

Comprehensive School Safety Plan 2023-2024 University Elementary CRPUSD

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Approved by:

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at University Elementary, 8511 Liman Way, Rohnert Park, CA, 94928.

Safety Plan Vision

All students and staff of public primary, elementary, junior high, and senior high schools have the inalienable right to attend campuses that are safe, secure, and peaceful.

California Constitution

Article I, § 28 (c)

Board Policy 5142

“The governing board is responsible for ensuring that proper attention is paid to the safety of students. The governing board expects the superintendent to develop and implement regulations which will produce as safe an educational environment as possible for the students as well as for the certificated and classified staff.”

Components of the Comprehensive School Safety Plan (EC 32281)

University Elementary Safety Committee

Assessment of School Safety

- Office Referrals
- Attendance Rates/SARB
- Suspension/Expulsion Data
- California Healthy Kids Survey
- Youth Truth Survey
- School Improvement Plan
- Local Law Enforcement Juvenile Crime Data
- Property Damage Data

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

- Conflict resolution management teams
- After-school sports programs
- After-school tutorial
- Law enforcement support
- Team Success
- SOS Counseling
- Administrative Panel reviews of serious discipline referrals
- School Student Study Teams
- Extra-curricular activities
- Motivational speakers/assemblies
- SARB
- Positive Behavior Strategies
- Achievement Assemblies
- Student Recognition Assemblies
- Ongoing assessment of school safety issues
- Zero tolerance for weapons and drugs
- High expectations for students' behavior and achievement
- Fair, firm, and consistent enforcement of school standards
- Staff, student, and parent involvement in school decision-making
- Leadership class and leadership opportunities for students

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

(EC 32282(a)[2](A); EC 44691; PC PC11165.5; PC11165.7; PC11166) (BP 5141.4, AR 5141.4)

All school staff is trained in Child Abuse Reporting Procedures annually using the Vector online training module. All school staff actively monitor the safety and welfare of all students, and all school and district employees are mandated, reporters. Staff members understand their responsibility as childcare custodians and immediately report all cases of known and suspected child abuse to Child Protective Services and the school principal.

Reporting Procedures

1. Initial Telephone Report: Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department.

Child Protective Services - Sonoma County
4717 Copperhill Parkway
Santa Rosa, CA 95403
Tel: 707-565-4300
FX: 707-565-4324

2. Written Report.: Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572).

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include if known:

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
- b. The child's name and address, present location, and, where applicable, school, grade, and class.
- c. The names, addresses, and telephone numbers of the child's parents/guardians.
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child.
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her.

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05.

3. Internal Reporting: The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee.

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with the law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or another person shall not be a substitute for making a mandated report to the appropriate agency.

Training:

Training of mandated reporters shall include identification and mandated reporting of child abuse and neglect.

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.

Victim Interviews by Social Services

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child.

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school.

Release of Child to Peace Officer:

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation.

Parent/Guardian Complaints:

Upon request, the Superintendent or designee shall provide parents/guardians with a copy of this administrative regulation which contains procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

Upon request, the Superintendent or designee shall provide parents/guardians with a copy of this administrative regulation which contains procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided. To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

Notifications:

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee.

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard for the truth or falsity of the report.
2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment.
3. No employee shall be subject to any sanction by the district for making a report.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Adaptations for Students with Disabilities

Disaster Plan (See Appendix C-F)

(EC 32282(a)[2](B); GC 8607; GC 3100) (BP 5142, AR 5142, BP 6114, 6114.1, 6114.2, 6114.3, 6114.4, 6114.5)

CRPUSD maintains an Emergency Operations Plan (EOP) at each school site. Site-specific information is included and updated annually. Students are instructed in their classes each year about safety procedures. Student and Staff Drills Are conducted as listed below. Maps and procedures and more information are included in our full Emergency Operations Plan (EOP). Under Government Code 3100, all school personnel are Disaster Services Workers and are required to assist during a disaster until they are released by the Incident Commander/District Superintendent.

Type of Drill

Fire, Earthquake, Evacuation

Elementary: Once a month
Intermediate: Once a quarter
Secondary: Once a semester

Lockdown/Student Release

Elementary: Once a year
Intermediate: Once a year
Secondary: Once a year

These protective measures are taken before, during, and following an earthquake.

