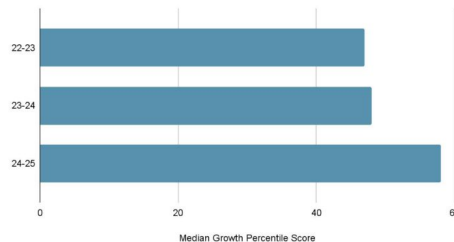


Math Benchmark - from
28.7% to 32%

Reading Benchmark - from
38.7% to 43.6%

Access Scores

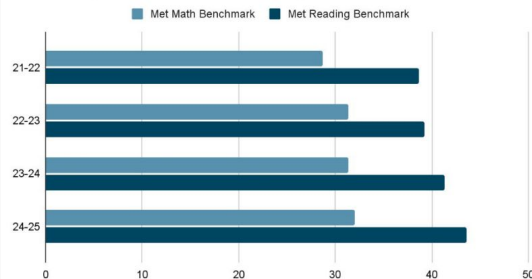
ACCESS Growth



Two years of
consecutive growth
for ACCESS MGP!!!

CMAS: Students on an IEP

Percentage of ELL Students Meeting/Exceed Standards



Math Benchmark - from
14% to 21.6%

Reading Benchmark - from
25.9% to 31.6%

BVSD Successes

Grad+ - College Credit

Grad+ Quadrant: **College Credit**
Proportionality By Ethnicity: Year to Year Comparison
Comparison Population: All High School Students



The percentage of Hispanic/Latino students earning college credit has risen from **11% to 14%** over the past five years and the number of students earning college credit **increased by 58%**

We are **Closing the Opportunity Gap** for students who earn college credit before graduation

BVSD Successes

Grad+ - Seal of Biliteracy

Grad+ Quadrant: **Seal of Biliteracy**
Proportionality By Ethnicity: Year to Year Comparison
Comparison Population: All 12th Grade Students



Difference from Student Body

- Less Favorable
- More Favorable
- Much Less Favorable
- Much More Favorable
- Proportionate
- Student Body Percent

We have increased the number of students who have earned and are approaching **Proportionality** for students earning the Seal of Biliteracy!!

Performance Framework - Uni Hill (Collective Score)



2022 Final Transitional Performance Framework

8978: University Hill Elementary School | 0480: Boulder Valley Re 2

Grade Levels: E - (1 Year)

Plan Type Official Rating based on 1-Year SPF Report

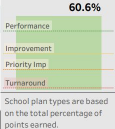
Performance Plan: Meets 95% Participation	60.6/100 Points Earned
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See the final page of this report for a discussion of unique contextual factors that may impact the 2022 transitional performance framework results.

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet test participation, safety, and finance assurances may result in a rating being lowered by one level. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	63.6%	25.4/40	Meets
Academic Growth	58.7%	35.2/60	Approaching



Performance Plan:
53.0% - 100%



2023 Preliminary School Performance Framework

8978: University Hill Elementary School | 0480: Boulder Valley Re 2

Grade Levels: E - (1 Year)

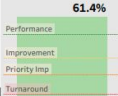
Plan Type Official Rating based on 1-Year SPF Report

Performance Plan	61.4/100 Points Earned
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Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	60.4%	24.2/40	Approaching
Academic Growth	62%	37.2/60	Approaching



Performance Plan:
53.0% - 100%



2024 Final School Performance Framework

8978: University Hill Elementary School | 0480: Boulder Valley Re 2

Grade Levels: E - (1 Year)

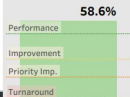
Plan Type Official Rating based on SINGLE-YEAR SPF Report

Performance Plan	58.6/100 Points Earned
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The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet test participation, safety, and finance assurances may result in a rating being lowered by one level. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	55.0%	22.0/40	Approaching
Academic Growth	61.0%	36.6/60	Approaching



Performance Plan:
53.0% - 100%

Performance Framework - Uni Hill

2022 Final Transitional Performance Framework						
8978: University Hill Elementary School 0480: Boulder Valley Re 2						
Elementary School - (1 Year)						
ACADEMIC ACHIEVEMENT						
Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible
CMAS - English Language Arts	All Students	184	97.9%	743.8	55	6.00/8
	Previously Identified for READ Plan	34	94.6%	706.8	-	0.00/0
	English Learners	92	98.9%	716.6	6	0.25/1
	Free/Reduced-Price Lunch Eligible	107	99.1%	720.7	11	0.25/1
	Minority Students	136	97.2%	731.9	32	0.50/1
	Students with Disabilities	n < 16	-	-	-	0.00/0
CMAS - Math	All Students	185	98.4%	735.0	51	6.00/8
	English Learners	93	100.0%	708.5	3	0.25/1
	Free/Reduced-Price Lunch Eligible	108	100.0%	712.9	7	0.25/1
	Minority Students	137	97.9%	725.4	27	0.50/1
	Students with Disabilities	n < 16	-	-	-	0.00/0
	TOTAL	TOTAL	+	+	+	14.00/22
ACADEMIC GROWTH						
Subject	Student Group	Count	Participation Rate	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	25	73.5%	36.0	4.00/8	Approaching
	English Learners	n < 20	-	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	-	0.00/0	-
	Minority Students	n < 20	-	-	0.00/0	-
	Students with Disabilities	n < 20	-	-	0.00/0	-
	TOTAL	TOTAL	+	+	13.50/23	Approaching

8978: University Hill Elementary School 0480: Boulder Valley Re 2		Elementary School - (1 Year)					
ACADEMIC ACHIEVEMENT							
Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	177	97.8%	743.8	60	6/8	Meets
	Previously Identified for READ Plan	52	96.3%	717.7	-	0/0	-
	Free/Reduced-Price Lunch Eligible	99	97.1%	720.4	10	25/1	Does Not Meet
	Minority Students	133	97.1%	733.3	35	5/1	Approaching
	Multilingual Learners	94	97.9%	718.0	7	25/1	Does Not Meet
	Students with Disabilities	18	90.0%	708.6	1	25/1	Does Not Meet
CMAS - Math	All Students	176	97.3%	734.8	51	6/8	Meets
	Free/Reduced-Price Lunch Eligible	99	97.1%	712.1	6	25/1	Does Not Meet
	Minority Students	132	96.4%	724.0	25	5/1	Approaching
	Multilingual Learners	94	97.9%	708.7	3	25/1	Does Not Meet
	Students with Disabilities	17	85.0%	700.3	1	25/1	Does Not Meet
	TOTAL	TOTAL	+	+	+	14.5/24	Approaching
ACADEMIC GROWTH							
Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating		
CMAS - English Language Arts	All Students	67	61.0	6/8	Meets		
	Free/Reduced-Price Lunch Eligible	20	52.0	75/1	Meets		
	Minority Students	39	61.0	75/1	Meets		
	Multilingual Learners	n < 20	-	0/0	-		
	Students with Disabilities	n < 20	-	0/0	-		
	TOTAL	TOTAL	+	+	15.5/25		
CMAS - Math	All Students	116	45.0	4/8	Approaching		
	Free/Reduced-Price Lunch Eligible	68	37.5	5/1	Approaching		
	Minority Students	88	45.0	5/1	Approaching		
	Multilingual Learners	61	36.0	5/1	Approaching		
	Students with Disabilities	n < 20	-	0/0	-		
	TOTAL	TOTAL	+	+	15.5/25		
English Language Proficiency	English Language Proficiency	125	44.0	1/2	Approaching		
	On Track to EL Proficiency	125	65.6%	1.5/2	Meets		
TOTAL	TOTAL	+	+	15.5/25	Approaching		

 COLORADO Department of Education		2024 Final School Performance Framework					
8978: University Hill Elementary School 0480: Boulder Valley Re 2			Elementary School - (1 Year)				
ACADEMIC ACHIEVEMENT							
Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	182	90.7%	742.2	56	6.00/8	Meets
	Previously Identified for READ Plan	58	95.2%	717.9	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	100	86.3%	718.8	8	0.25/1	Does Not Meet
	Minority Students	137	88.1%	732.3	33	0.50/1	Approaching
	Multilingual Learners	90	86.1%	715.8	6	0.25/1	Does Not Meet
	Students with Disabilities	25	96.2%	705.3	1	0.25/1	Does Not Meet
CMAS - Math	All Students	183	96.1%	737.9	58	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	101	95.7%	716.4	10	0.25/1	Does Not Meet
	Minority Students	138	95.0%	728.0	33	0.50/1	Approaching
	Multilingual Learners	91	96.3%	712.4	6	0.25/1	Does Not Meet
	Students with Disabilities	25	96.2%	715.7	9	0.25/1	Does Not Meet
	TOTAL	TOTAL	+	+	+	19.25/35	Approaching
ACADEMIC GROWTH							
Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating		
CMAS - English Language Arts	All Students	69	48.0	4.00/8	Approaching		
	Free/Reduced-Price Lunch Eligible	22	34.5	0.25/1	Does Not Meet		
	Minority Students	42	47.0	0.50/1	Approaching		
	Multilingual Learners	n < 20	-	0.00/0	-		
	Students with Disabilities	n < 20	-	0.00/0	-		
	TOTAL	TOTAL	+	+	15.25/25	Approaching	
CMAS - Math	All Students	116	54.0	6.00/8	Meets		
	Free/Reduced-Price Lunch Eligible	67	46.0	0.50/1	Approaching		
	Minority Students	89	53.0	0.75/1	Meets		
	Multilingual Learners	63	50.0	0.75/1	Meets		
	Students with Disabilities	n < 20	-	0.00/0	-		
	TOTAL	TOTAL	+	+	1.50/20	Approaching	
English Language Proficiency	English Language Proficiency	125	47.0	1.00/2	Approaching		
	On Track to EL Proficiency	126	68.3%	1.50/2	Meets		
TOTAL	TOTAL	+	+	1.50/20	Approaching		

What are the trends in our SPF across 3 years?

SPF includes SLA and Science, not Social Studies (yet).

Performance Framework - Uni Hill 2025

Growth & Academic Achievement



2025 Preliminary School Performance Framework

8978: University Hill Elementary School | 0480: Boulder Valley Re 2

Plan Type	Official Rating based on SINGLE-YEAR SPF Report
Performance Plan	78.1/100 Points Earned

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet finance, assessment, and safety assurances may result in a lowered rating. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

Indicator Rating Totals			
Performance Indicator	Percent of Points Earned	Points Earned/Eligible	Rating
Academic Achievement	55.7%	22.3/40	Approaching
Academic Growth	93.0%	55.8/60	Exceeds

Assurances	
	Rating
Participation	Meets 95% Participation

Test Participation Rates and Total Participation Rate Descriptor*					
Subject	Total Records	Valid Scores	Total Participation Rate	Parent Excusals	Accountability Participation Rate
English Language Arts	198	177	89.4%	6	92.7%
Math	198	192	97.0%	6	100.0%

Total Participation Rate Descriptor for Planning Purposes:	Meets 95% Total Participation
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Summary of Ratings by EMH Level						
EMH Level	Performance Indicator	Percent of Points Earned	Points Earned/Eligible	Rating	Points by Level	Overall Rating by Level
Elementary	Academic Achievement	55.7%	22.3/40	Approaching	78.1%	Performance
	Academic Growth	93.0%	55.8/60	Exceeds		



Performance Plan: 53.0% - 100%

Improvement Plan: 42.0% - 52.9%

Priority Improvement Plan: 34.0% - 41.9%

Turnaround Plan: 0.0% - 33.9%

Insufficient State Data: No reportable achievement and growth data.



2025 Preliminary School Performance Framework

8978: University Hill Elementary School | 0480: Boulder Valley Re 2

Elementary School - (1 Year)

ACADEMIC ACHIEVEMENT							
Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	175	89.4%	743.1	58	6.00/8	Meets
	Previously Identified for READ Plan	49	76.9%	712.8	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	103	86.1%	719.6	9	0.25/1	Does Not Meet
	Minority Students	126	85.9%	733.5	36	0.50/1	Approaching
	Multilingual Learners	89	84.3%	718.4	8	0.25/1	Does Not Meet
CMAS - Math	All Students	188	97.0%	740.6	63	6.00/8	Meets
	Previously Identified for READ Plan	115	96.7%	717.9	12	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	139	96.0%	729.0	36	0.50/1	Approaching
	Minority Students	102	98.1%	714.8	9	0.25/1	Does Not Meet
	Multilingual Learners	27	84.4%	711.2	5	0.25/1	Does Not Meet
CMAS - Science	All Students	63	98.5%	733.4	43	4.00/8	Approaching
	Previously Identified for READ Plan	39	100.0%	711.1	6	0.25/1	Does Not Meet
	Free/Reduced-Price Lunch Eligible	48	98.0%	723.3	24	0.50/1	Approaching
	Minority Students	39	100.0%	710.6	6	0.25/1	Does Not Meet
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
TOTAL		1	+	+	+	19.50/35	Approaching

ACADEMIC GROWTH					
Subject	Student Group	Count	Mean Student Growth Percentile/Rate	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	73	72.0	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	25	60.0	0.75/1	Meets
	Minority Students	44	72.5	1.00/1	Exceeds
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	n < 20	-	0.00/0	-
CMAS - Math	All Students	116	73.0	8.00/8	Exceeds
	Free/Reduced-Price Lunch Eligible	65	60.0	0.75/1	Meets
	Minority Students	86	66.5	1.00/1	Exceeds
	Multilingual Learners	58	58.5	0.75/1	Meets
	Students with Disabilities	n < 20	-	0.00/0	-
English Language Proficiency	English Language Proficiency	110	54.5	1.50/2	Meets
	On Track to EL Proficiency	110	64.5%	1.50/2	Meets
TOTAL		+	+	23.25/25	Exceeds

This page displays the performance indicator data for the elementary school level. For the 1 year report, calculations are based on 2025 state assessment results. Multi-year reports include 2023 through 2025 results.

Academic Achievement: mean scale scores represent outcomes for designated subjects and student groups; participation rates included on this page count parent excusals as non-participants.

Academic Growth: median student growth percentiles and percentages of students on track to meet targets represent outcomes for designated subjects and student groups.

For additional information regarding Academic Achievement and Academic Growth points, cut-points, and ratings, refer to the scoring guide at the end of this document.