Mitigation

- Assess existing or potential hazards on and off campus
- Identify nonstructural hazards on campus and develop a plan of action to address the hazards

Preparedness

- Establish and Train in NIMS/SEMS and ICS
- Conduct Drills for Students and Staff in Drop/Cover/Hold
- Conduct Evacuation Drills for Students and Staff
- Conduct Drills for Students, Staff, and Families in the Student Release Procedures
- Coordinate, plan, and train with Law Enforcement and Fire
- Acquire emergency equipment and supplies
- Coordinate with SCOE S.O.S. Crisis Response Team

Response

- Evacuate buildings and the school campus if necessary
- Release students as needed

- Initiate search and rescue efforts as needed
- Handle triage, medical aid, and mental health emergencies as needed

Recovery and Reconstruction

- Assess building and campus safety and damage
- Identify contacts for support as needed
- Mobilize the Crisis Response team as needed
- Make plans to relocate classes and other academic business at an alternate site as needed
- Track costs to delineate expenditures
- Debrief
- Update the plan as needed

Public Agency Use of School Buildings for Emergency Shelters

The American Red Cross has an MOU with the City of Rohnert Park. As needed, the school building facilities would be used as overflow.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

(EC 32282(a)[2](C) (BP 5144.1, AR 5144.1, AR 5144.2, BP 5131)

It is the intent of the governing board to maintain a safe learning environment for all students. Student behavior management is conducted in a manner consistent with federal law, the Education Code of California, governing board policies, and district administrative regulations. School staff members adhere to the procedures set forth in the Student and Parent Handbook.

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction. Except where suspension for a first offense is warranted in accordance with the law, the suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be specified in Administrative Regulation 5144.1. Suspended or expelled students shall be excluded from all school-related extracurricular activities during the period of suspension or expulsion.

Decision Not to Enforce Expulsion Order: On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law.

Student Due Process: The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

The Board recognizes that students who are suspended from school often have no supervision or guidance during school hours when they are off campus. The Board believes that in many cases, it would be better to address the student's misconduct by keeping the student at school and providing him/her with supervision that is separated from the regular classroom. The Superintendent or designee may establish a supervised in-house suspension program that meets the requirements of the law for suspended students who pose no imminent danger or threat at school and for whom an expulsion action has not been initiated. (Education Code 48900.5.) The Superintendent or designee may examine alternatives to off-campus suspension and may establish a suspension program that involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians, and students; detention; student study BP 5144.1 (b) teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspension.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

(EC 32282(a)[2](D); EC 49079) (BP 4158 AR 4158)

In accordance with EC 49079, the Superintendent informs the teacher of any student in his/her class who has engaged in, or is suspected of, any act during the previous three years which could constitute grounds for suspension or expulsion under EC 48900.

CRPUSD utilizes a contracted service called "Behavior Alert" that sends every teacher a coded email if one of their students gets suspended for any 48900 offense.

(E) Discrimination and Harassment Policies (EC 212.6 [b])

(EC 32282(a)[2](E); EC 234.4) (BP 5145.3, BP 5145.7, BP 5131.2, BP 5144.1)

DISCRIMINATION & HARASSMENT POLICY

CRPUSD is committed to maintaining a safe school environment that is free from discrimination and harassment. Discrimination against any student or employee and/or sexual harassment of any student or employee by another person is prohibited.

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in district complaint processes.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
5. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable

Complaint Process

Any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity (e.g., by a visiting athlete or coach) shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall report it in accordance with administrative regulations. The Superintendent or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulations. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

Disciplinary Actions

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Confidentiality and Record-Keeping

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964) The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in the schools.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

(EC 32282(a)[2](F)) (BP 5132, AR 5132)

Students are expected to dress in a way that is safe, not distracting to themselves or others, and allows them to fully participate in their academic and physical education activities.

The Governing Board desires to keep district schools and students free from the threats or harmful influence of any groups or gangs which exhibit drug use, violence, or disruptive behavior. The Superintendent or designee shall take steps to deter gang intimidation of students and confrontations between members of different gangs. He/she shall exchange information and establish mutually supportive efforts with local law enforcement authorities. To further discourage the influence of gangs, the Superintendent or designee shall ensure that school rules of conduct are enforced consistently and that all students have access to counselors as needed.