Multilingual Learners describes students that are Non-English Proficient (NEP), Limited English Proficient (LEP), and Fluent English Proficient (FEP) - Monitor Year 1, Monitor Year 2, Exitd Year 1, & Exitd Year 2.

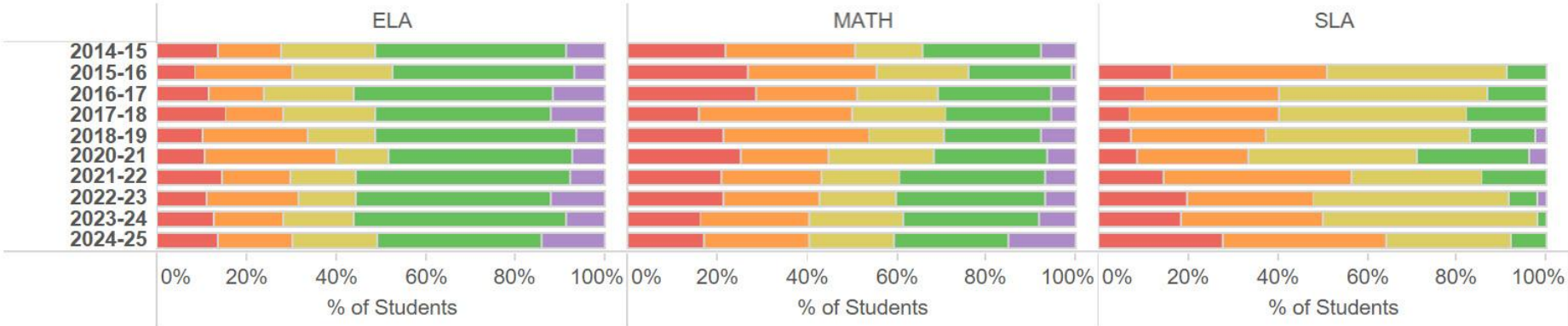
(*) Not Applicable; (-) No Reportable Data

Performance Framework - Uni Hill 2019-2025

University Hill Elementary School (8978)				
Official Ratings Info		Click to View Complete Performance Framework Results		
Preliminary Performance Rating Information				
Preliminary Performance Ratings		Official Report Type	Official Years on Clock	Participation Descriptor
2025	Preliminary: Performance Plan (78.1%)	1-Year	-	Meets 95% Participation
2024	Performance Plan (58.6%)	1-Year	-	Meets 95% Participation
2023	Performance Plan (61.4%)	1-Year	-	Meets 95% Participation
2022	Performance Plan: Meets 95% Participation (60.6%)	1-Year	-	Meets 95% Participation
2021	Performance Plan: Meets 95% Participation	2019 Rating Carried Forward	-	Meets 95% Participation
2020	Performance Plan: Meets 95% Participation	2019 Rating Carried Forward	-	Meets 95% Participation
2019	Performance Plan: Meets 95% Participation (66.2%)	1-Year	-	Meets 95% Participation
Official Performance Indicator Ratings				
Academic Achievement	2025	Approaching (55.7%)		
	2024	Approaching (55.0%)		
	2023	Approaching (60.4%)		
	2022	Meets (63.6%)		
	2019	Approaching (52.9%)		
Academic Growth	2025	Exceeds (93.0%)		
	2024	Approaching (61.0%)		
	2023	Approaching (62.0%)		
	2022	Approaching (58.7%)		
	2019	Meets (75.0%)		

School Level Summary - 2024-2025 - Uni Hill (3rd, 4th, 5th grades)

School Level Summary Results for University Hill Elementary School



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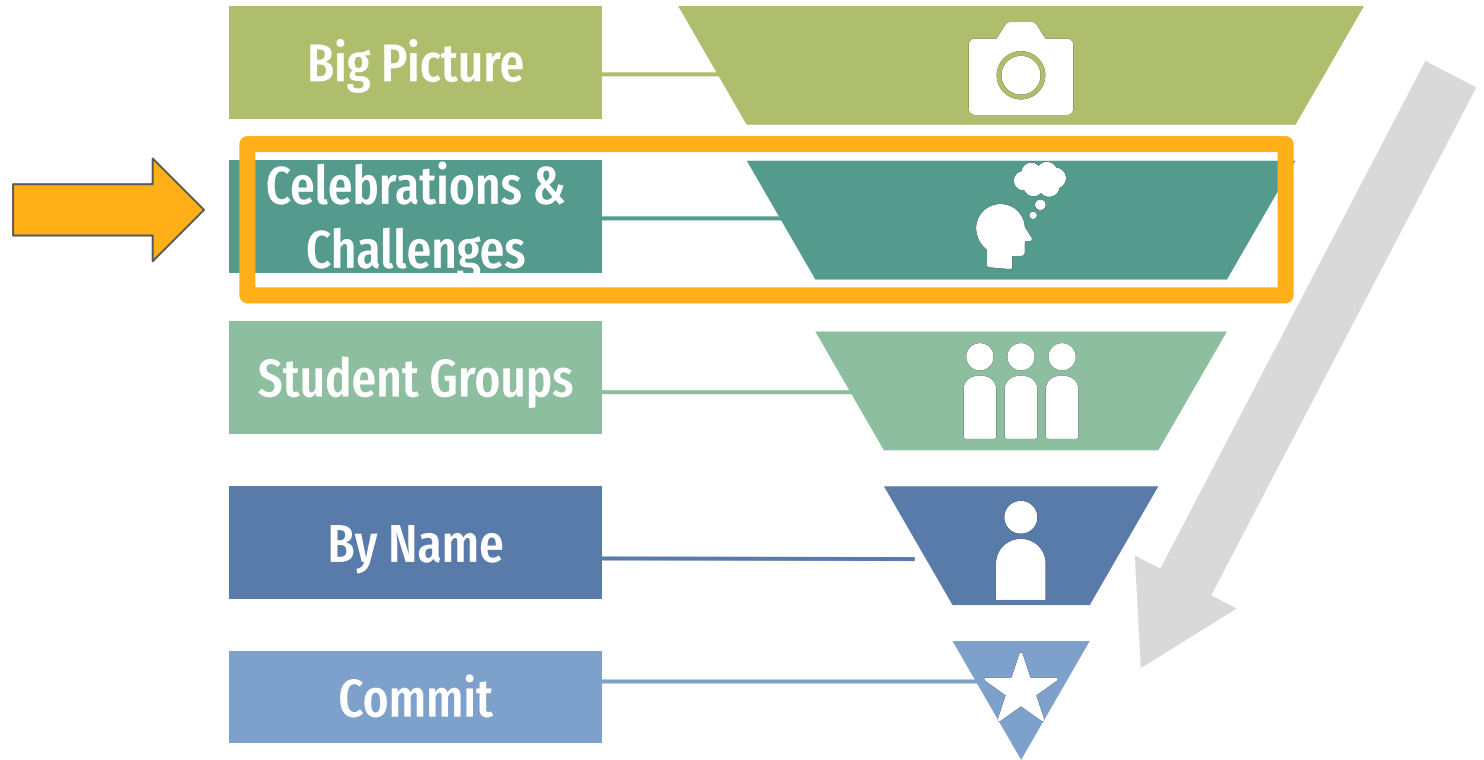
1.What do you notice for 2024-2025?
2.What do you notice across 3 years?
3. What are some successes?
4. Where might there be opportunities?

Did not yet meet expectati... Partially met expectations Approached expectations Met expectations Exceeded expectations



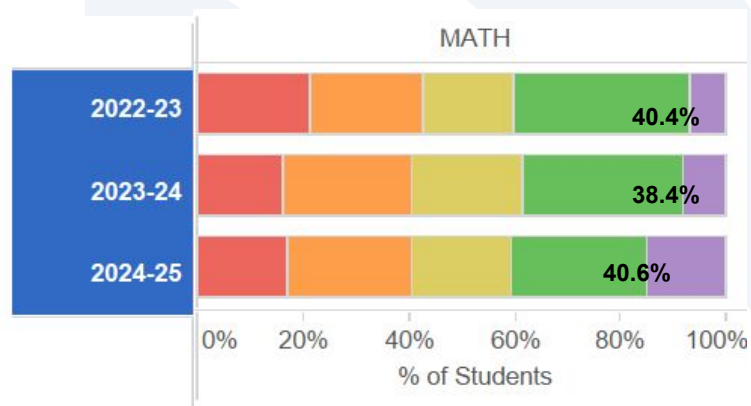
Summative Data Analysis

A Framework for School Leaders



Step 1: What good news is there to celebrate?

Math Achievement



District to School Comparison - ELA (4th grade)

Math
Achievement

District



66.4%

Uni Hill



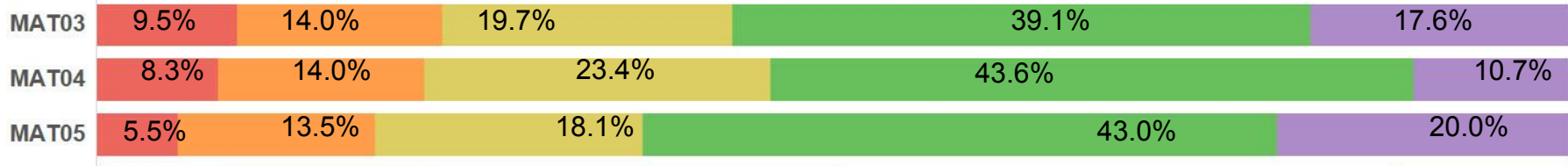
68%

Did not yet meet expectati... Partially met expectations Approached expectations Met expectations Exceeded expectations

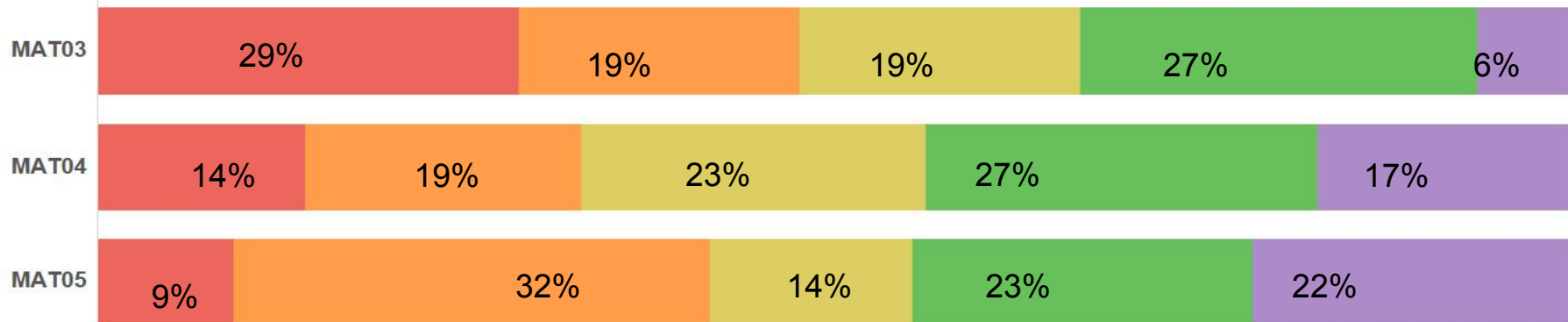
District - School Comparison - Math (3rd, 4th, 5th grades)

Math
Achievement

2024-25 CMAS MATH Proficiency Levels by Test: District Level



2024-25 CMAS MATH Proficiency Levels by Test: School Level

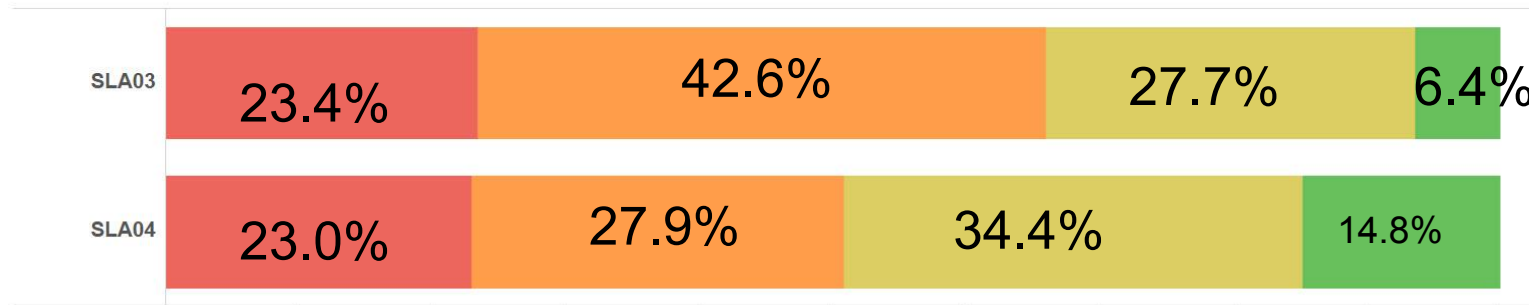


Did not yet meet expectati... Partially met expectations Approached expectations Met expectations Exceeded expectations 0%

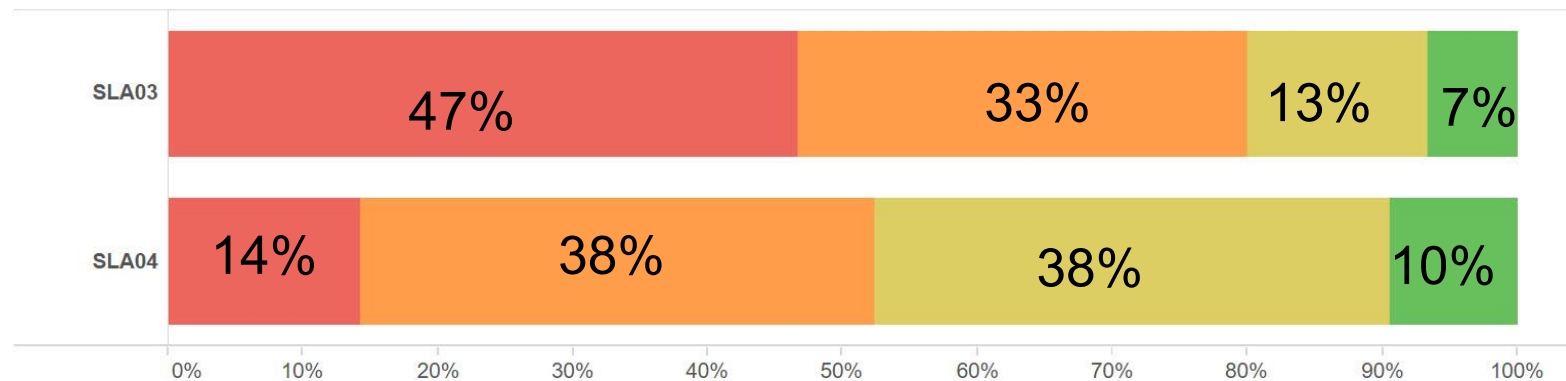
District to School Comparison - SLA (3rd, 4th grades)

Math
Achievement

2024-25 CMAS SLA Proficiency Levels by Test: District Level



2024-25 CMAS SLA Proficiency Levels by Test: School Level

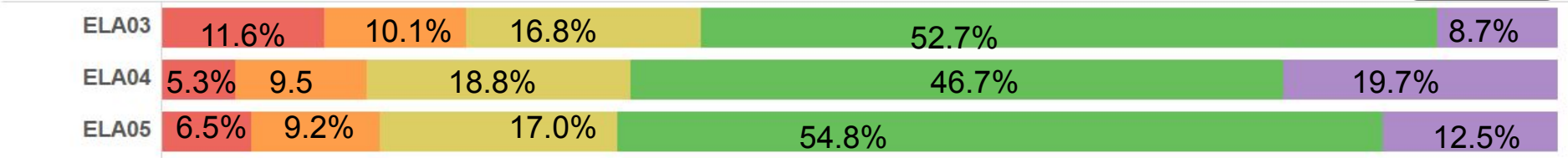


Did not yet meet expectations Partially met expectations Approached expectations Met expectations Exceeded expectations

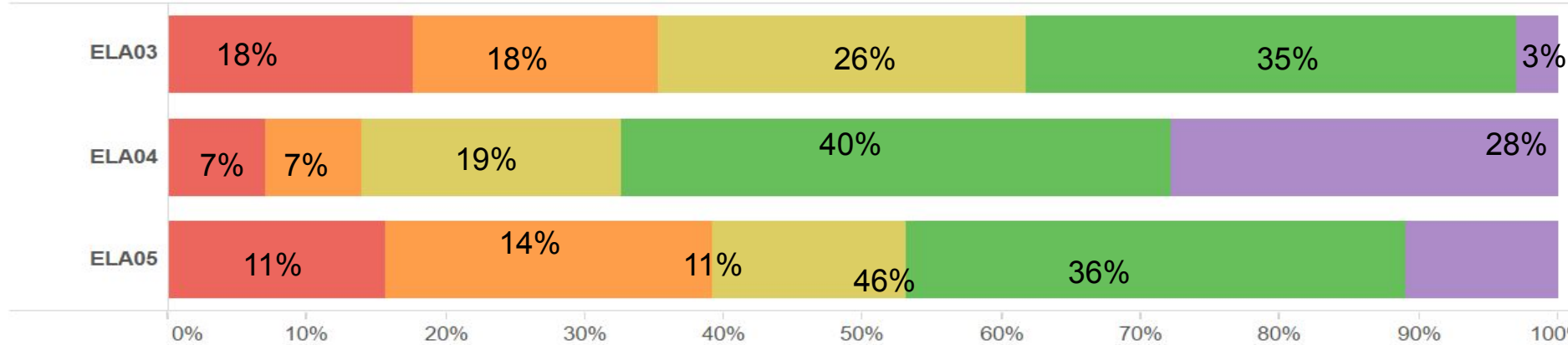
District to School Comparison - ELA (3rd, 4th, 5th grades)

Math
Achievement

2024-25 CMAS ELA Proficiency Levels by Test: District Level

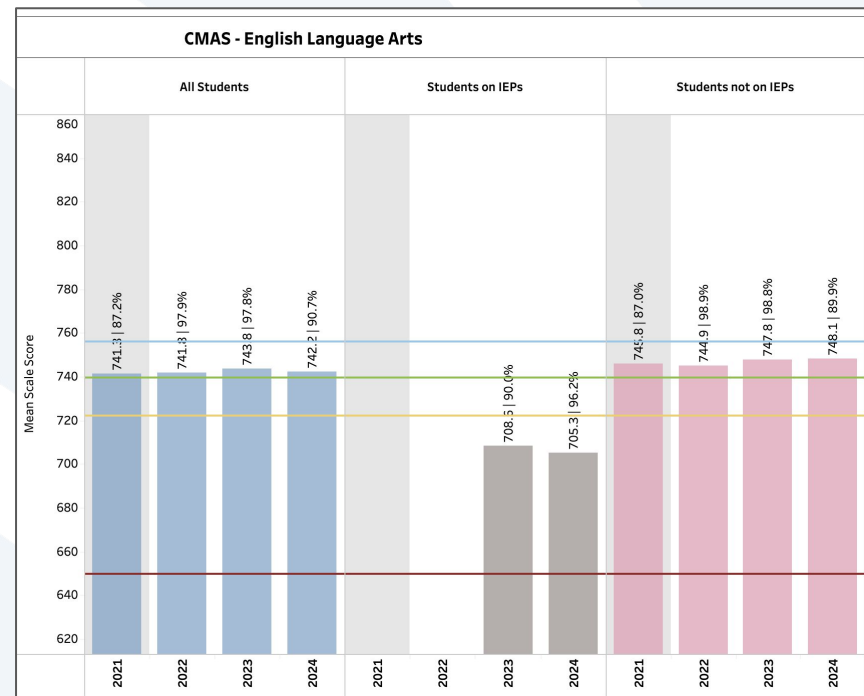
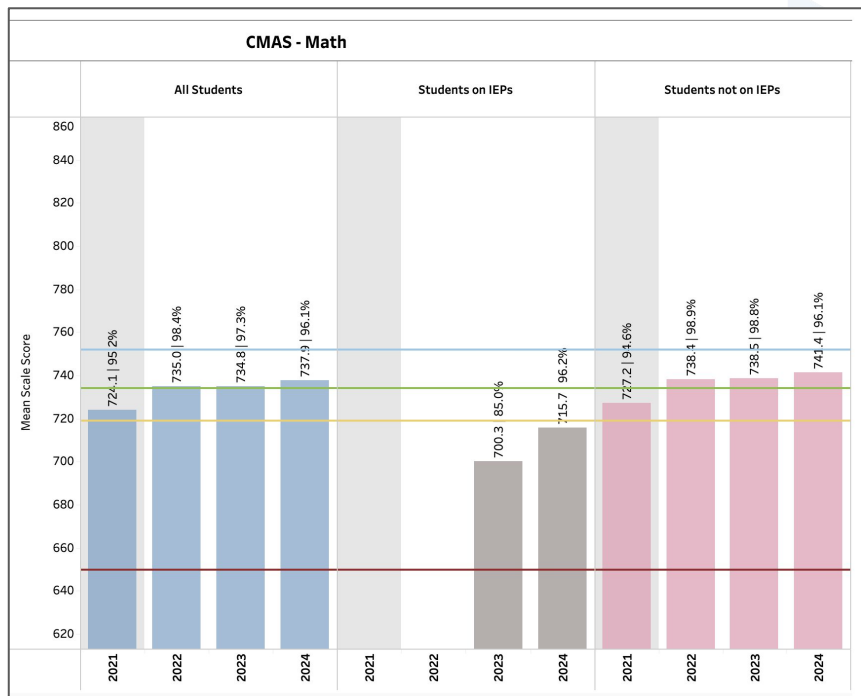


2024-25 CMAS ELA Proficiency Levels by Test: School Level



Did not yet meet expectati... Partially met expectations Approached expectations Met expectations Exceeded expectations

Special Education



University Hill

ACCESS 2025



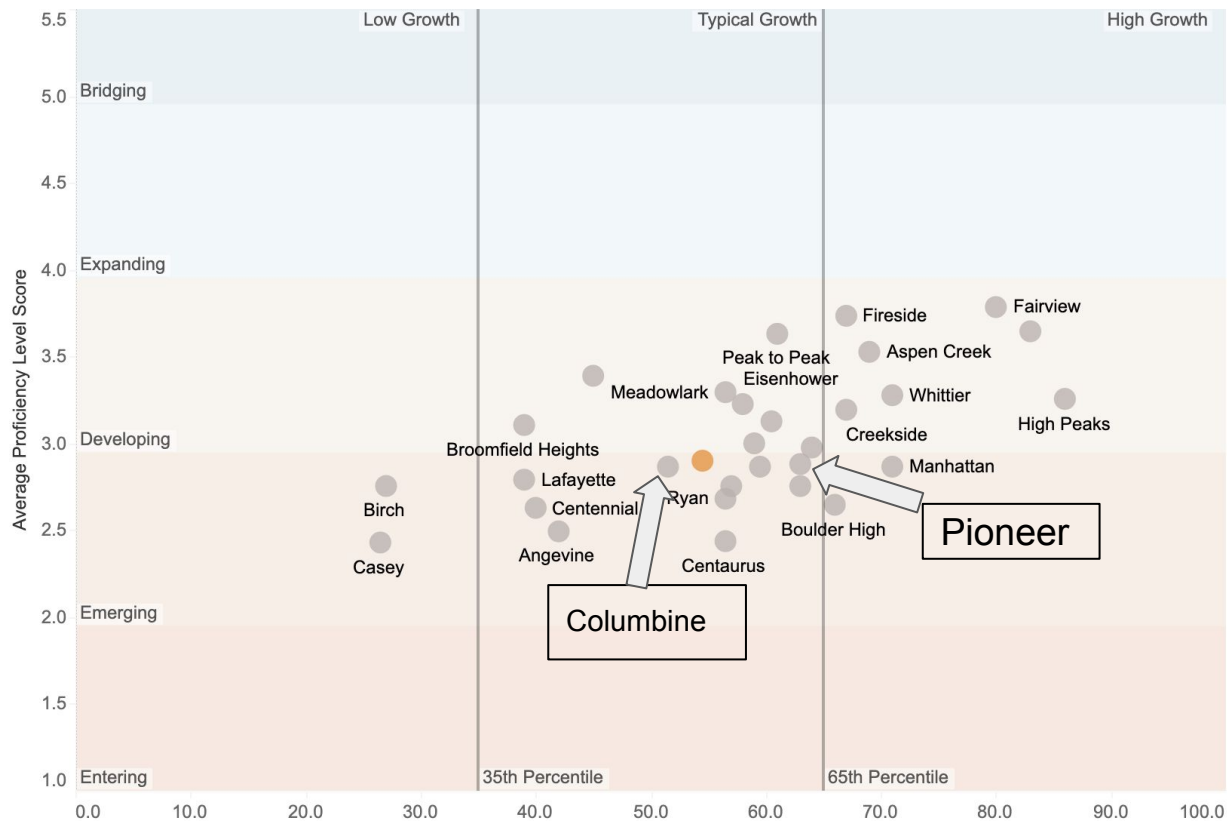
ACCESS Prediction:

On ACCESS, **our school overall** has:

- a. High growth
- b. Typical growth
- c. Low growth

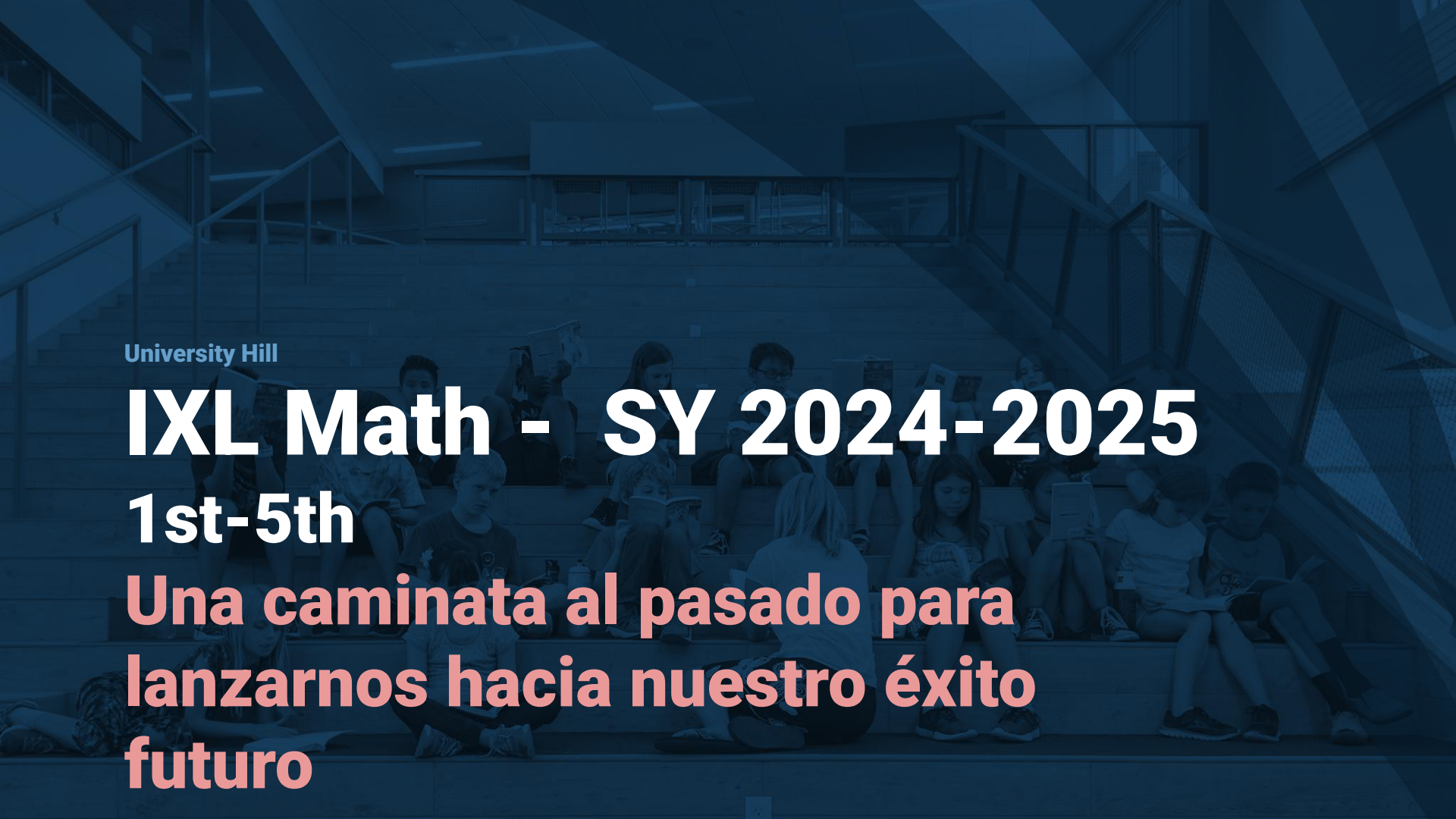


ACCESS Growth by Proficiency



ACCESS Growth by Proficiency





University Hill

IXL Math - SY 2024-2025

1st-5th

Una caminata al pasado para
lanzarnos hacia nuestro éxito
futuro

Celebraciones de 2024-2025 para la escuela entera

¿Qué hicieron para que sus alumnos mostraron tanto crecimiento?

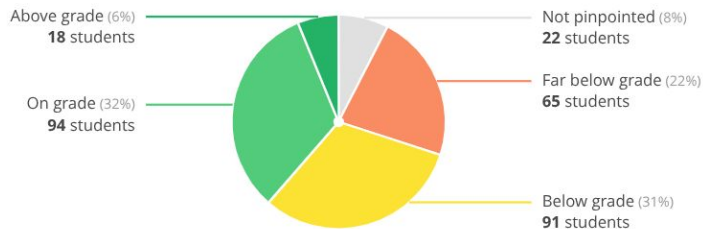
¿Qué vamos a hacer **este** año para aprovechar de estos éxitos?



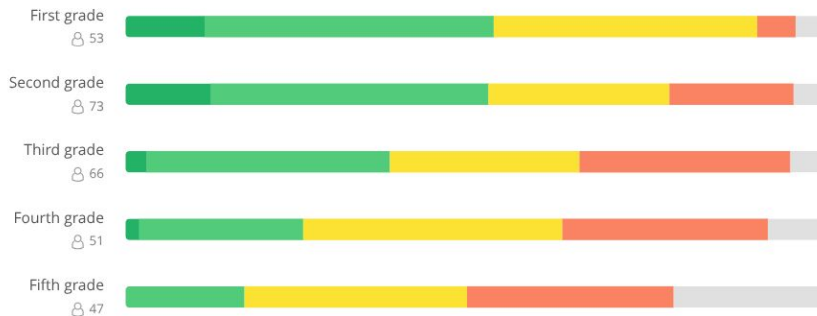
Uni Hill BOY (Aug 21, 2024 - Sep 13, 2024)

Math | Grades K - 5

Diagnostic levels



Group by Grade

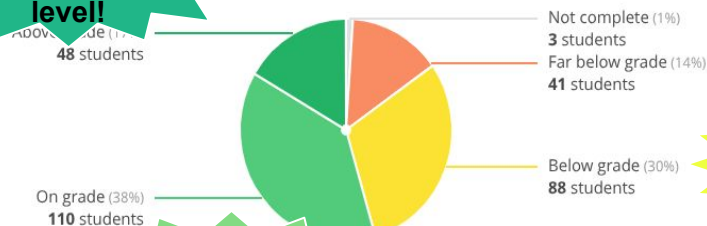


+30 students above grade level!

EOY (Apr 22, 2025 - May 9, 2025) In progress

Math | Grades K - 5

Diagnostic levels



+16 students at grade level!

Group by Grade

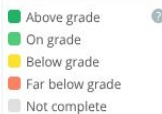


Levels ☒ National norms

-24

-3

NO students in red at first grade!



Budget



Budget Categories

Fund	SRA	Revolving Account (Activity + KH)	Title I	Differentiated Funding
Requirements	Used for operating costs - general runnings of the school; (custodial supplies, copier machines)	Board Policy KH - gift policy Activity accounts are field trips; they are built up through donations (for example, the Scholastic Book Fair) - enhances ability to provide enrichment	Instructional Programs Professional Dev. Parent Engagement Personnel	3 year commitment <u>Choices:</u> Data and Instructional Coach Interventionist Math Interventionist Literacy Biliteracy Instructional Coach Subs days
Details	District allocation based on October count students and demographics (Sped, FRL, ELD, Preschool); Best practice is this year's dollars should be spent on this year's students - it is not	If a gift is for personnel , school's share 10% donation to other schools	Provided by the Federal Government each year for low-achieving children, especially in high-poverty schools (Free and Reduced Lunch)	Differentiated funding (DF) allocation amounts were calculated based on October 2023 Enrollment and Special Program data for all schools including at risk student populations, school performance framework categorization, and overall student enrollment for

Budget Priorities

Math Instruction	Language Development	Social Emotional Learning
Year 2 of 3 Math Coach GT Advisor Title I	ELD through Title I Paras through Title I Native Lang. Tutor Title I	Behavior Support Para - Title I Bus Assistant Supervision
½ day plan days		





School Supplies

Items most frequently purchased in the fall:

Ticonderoga pencils	Timers	Composition notebooks	Popsicle sticks	Traffic cones for P.E.
Stuffies for counseling				



90 Day Plan



What is the UVA work all about?



PARTNERSHIP *for* LEADERS *in* EDUCATION

Darden School *of* Business

School *of* Education *and* Human Development

The Partnership for Leaders in Education (UVA-PLE) is a unique joint venture between the highly ranked University of Virginia's Darden School of Business and School of Education and Human Development. PLE's goal is to empower system- and school-level leaders to achieve dramatic improvement in a set of district-prioritized schools.

Why University Hill?

Belief in bilingual education and the pillars of dual language

Teacher and school leadership talent

Strong foundation on which to build

Next steps: addressing the needs of our students so that we close historical achievement and therefore provide future equitable opportunities for all our students.

Committed to strengthening system conditions that support high-quality bilingual programming to realize its and our success

Timeline: *ENGAGE* *DESIGN* *ACTIVATE* *ADAPT*

May '25 - School Readiness Discovery Day - meet with staff on May 15th

June/July '25 - Summer Executive Education for school leaders to advance their change leadership and address root causes

August - December '25 - Action steps through 90 day planning

January '26 - School/district team mid year retreat to iterate and adapt change efforts

January - May '26 - Action steps through 90 day planning

Throughout school year on site support visits tailored to your focus areas

June '27 - Summer Executive Education for school leaders

90 Day Plan

Professional Development

AUGUST 2025

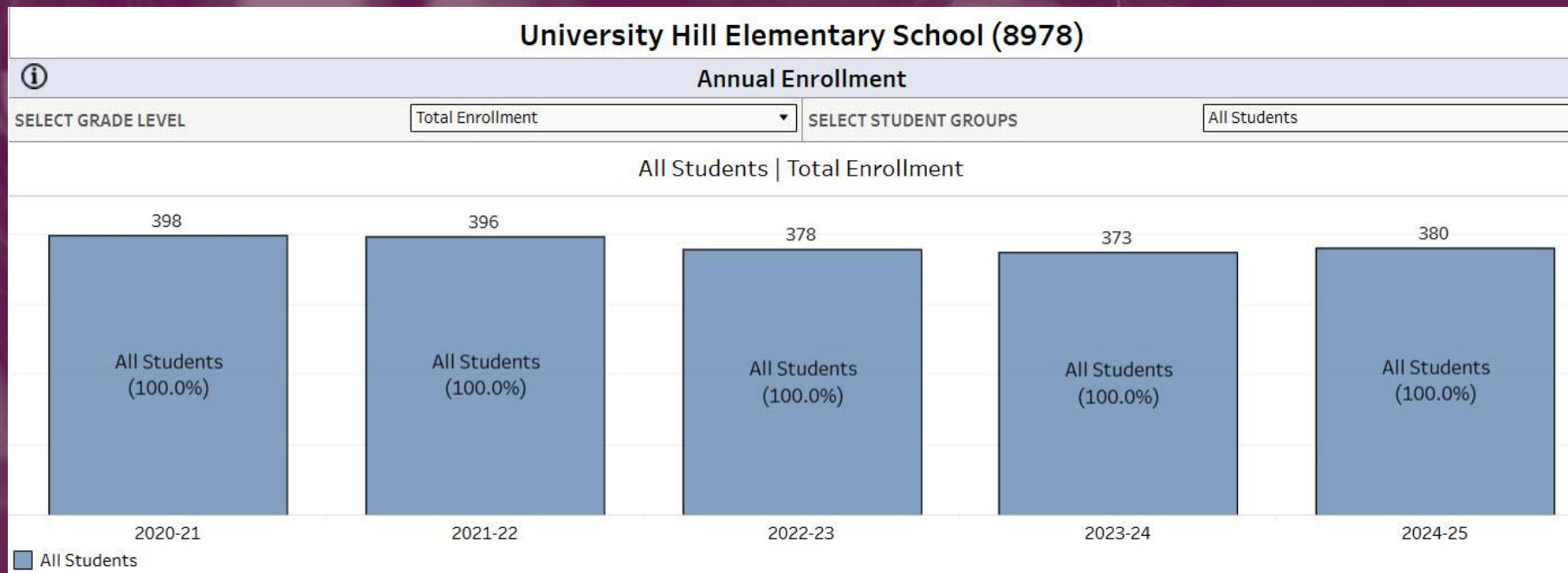
	Monday	Tuesday	Wednesday	Thursday	Friday	
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	
17	18	19	20 HMH Unit 1 Foundational Skills	21 DDI Lit: Master Schedule SM: SRP; mClass; Library	22 Kid Talks: : snapshots	
24	25	26	27 HMH Unit 2 Foundational Skills B2School Night	28 DDI Math- norms, etc. SM: PBIS Launch & Feedback; Suppl ELA grant; MSL	29 Kid Talks: : snapshots	

SEPTEMBER 2025

	Monday	Tuesday	Wednesday	Thursday	Friday	
	1	2 NO SCHOOL for students AM: PL on Math PM: Teacher Work Day	3 PL: Evaluations: MSL/PGP Late Start Series	4 DDI Lit: Unpack Mod 2 SM: Sub Coverage; SPF; % VIP	5 Kid Talks: Eng/Span	6
7	8	9	10 PL: Team planning: IM centers- Admin, Amy, and Sarah rove	11 DDI Literacy- Analyze BOY mclass 1st-5th (KG WIN plan) SM: ERT protocol / Work on Evals / SAC	12 Kid Talks: Eng/Span	13
14	15	16	17 PL: CMAS Growth and individual analysis **Professional Reminders	18 DDI Math SM: IXL Math Data Analysis	19 Kid Talks: Self-Contained	20
21	22	23	24 PL: Foundational Skills Mod 3	25 DDI Literacy SM: Staff Celebration	26 Kid Talks:	27
28	29	30				

Enrollment





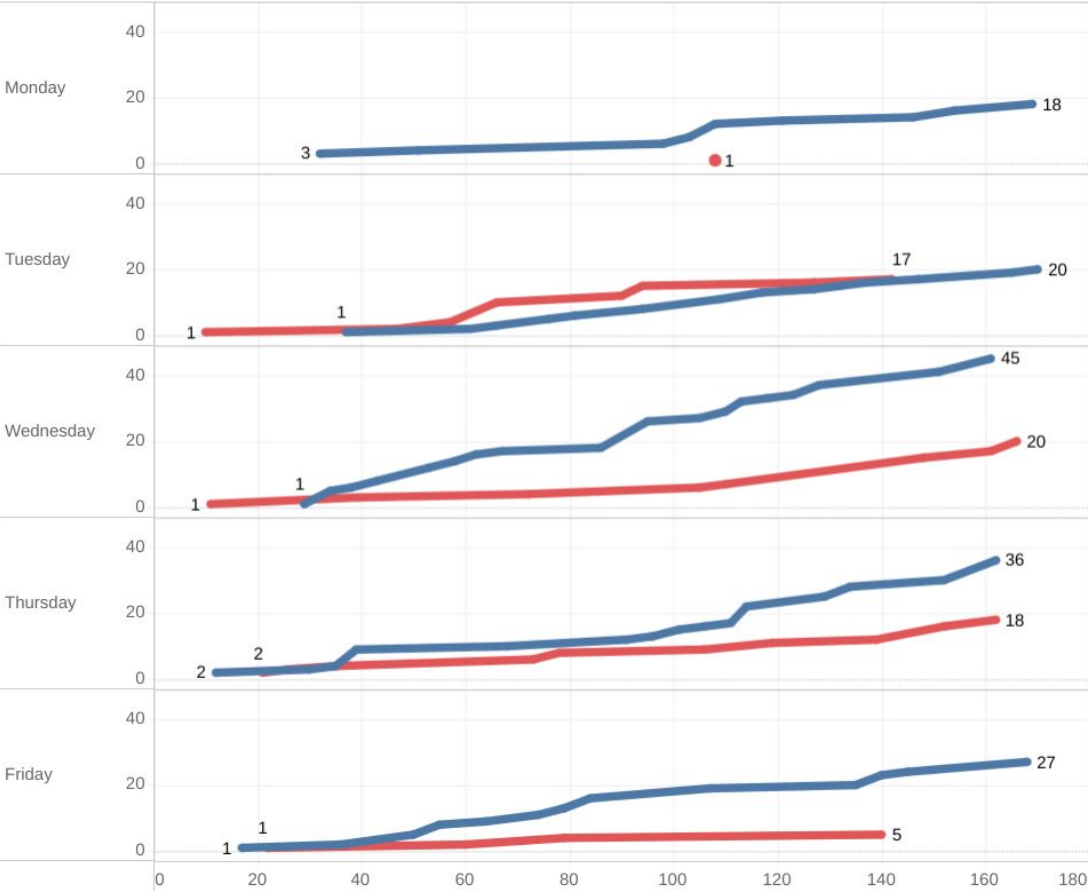
2025-2026 - enrollment 396



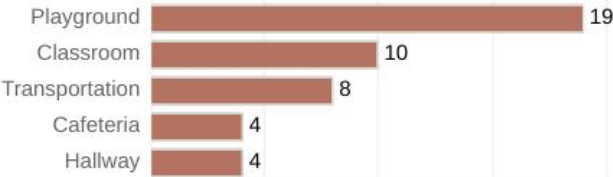
Behavior Data

Behavior by Day

Cumulative Events by Day By Day of Week

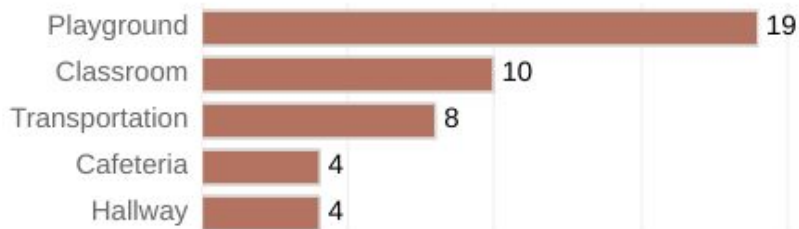


Top 5 Locations (8/27/2024-5/14/2025)



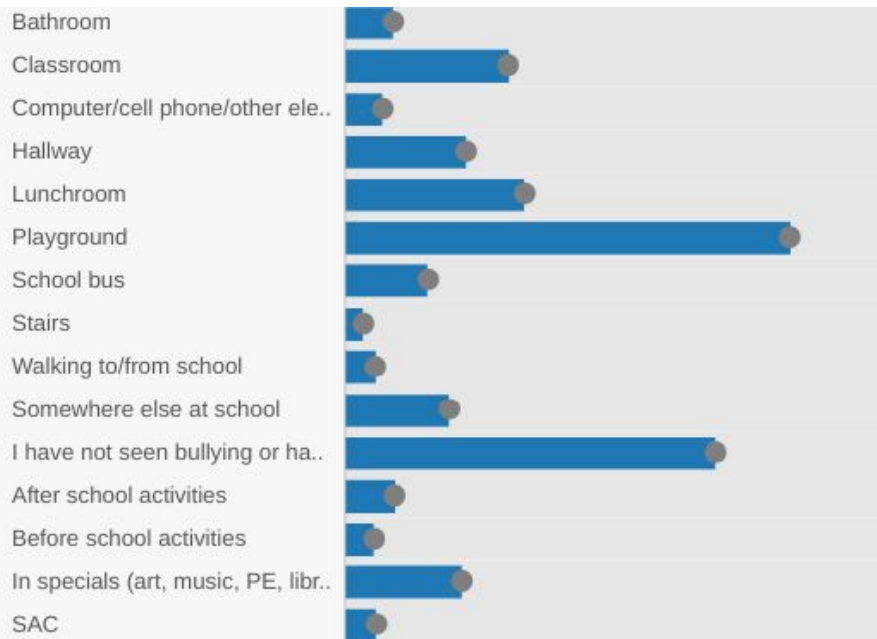
Vizlab Behavior Workbook

Top 5 Locations (8/27/2024-5/14/2025)



**UNIVERSITY HILL
ELEMENTARY
SCHOOL**

If you've been bullied or have seen others being bullied at school this school year, where did it happen?



Vizlab Climate Survey Workbook Successes



Challenge

*I am bored in school.

My teachers ask me to explain my answers.

My teachers give me work that is interesting.

My teachers want us to talk with others about things we are studying.

The homework I get from my teachers helps me learn.

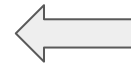


Grades 3-5 Students believe they are challenged and have interesting work.

School



District



No

Sometimes

Yes

BWell Survey Bright Spots: Top 4



**UNIVERSITY HILL
ELEMENTARY
SCHOOL**

2.1 Bright Spots & Opportunities for Growth 1

Document scope: *School specific*. Unit name: *University Hill*. Document level: *Elementary (grades 3-5)*.

Table 2: Bright Spots & Opportunities for Growth 1

Item	Almost Always / Always	Number Responding
Since school started,		
have you been getting along well with teachers?	91.3%	184 of 188 (97.9%)
have you been spending time with your friends?	86.0%	179 of 188 (95.2%)
have you been able to talk to your friends?	85.3%	184 of 188 (97.9%)
have you been happy with the way you are?	76.9%	186 of 188 (98.9%)

Vizlab Climate Survey Workbook Challenges



**UNIVERSITY HILL
ELEMENTARY
SCHOOL**

Safety

*Students at my school are bullied.

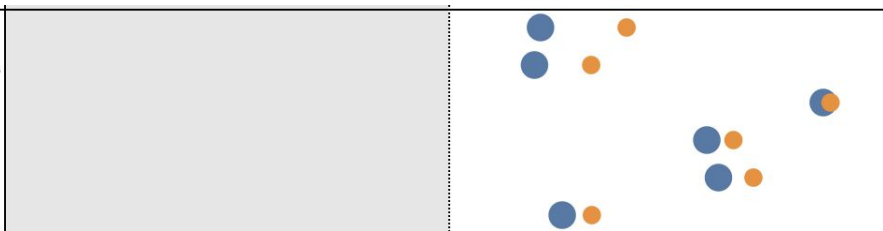
*Students at my school are teased, picked on, made fun of, or called ..

I feel safe in my classroom.

I feel safe in the hallways and bathrooms of the school.

I feel safe outside around the school.

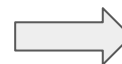
Students in my school treat each other with respect.



Grades 3-5 Students feel less safe than the district average.

School

District



No

Sometimes

Yes

BWell Survey Opportunities to Grow: Top 3



**UNIVERSITY HILL
ELEMENTARY
SCHOOL**

2.1 Bright Spots & Opportunities for Growth 1

Document scope: *School specific*. Unit name: *University Hill*. Document level: *Elementary (grades 3-5)*.

Table 2: Bright Spots & Opportunities for Growth 1

Item	Almost Always / Always	Number Responding
Since school started,		
have you been spending time outside?	69.1%	181 of 188 (96.3%)
have you been in a good mood?	69.0%	187 of 188 (99.5%)
have you been enjoying going to school?	59.2%	184 of 188 (97.9%)

Vizlab Bullying Prevention Survey Workbook



Blue bar = University Hill student answers

Grey dot = District average

District
84%

Selected Group
88%

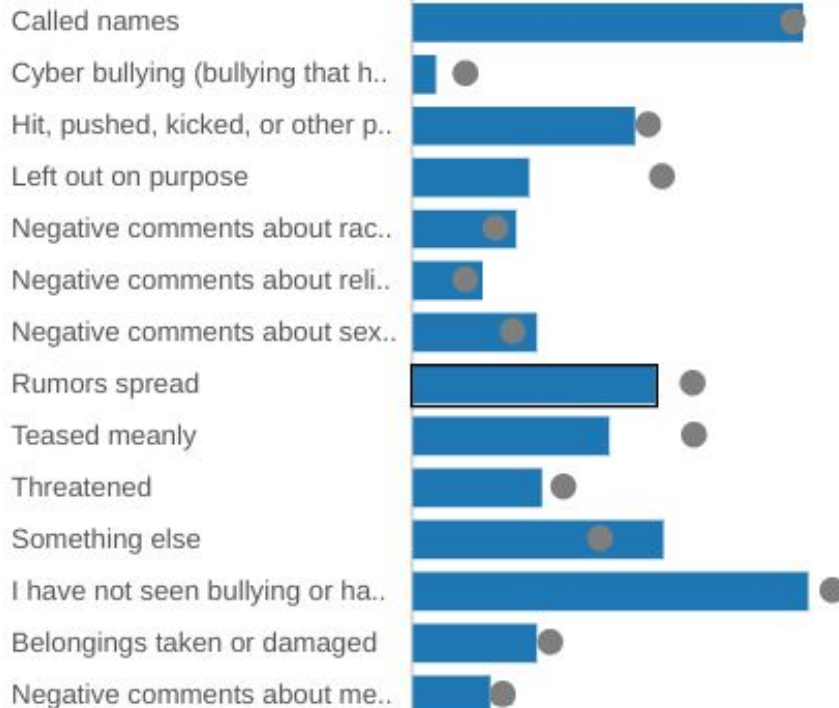


Vizlab Bullying Prevention Survey Workbook



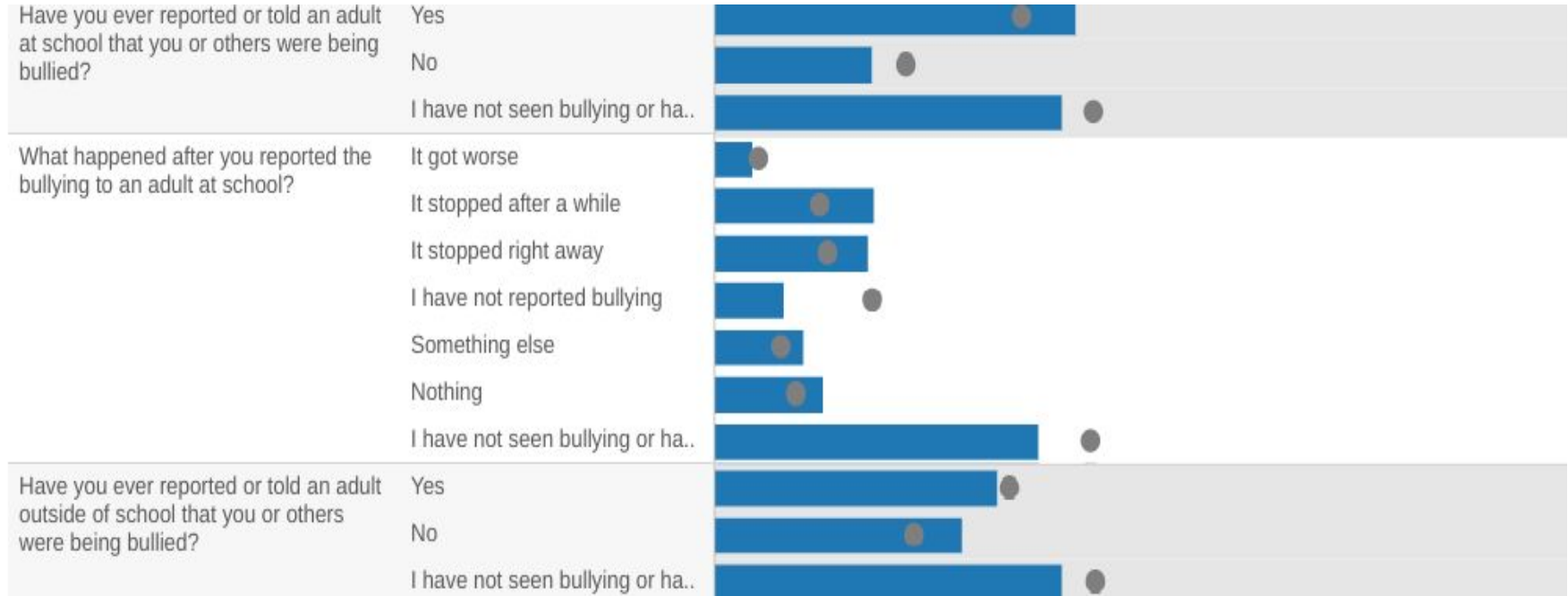
What is happening at school?

What types of bullying have you seen happen to others or have happened to you this school year?



Vizlab Bullying Prevention Survey Workbook

Is bullying being reported? What happens after that?



Vizlab Bullying Prevention Survey Workbook

Are kids using upstander skills? What happens after that?



Los valores a lo largo del año...

Mes	Valor de enfoque
agosto	Introducir y reforzar todos los valores
septiembre	comunidad
octubre	valentía
noviembre	mentalidad de crecimiento
diciembre	amabilidad
enero	comunidad
febrero	amabilidad
marzo	alegría
abril	mentalidad de crecimiento
mayo	valentía

Values throughout the year...

Month	Value
August	Introduce and Reinforce All Values
September	community
October	courage
November	growth mindset
December	kindness
January	community
February	kindness
March	joy
April	growth mindset
May	courage

Valebrije



DAC Survey

Answers to follow

1) Where your school is making good progress toward your school UIP goals, what current/recent investments have fueled that growth/improvement?

Our investment in a 3-year contract for a math coach/interventionist through differentiated funding has fueled our growth, as viewed in CMAS SPF growth and IXL data from 2024-25. With Title I funds, we funded the time and CPI training for a .75 instructional paraeducator to focus on proactive student regulation strategies (student check-ins, supporting bxx plans, responding to urgent needs with kids throughout the day, etc.). We also started funding bus paras which has drastically decreased our district behavior incident occurrences on the bus, and also frees kids and administration up during the day because they are not dealing with the previous night's issues during the school day. This past June, we took parents from FET to Cal-Wood for an overnight retreat, and our parent participation in FET has increased and the community has been more connected. We have seen more parents at school thanks to this, and we also got a few more parents who are also more interested in the SAC (and the PTA, too).

2) Where your school needs to make more/faster progress toward your school UIP goals, what shifts in strategy (+ resources) could help to accelerate growth/improvement?

We need to improve our growth and achievement scores in literacy, both overall and especially in our Emerging Bilingual population. Our dual language best practices need to be tightened up. We could use resources to hire dual language expertise (consultant/coach, etc.). We need to allocate staff time to reestablish expectations and what should be seen in every classroom. We also still see a need in the social-emotional needs, especially during less structured social time (ex. at recess). Some shifts in timing/resources could be to facilitate our counselor to have time to lead SEL skill groups/lunch bunches to support skills kids need to build (ex. by reallocating schedule, or addressing behaviors she needs to be pulled to do, or reallocate funds to take care of the lunch bunches).

3) What are the most important investments that your school makes using non-district/supplemental funding (e.g., PTO/PTA), if applicable?

School supplies, field trip costs (buses and extra fees), and bus paras (this is a significant contribution).

Additional/Optional Prompt: What other budget-related questions, concerns, and/or ideas are top of mind for your school community?

There should be a turnkey/template budget presentation that any principal should be able to access to share with parents and staff, SAC, etc. We would like to not start from scratch or have to search that out. We would like there to be helpful district resources for PTA, so each school knows the same information (regardless of changing roles or people on PTA), we would be able to have some continuity of goals over time. Somehow, other districts are able to hire great teachers far before we are. While we wait to hear budget and know what our FTE is, districts are farther along the hiring process than we can be. As an open-enrollment school, we also lose out on the fact that Kindergarten families usually come in over the summer. Is there a way to move up the budget timeline so that we can post positions earlier? Is there a way to have data on WHEN new kinders enroll after the open enrollment window closes over the course of a few years?



BOULDER VALLEY
SCHOOL DISTRICT

Meeting #3 - October 29, 2025

Uni Hill SAC/DAC



**UNIVERSITY HILL
ELEMENTARY
SCHOOL**

Uni Hill SAC Agenda

- DAC Budget Survey



Uni Hill SAC Agenda - December 10, 2025

- What are the strategies for recruiting, retaining, and building redundancy for both short-term and long-term teacher absences given all the turmoil in 3rd grade this year
- What are strategies for communication that creates a culture of trust and transparency
- Supports in place for stress of teacher turnover and stress out in the world
- Open enrollment needs
- Policies and additional plans in place for visits/requests from Federal or state officials



Uni Hill SAC Agenda - 10 de diciembre 2025

- ¿Cuáles son las estrategias para reclutar, retener y generar redundancia para las ausencias de maestros tanto a corto como a largo plazo, dada toda la agitación en el tercer grado este año?
- ¿Cuáles son las estrategias de comunicación que crean una cultura de confianza y transparencia?
- Apoyos implementados para el estrés de la rotación de docentes y el estrés en el mundo
- Necesidades de inscripción abierta
- Políticas y planes adicionales establecidos para visitas/solicitudes de funcionarios federales o estatales



Uni Hill SAC Topics in the Queue - December 10, 2025

- Approach to technology use in the classroom and with homework
- Noetic math replacement plan
- Budget recommendations/priorities - PTA funds for para and sub time, what else? engage a consultant?
- Recruiting more substitute teachers



Uni Hill SAC Agenda - Otros Temas para el futuro

- Aproximación al uso de la tecnología en el aula y con los deberes
- Plan de reemplazo de matemáticas noéticas.
- Recomendaciones/prioridades presupuestarias - fondos de la PTA para el tiempo parcial y secundario, ¿qué más? contratar un consultor?
- Contratar más profesores sustitutos



Requests from Federal or state officials

Government Official Card

RESOLUTION NO. 24-36





BOULDER VALLEY
SCHOOL DISTRICT

Meeting #4 - February 25, 2026/ Reunión #4 25 de febrero, 2026

Uni Hill SAC/DAC



**UNIVERSITY HILL
ELEMENTARY
SCHOOL**

Uni Hill SAC Agenda

- Icebreaker (15 min.)
- Middle of the Year Schoolwide Data Review
 - Literacy - mClass
 - Math - IXL
 - Behavior
- Budget Update
- DAC Update
- Family Partnership Questions

Agenda de Uni Hill SAC

- Rompehielos (15 min.)
- Revisión de datos escolares de mitad de año
 - Lectoescritura - mClass
 - Matemáticas - IXL
 - Comportamiento
- Actualización del presupuesto
- Actualización del DAC
- Preguntas sobre la colaboración familiar



Rompehielos / Icebreaker

¿Qué tradiciones te gustaría que tus hijos mantuvieran? / What traditions would you like your children to maintain?

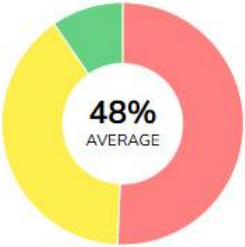
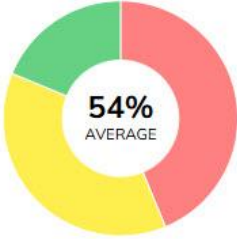
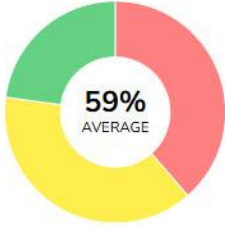


Actualización de datos de toda la escuela a mitad de año / MOY Schoolwide Data Update



Evaluaciones de la unidad de Matemáticas de “Imagine” / Imagine Math Unit Assessments

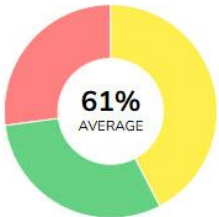
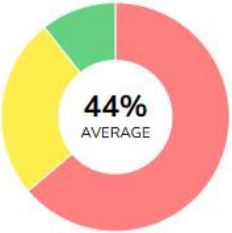
Pruebas de fin de unidad de matemáticas de tercer grado / 3rd Grade Math End of Unit Tests /

 48% AVERAGE 73 Assignments 37 29 7	 54% AVERAGE 64 Assignments 28 24 12	 59% AVERAGE 70 Assignments 27 27 16
Unit 2 Area and Multiplication	Unit 3 Addition and Subtraction within 1,000	Unit 4 Relating Multiplication to Division

These three units all work with whole number operations; Unit 5 covers fractions.

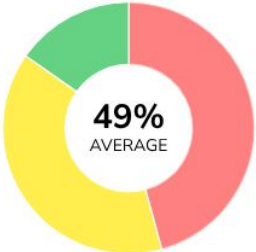
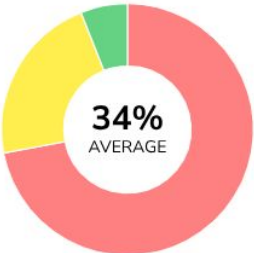
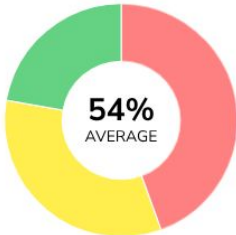


Pruebas de fin de unidad de matemáticas de cuarto grado / 4th Grade Math End of Unit Tests

 61% AVERAGE 59 Assignments 16 25 18	 44% AVERAGE 47 Assignments 30 12 5
Unit 4 From Hundreths to Hundred-Thousands	Unit 5 Multiplicative Comparison and Measurement



Pruebas de fin de unidad de matemáticas de quinto grado / 5th Grade Math End of Unit Tests

 59 Assignments 27 23 9	 50 Assignments 36 11 3	 18 Assignments 8 6 4
Unit 3: Multiplying and Dividing Fractions	Unit 4: Place Value Patterns and Decimal Operations	Unit 5: More Decimal and Fraction Operations

MDA IXL / IXL MOY

BOY

Above grade (34%)
93 students

On grade (30%)
81 students

Below grade (24%)
64 students



Not yet pinpointed (0%)
1 student

Far below grade (12%)
32 students

Geometry



Number and Operations in Base Ten



Operations and Algebraic Thinking



Measurement and Data



Number and Operations-Fractions



Total de alumnos de toda la escuela / Whole School Overall

NIÑO: 270 (sin Kinder)

MOY: total 331 (incluye Kinder)

BOY: 270 (no Kinder)

MOY: total 331 (includes Kinder)

¿Cuáles son las tendencias que vemos desde IDA hasta MDA?
What are the trends we see from BOY to MOY?

¿Qué está bajo nuestro control ajustar/seguir haciendo desde feb-mayo? / What is within our control to adjust/continue to do from Feb-May?

Above grade (40%)
135 students

On grade (25%)
84 students

Below grade (21%)
70 students



Not yet pinpointed (1%)
2 students

Far below grade (13%)
43 students

MOY

Geometry



Number and Operations in Base Ten



Operations and Algebraic Thinking



Measurement and Data



Number and Operations-Fractions



mClass MOY



mClass Lectura MOY - University Hill

By grade	By class	By teacher
Population ▲	Measure	Well below ▲ Below ▲ At ▲ Above ▲ Students ▲
Grade K	Composite Score	BOY 12% 27% 48% 13% 60
		MOY 26% 16% 48% 10% 61
Grade 1	Composite Score	BOY 60% 8% 23% 9% 53
		MOY 47% 13% 28% 12% 53
Grade 2	Composite Score	BOY 29% 10% 40% 21% 58
		MOY 21% 19% 39% 21% 56
Grade 3	Composite Score	BOY 22% 21% 40% 17% 72
		MOY 21% 24% 42% 13% 71
Grade 4	Composite Score	BOY 47% 14% 34% 5% 65
		MOY 51% 6% 34% 9% 65
Grade 5	Composite Score	BOY 46% 9% 37% 8% 65
		MOY 45% 9% 31% 15% 65

Schoolwide					
Measure		Levels		Students	
Composite Score	BOY	36% 15% 37% 12%			<u>373</u>
	MOY	35% 15% 37% 13%			<u>371</u>

mClass Dibels MOY - University Hill

Schoolwide

By grade By class By teacher

Population	Measure		Well below	Below	At	Above	Students
Grade K	Composite Score	BOY	62%	17%	12%	9%	58
		MOY	60%	12%	18%	10%	60
Grade 1	Composite Score	BOY	63%	6%	19%	12%	52
		MOY	55%	11%	21%	13%	53
Grade 2	Composite Score	BOY	38%	10%	33%	19%	58
		MOY	38%		38%	20%	56
Grade 3	Composite Score	BOY	43%	24%	19%	14%	72
		MOY	34%	21%	28%	17%	71
Grade 4	Composite Score	BOY	42%	22%	25%	11%	65
		MOY	43%	19%	16%	22%	64
Grade 5	Composite Score	BOY	27%	22%	26%	25%	65
		MOY	28%	24%	20%	28%	64

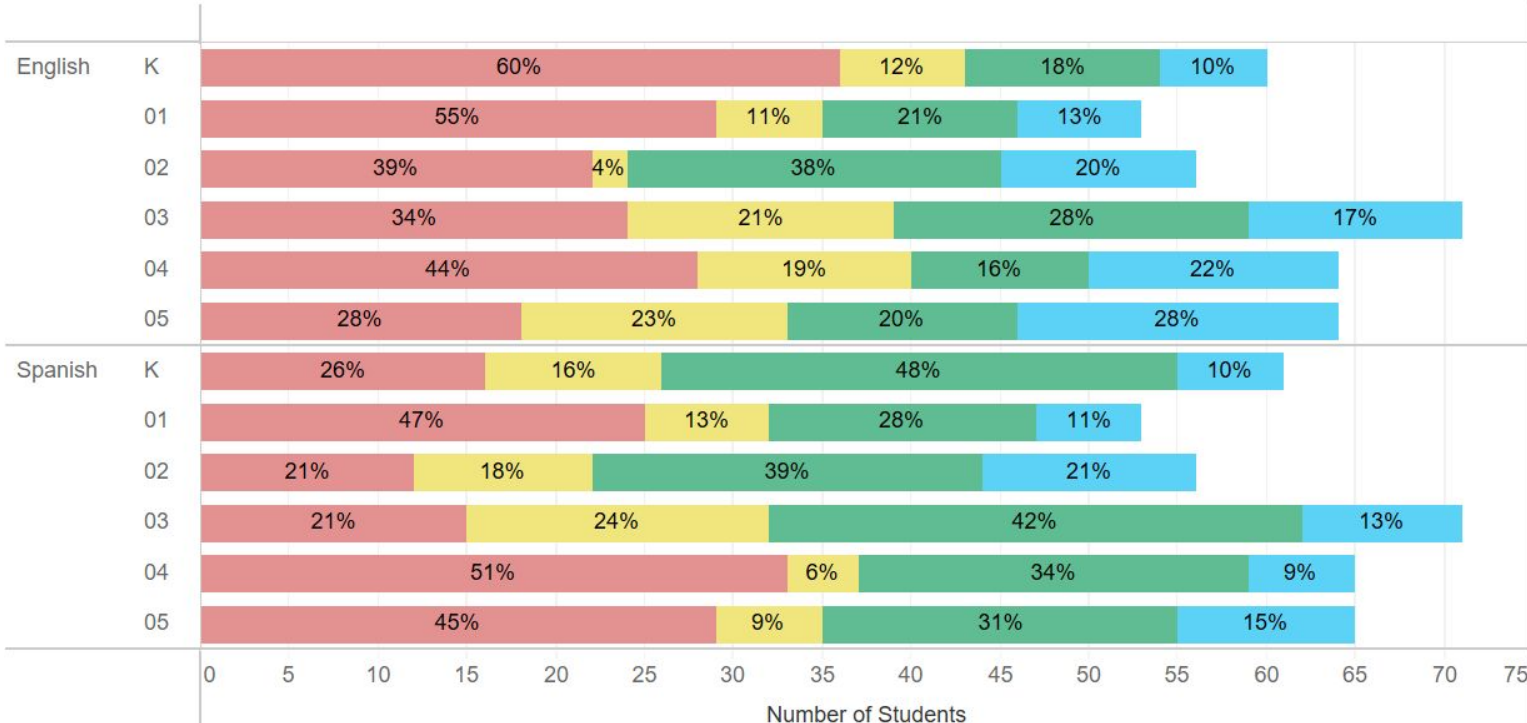
Population	Measure	Levels	Students
University Hill Elementary School	Composite Score	BOY	45% 17% 22% 16% 370
		MOY	44% 15% 23% 18% 368

mClass Dibels/Lectura MOY - University Hill

Schoolwide



mCLASS DIBELS/Lectura by Grade



Select View

School

School Name

University Hill

School Year

2025-26

Window

MOY

Grouping

Please Select

Placement

- Above Benchmark
- At Benchmark
- Below Benchmark
- Well Below Benchmark

Presupuesto / Budget



Categorías de presupuesto / Budget Categories

Financiar / Fund	SRA	Cuenta rotativa (Actividad + KH) / Revolving Account (Activity + KH)	Titulo I / Title I	Financiamiento diferenciado / Differentiated Funding
Detalles / Details	Gastos principales: \$10,000 para estanterías de biblioteca \$3,000 para gimnasio Major expenses: \$10k for library bookshelves \$3k for gym	Board Policy KH -	Gastos principales: - Se contrataron dos profesores adicionales de Tipo 39 en enero y febrero Major expenses: - Hired 2 additional Type 39 Teachers in January and February	Compromiso de 3 años: Año 2 - Intervencionista de Matemáticas/Entrenador 3 year commitment: Year 2 - Interventionist Math/Coach

Materiales de juego instructivos para niños de preescolar / Kinder Instructional Play Materials

Hardwood Blocks - Master Set (100 blocks)	
Or	
Soft Unit Blocks - Master Set (184 blocks)	
Unit Block Storage Cabinet - Master Set	
Around Town Vehicles - Set of 8	
Hardwood Community Vehicles - Set of 10	

- Area de bloques / Block area
- Juego dramático / Dramatic play
- Area de Arte / Art area
- Rompecabezas y juegos / Puzzles and Games
- Contenedores de almacenamiento / Storage Bins

Costumes Set of 10





Datos de comportamiento / Behavior Data

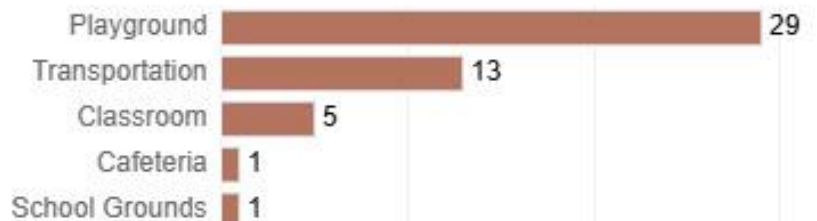
Libro de trabajo de comportamiento de Vizlab / Vizlab Behavior Workbook



**UNIVERSITY HILL
ELEMENTARY
SCHOOL**

Fall / Otoño

Top 5 Locations (8/12/2025-12/11/2025)



Spring /
Primavera

Top 5 Locations (1/14/2026-2/10/2026)



Libro de trabajo de comportamiento de Vizlab / Vizlab Behavior Workbook



**UNIVERSITY HILL
ELEMENTARY
SCHOOL**

Behaviors By Day of Week
All Events with All Resolutions

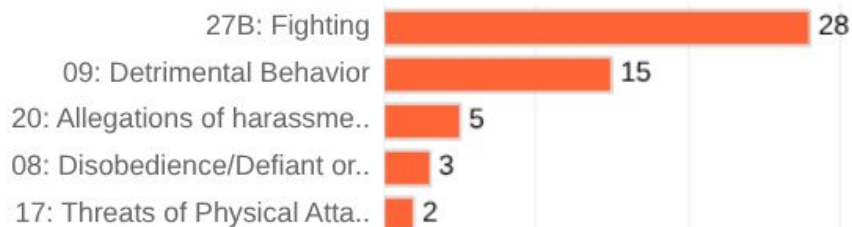


Libro de trabajo de comportamiento de Vizlab / Vizlab Behavior Workbook

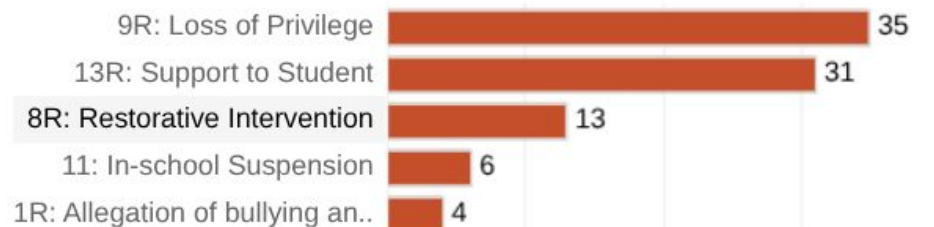


**UNIVERSITY HILL
ELEMENTARY
SCHOOL**

Top 5 Event Types (8/12/2025-2/10/2026)



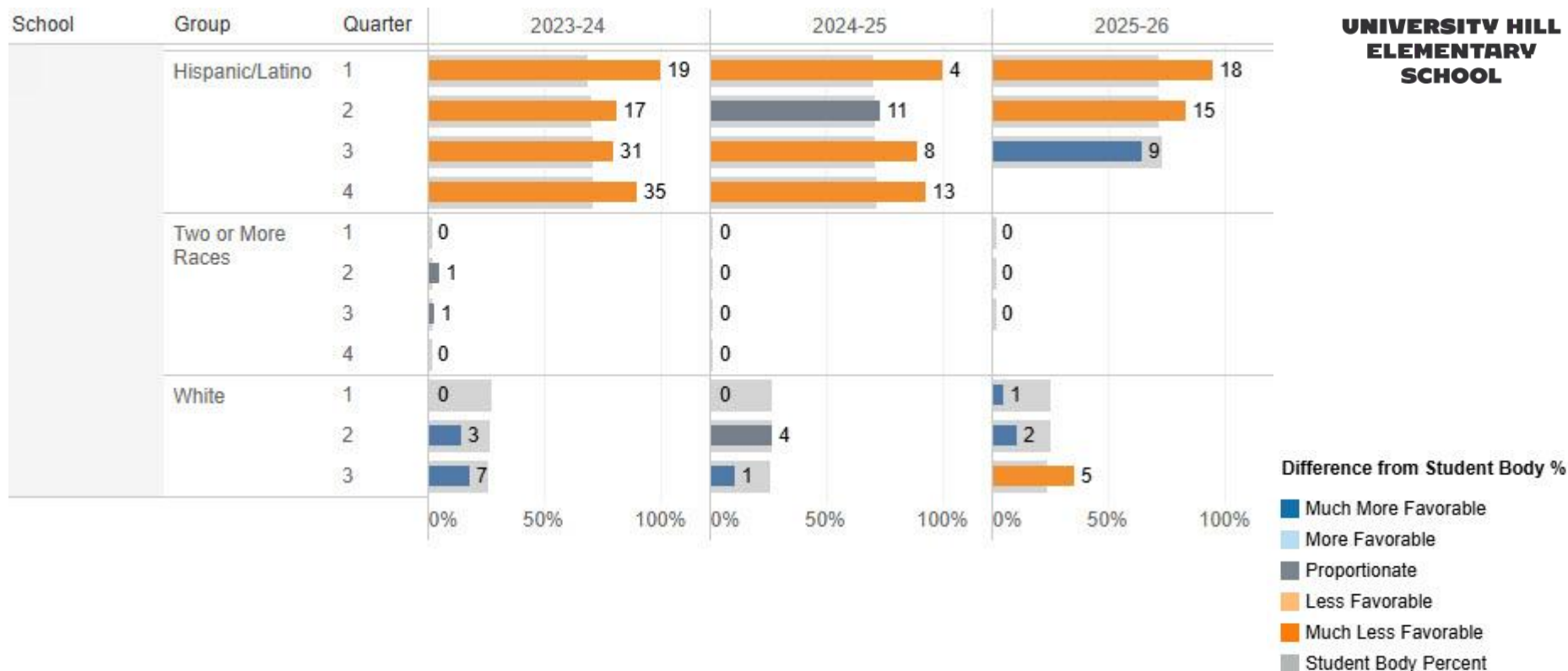
Top 5 Resolution Types (8/12/2025-2/10/2026)



Desproporcionalidad del comportamiento / Behavior Disproportionality



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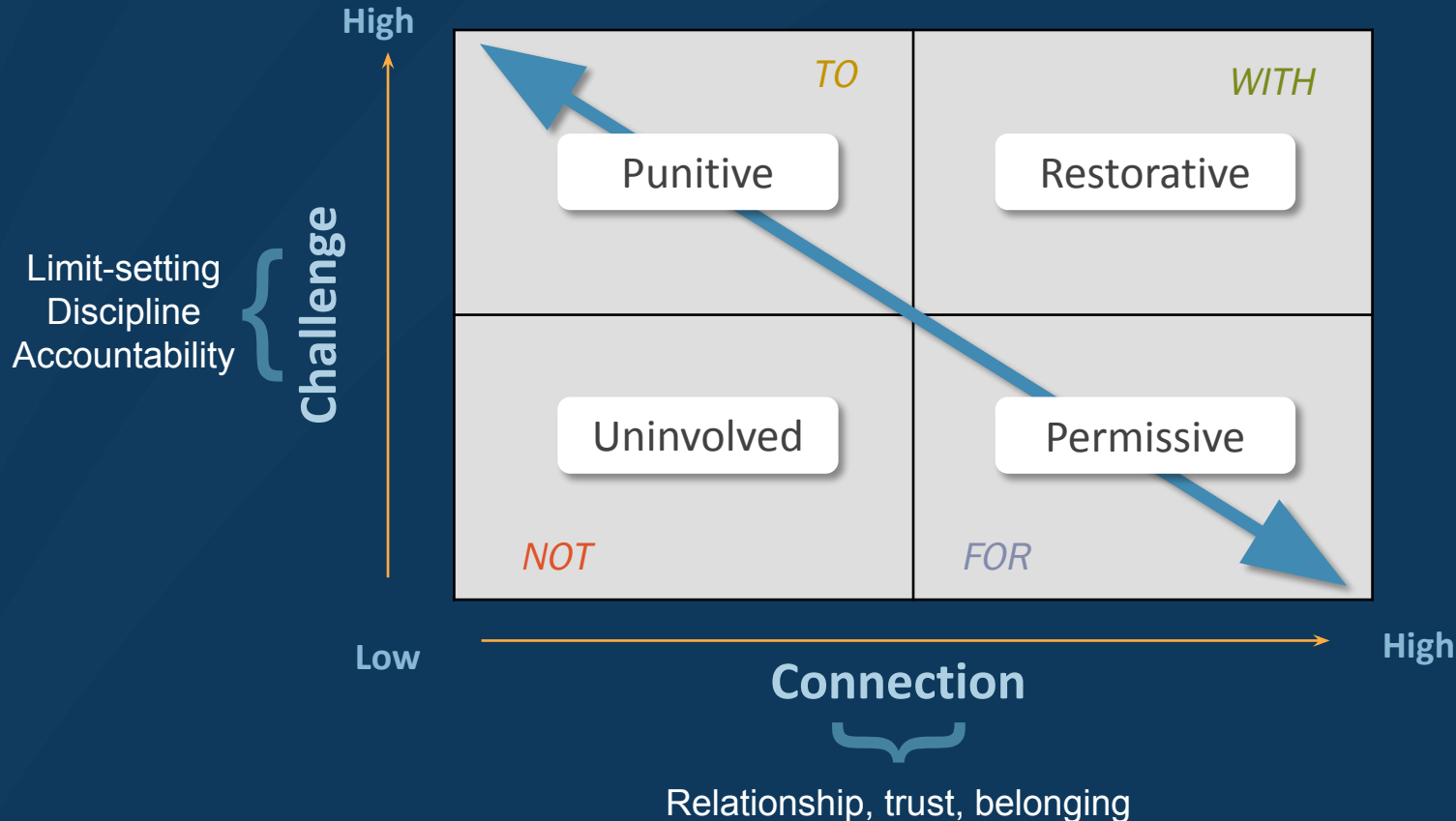
Restorative Practices Toolkit



[BVSD RP Website](#)

Social Discipline Window

(see notes below for mini-lesson)



Encuesta de Asociación Familiar Family Partnership Survey



Encuesta de Asociación Familiar

Family Partnership Survey

[Enlace / Link](#)



BOULDER VALLEY
SCHOOL DISTRICT

Meeting #5- March 25, 2026/ Reunión #5 - 25 de marzo, 2026

Uni Hill SAC/DAC



**UNIVERSITY HILL
ELEMENTARY
SCHOOL**

Actualizacion de Comité de Responsabilidad del Distrito

District Accountability Committee Update



**La próxima reunión es el 3 de marzo de 2026 de 6:15 a 8:30 p.m.
Next meeting is March 3, 2026 from 6:15 – 8:30pm**

Ingreso del presupuesto a la junta

Budget Input to the Board

Entregables a la mesa directiva de BVSD - Memorando de Presupuesto: Comentarios y Recomendaciones (enero de 2026) carpeta compartida

[BVSD Board Deliverables - Budget Memo: Input & Recommendations \(January 2026\)](#) shared folder



BOULDER VALLEY
SCHOOL DISTRICT

Comportamiento, disciplina y compromiso / Behavior, Discipline, & Engagement

Agenda

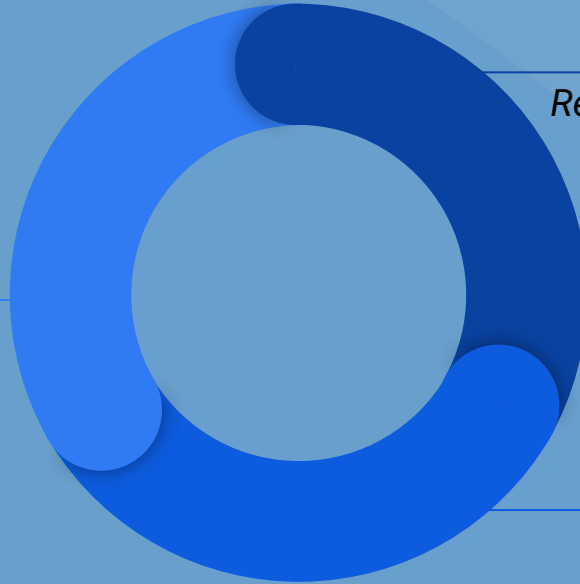
- Resumen de cómo funcionan el comportamiento y la disciplina
 - *Overview of how behavior and discipline works*
- Echa un vistazo al Panel de Control del Plan Estratégico
 - *Take a Look at [The Strategic Plan Dashboard](#)*
- Fortaleciendo tu kit de herramientas para la crianza
 - *Strengthening your Parenting Toolkit*



Comportamientos Esperados en la Escuela *School Expected Behaviors*

Comportamientos y expectativas enseñados y reforzados a nivel escolar. Reglas generales de la escuela, normas del aula, Derechos y Responsabilidades del Estudiante

Behaviors and expectations taught and reinforced at the school level. General school rules, classroom norms, Student Rights & Responsibilities



Apoyo Conductual Dirigido *Targeted Behavior Support*

Reenseñanza y revisión de comportamientos proporcionados a los estudiantes según sea necesario

Re-teaching and reviewing of behaviors provided to students as needed

Derivaciones de disciplinarias en la oficina

Office Discipline Referrals

Conductas graves de inseguridad o comportamientos que se considerarían ilegales si un adulto los realizara (considerando el desarrollo y el contexto del estudiante)

Major safety misconduct or behaviors that would be considered illegal if an adult did it (student development and context considered)

Process for Office Discipline Referrals



- 1** All students involved are supported to restore safety and emotional regulation
- 2** Information and facts are gathered for investigation
- 3** Decisions are made regarding resolutions and disciplinary consequence:
 - Decisions based on the most restorative, learning-focused approach
 - Progressive continuum of disciplinary resolutions
- 4** Staff communicate with concerned parties
- 5** Documentation



Proceso para Referencias de Disciplina en



- 1** Se brinda apoyo a todos los estudiantes involucrados para restaurar la seguridad y la regulación emocional
- 2** Se recopilan información y hechos para la investigación
- 3** Se toman decisiones respecto a las resoluciones y las consecuencias disciplinarias:
 - Decisiones basadas en el enfoque más restaurativo y centrado en el aprendizaje
 - Continuo progresivo de resoluciones disciplinarias
- 4** El personal se comunica con las partes interesadas
- 5** Documentación



Considerations During ODR Process



- **Key factors**

- Safety
- Age and developmental stage of students
- Impact to school community

- **Ensuring equitable decisions**

- Guidance documents
- Consultation
- Professional development



- **Factores clave**

- Seguridad
- Edad y etapa de desarrollo de los estudiantes
- Impacto en la comunidad escolar

- **Asegurando decisiones equitativas**

- Documentos de orientación
- Consulta
- Desarrollo profesional

BVSD Policies Related to Behavior & Discipline

[JD/JR](#) - Student Conduct and Discipline Code

[JDC](#) - Student Conduct

[JDD](#) - Student Discipline

[JDDA](#) - Student Involvement w/Drugs and Alcohol

[JDHB](#) - Bullying

[JDSE](#) - Student Suspension / Expulsion



Políticas de BVSD Relacionadas con el Comportamiento y la Disciplina

[JD/JR](#) - Código de Conducta y Disciplina Estudiantil

[JDC](#) - Conducta Estudiantil

[JDD](#) - Disciplina Estudiantil

[JDDA](#) - Participación Estudiantil con Drogas y Alcohol

[JDHB](#) - Acoso escolar

[JDSE](#) - Suspensión / Expulsión de Estudiantes

Specific and significant behavioral concerns

- Connection to school
- Types of legal charges
- C.R.S. § 22-33-105(5)(a)
- Threat Assessment process
- Support Plans



Preocupaciones conductuales específicas y significativas

- Conexión con la escuela
- Tipos de cargos legales
- C.R.S. § 22-33-105(5)(a)
- Proceso de evaluación de amenazas
- Planes de apoyo



Enrollment considerations

How enrollment changes occur

- Administrative Transfer process
- Intensive Special Education programs

Who makes those decisions

- District School Leadership
- Safety & Security recommendation
- Special Education (IEP process)



Consideraciones de inscripción

Cómo ocurren los cambios de inscripción

- Proceso de Transferencia Administrativa
- Programas intensivos de educación especial

¿Quién toma esas decisiones?

- Liderazgo Escolar Distrital
- Recomendación de seguridad
- Educación Especial (proceso de IEP)



Remember: We are in the business of children!

Making mistakes is a natural part of growing up, and we are there to help students through it.

Being held accountable helps to build self-esteem, empathy and a strong sense of self as an important contributor in their school community.

We maintain a focus on restorative practices and use them as much as possible to help students repair harm and move on with dignity, respect and kindness.



Recuerde: ¡Estamos en el negocio de los niños!

Cometer errores es parte natural del crecimiento, y estamos ahí para ayudar a los estudiantes a superarlos.

Asumir la responsabilidad ayuda a desarrollar la autoestima, la empatía y un fuerte sentido de identidad como contribuyente importante en su comunidad escolar.

Nos centramos en las prácticas restaurativas y las utilizamos al máximo para ayudar a los estudiantes a reparar el daño y seguir adelante con dignidad, respeto y amabilidad.



Recuerda: ¡Estamos en el negocio de los niños!

Cometer errores es una parte natural del crecimiento, y estamos ahí para ayudar a los estudiantes a superarlo.

Ser responsable ayuda a desarrollar la autoestima, la empatía y un fuerte sentido de uno mismo como un contribuyente importante en su comunidad escolar.

Mantenemos un enfoque en las prácticas restaurativas y las utilizamos tanto como sea posible para ayudar a los estudiantes a reparar el daño y seguir adelante con dignidad, respeto y amabilidad.



Strengthening your Parenting Toolkit



- 1** Support greater independence for your child as they are ready by teaching skills and modeling the behavior you want to see
- 2** Attend school events, including SAC or PTO meetings, conferences, Back to School Night
- 3** Model internet and cell phone use. Have clear expectations for your child and stay consistent
- 4** Read all communication that comes from school
- 5** Know who your child's counselor and assistant principal is and communicate with them (teachers, too)



Fortaleciendo tu kit de herramientas para la crianza



- 1** Apoya una mayor independencia de tu hijo a medida que esté listo, enseñándole habilidades y mostrando con tu ejemplo el comportamiento que deseas ver
- 2** Asista a los eventos escolares, incluidas las reuniones del SAC o PTO, las conferencias y la Noche de Regreso a Clases
- 3** Predica con el ejemplo el uso de internet y del teléfono celular. Ten expectativas claras para tu hijo y mantente consistente.
- 4** Lee toda la comunicación que provenga de la escuela
- 5** Sepa quién es el consejero y el subdirector de su hijo y comuníquese con ellos (también con los maestros)



Strengthening your Parenting Toolkit



- 6** Remember that even the BEST kids are capable of making mistakes (and that is ok!)
- 7** Listen more than you talk
- 8** Kids will follow what we DO, more than what we SAY
- 9** Allow your child to own their mistakes, so they can learn from them
- 10** Remember that your child is their own person and on their own journey in life



Fortaleciendo su conjunto de herramientas para padres



- 6 Recuerda que incluso los MEJORES niños son capaces de cometer errores (¡y eso está bien!)
- 7 Escucha más de lo que hablas
- 8 Los niños seguirán lo que HACEMOS, más que lo que DECIMOS
- 9 Permita que su hijo asuma sus errores, para que pueda aprender de ellos.
- 10 Recuerde que su hijo es una persona independiente y está en su propio camino en la vida.



Uni Hill SAC Topics in the Queue - March 25, 2026

- Brainstorm how we can increase involvement (other parents/family members) in PTA and SAC, including our primary Spanish speaking community
- Discussion on pros/cons /reasons why in each grade: we have one class where the students stay with the same teacher all day and the other 2 classes change teachers. (might be a simple answer?) All teachers are bilingual, correct?...
- SAC, PTA, and FET - what does each group focus on?





BOULDER VALLEY
SCHOOL DISTRICT

Meeting #6- April 8, 2026/ Reunión #6 - 8 de abril, 2026

Uni Hill SAC/DAC/PTA meeting



**UNIVERSITY HILL
ELEMENTARY
SCHOOL**

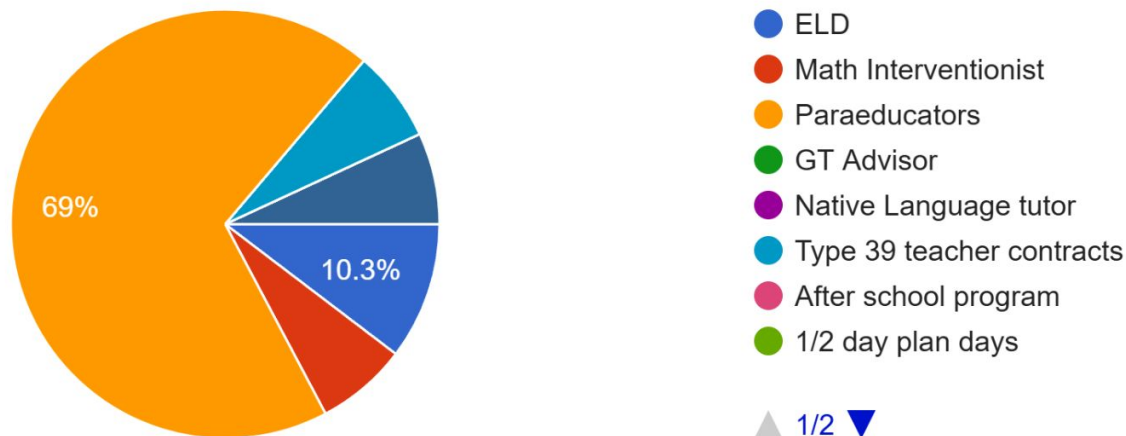
April 8, 2026 SAC/PTA Budget Update

1. Quick Overview of Current Budget Standings
 - a. SRA
 - b. Title 1
 - i. Closure of school year - standings
2. 2026-2027 Budget Priorities
 - a. Title 1
 - i. Current Allocations and estimate of encumbrance
3. [Notes from 4/8/2026 meeting](#)

#1 Budget Priorities

Please identify your most important funding priority for our Title One Funding for the 2026-2027 school year. This should be your #1.

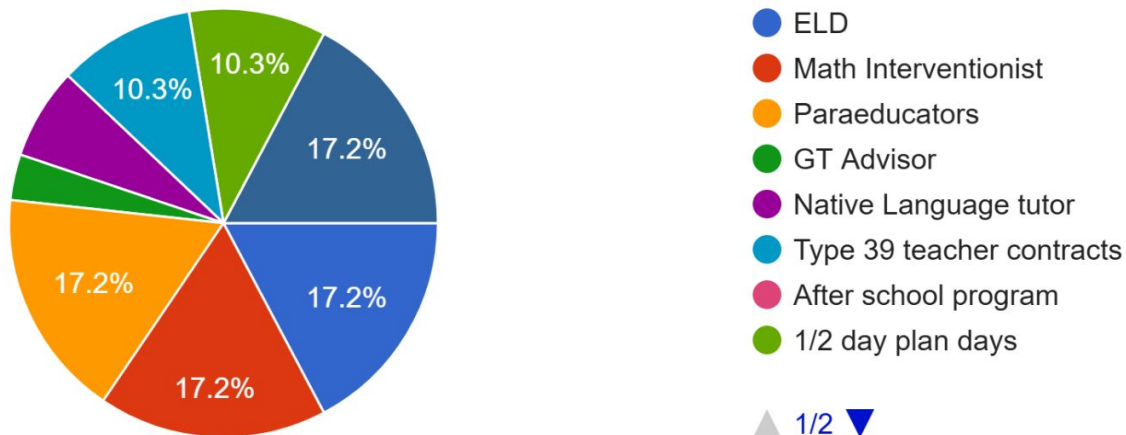
29 responses



#2 Budget Priorities

Please identify your most important funding priority for our Title One Funding for the 2026-2027 school year. This should be your #2.

29 responses





BOULDER VALLEY
SCHOOL DISTRICT

Meeting #7- April 9, 2026/ Reunión #7 - 9 de abril, 2026

Uni Hill SAC/DAC



**UNIVERSITY HILL
ELEMENTARY
SCHOOL**

Disminución de la matrícula / Declining Enrollment



Recursos para la disminución de inscripciones / Declining Enrollment Resources

- [BVSD Declining Enrollment Video](#) (2min 12sec)
 - En español - [video](#)
- [BVSD Declining Enrollment 2-Pager](#)
- [BVSD Community Engagement Timeline](#)
- Board Presentations: [Oct. 21, 2025](#) ([video](#)) and [Jan. 27, 2026](#) ([video](#)) (~30mins) (Watch ahead of time)
- [Declining Enrollment](#) and [Long Range Advisory Committee](#) websites

Overview for the 2026-2027 School Year



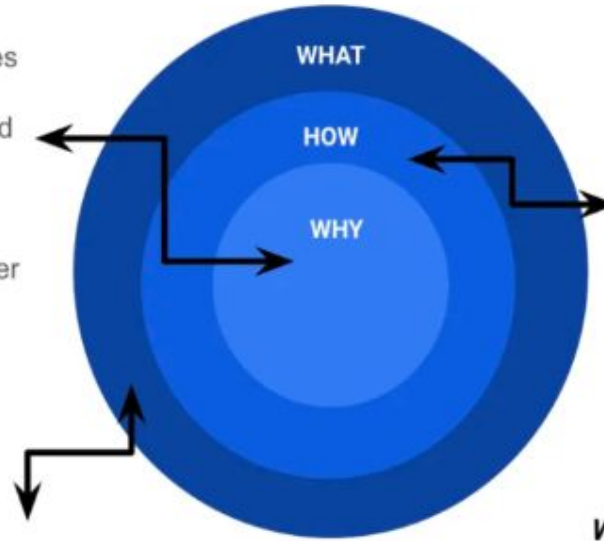
University Hill

Purpose - WHY

We are an inclusive, multicultural school that prides itself in nurturing compassionate, biliterate, and flexible-minded community members. We empower individuals to challenge systemic inequities for a better future for all.

Vision of University Hill - HOW

The vision of University Hill is to provide a caring environment where children are empowered to be critical thinkers, mindful community members, and culturally competent, bilingual individuals.



Mission of University Hill - WHAT

At University Hill, we create a bilingual learning environment focused on the diverse needs of all children, in which students prepare to be responsible world citizens who are biliterate in Spanish and English, and who excel in academics and thrive in a global community.

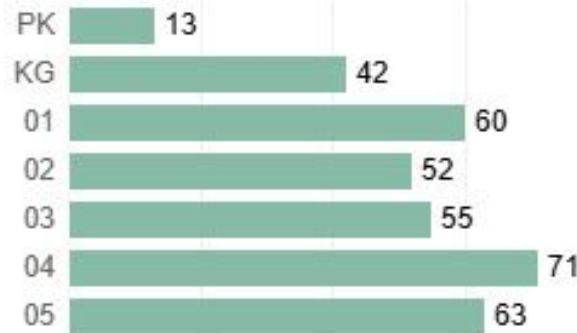
What does this mean to you and for you?

Enrollment Numbers

2025-2026		
Demographics Funded FTE		
Total	368 (394 w/PK)	- 12 from 24/25
ELL	177 (48%)	
FRL	234 (64%)	
SPED	69 (19%)	
504	12	
GT		
Hispanic	263 (71%)	

Enrollment Numbers

Grouping Variable #3: *By 26-27 Grade Level*



Enrollment for
2026-2027
358

Grade	# of Rounds	Class size
KG	2	21
1st	3	20
2nd	2	26*
3rd	2	27-28*
4th	3	23-24
5th	3	21

We are considering creative ways of supporting our highest grade levels during major content areas such as math and literacy

Enrollment Trends

ENROLLMENT SUMMARY BY GRADE

Funded Headcount

	2025-2026	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
12										
11										
10										
9										
8										
7										
6										
5	65	65	66	56	63	66	57	66	56	58
4	65	68	62	64	58	63	75	58	71	59
3	71	64	64	66	70	64	66	76	67	75
2	57	73	59	66	72	64	72	70	76	70
1	52	52	67	64	65	73	67	73	77	82
K	58	58	54	61	67	68	79	79	76	78
Total	368	380	372	377	395	398	416	422	423	422
<i>Pre-K</i>	26	25	35	28	29	32	36	24	20	28
<i>total w/ Pre-K</i>	394	405	407	405	424	430	452	446	443	450