The Superintendent or designee shall provide in-service training which helps staff to identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately to gang behavior. Staff shall be informed about conflict management techniques and alerted to intervention measures and community resources that may help our students.

Prevention Education

The Board realizes that many students become involved in gangs without understanding the consequences of gang membership. Early intervention is a key component of efforts to break the cycle of gang membership. Therefore gang violence prevention education in the third grade.

The California Legislature has declared that gang-related apparel is hazardous to the health and safety of the school environment. The Board recognizes that there is evidence of a gang presence in district schools that may disrupt or interfere with school activities. The Board has determined that the Superintendent or designee may establish reasonable dress code regulations prohibiting students from wearing gang-related apparel when necessary for the health and safety of the school environment.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

(EC 32282(a)[2](G)) (BP 5131)

CRPUSD annually defines procedures for the safe ingress and egress of pupils as well as details regarding the nature and hours of campus supervision, locations of safe drop-off and pick-up of students, and the safe ingress and egress to the campus. Safety procedures and expectations are described for those students who [drive cars,] ride the bus, ride their bikes, and walk to and from school.

All schools in CRPUSD have a plan for safe ingress and egress, policies and procedures are reviewed with pupils and staff and shared with parents.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

The CRPUSD Leadership Team will be incorporating PLC's at their individual sites to monitor and assess student progress and responsively support struggling students to enable all students to achieve grade-level standards.

Element:

By June of 2024, 100% of CRPUSD school sites will have PLC's that meet once a month.

Opportunity for Improvement:

Baseline: PLC's are not occurring at every school site.

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------|------------------|------------------------|------------------------|
| CRPUSD Leadership Team is attending PLC Training | Attend PLC Training | Training | CRPUSD Leadership Team | CRPUSD Leadership Team |
| CRPUSD Leadership Team will have one dedicated meeting a month to practice and utilize PLC's to analyze site data | Schedule Monthly Meeting | Monthly Meeting | CRPUSD Leadership Team | CRPUSD Leadership Team |
| PLC's will be utilized at sites | PLC Site Meetings | PLC Shared Drive | CRPUSD Leadership Team | CRPUSD Leadership Team |
| Action Plans will be created at each site to address the needs of students. | Identify Student Needs/Create Action Plan | Site Data | CRPUSD Leadership Team | CRPUSD Leadership Team |

Component:

All CRPUSD school sites will have written procedures for the Fire Panel and how to turn off the water and electricity at each site.

Element:

By June of 2024, 100% of CRPUSD school sites will have Fire Panel Instructions, Water and Electricity Shutoff Procedures, and correct key in lockbox.

Opportunity for Improvement:

There are not written instructions for each school site and their Fire Panel. In addition, all site administrators are not aware of how to shut off water and electricity at their sites.

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|--------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------|-------------|------------------------|
| Identify the type of fire panel at each site | Identify Fire Panel | Fire Panel Instructions | Josh Savage | CRPUSD Leadership Team |
| Identify the locations of the electricity and water shutoffs at each location | Identify | Locate on Map | Josh Savage | CRPUSD Leadership Team |
| Write instructions for each fire panel | Write Instructions/Post | Fire Panel Instructions | Josh Savage | CRPUSD Leadership Team |
| Create a map with instructions for the electricity and water shutoff and post next to the fire panel as each school site | Create Map | Current Map/Site Visits | Josh Savage | CRPUSD Leadership Team |
| Post instructions at each school site for the site's fire panel | Post at each school site | Updated Maps | Josh Savage | CRPUSD Leadership Team |

Component:

H. ENSURING A SAFE AND ORDERLY ENVIRONMENT

(EC 32282(a)[2](H))

EC 32282 (b) It is the intent of the Legislature that schools use the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled "Safe Schools: A Planning Guide for Action" in conjunction with developing their plan for school safety.

Safe Schools: A Planning Guide for Action is based on four principles: safe schools are caring schools, are built through cooperative efforts of all stakeholders, communicate high standards, and stress prevention. The guide recommends a seven-step planning process to guide the planning committee in addressing the components of the safe-school model.

This Comprehensive School Safety Plan has incorporated the Safe Schools: A Planning Guide for Action Steps 1-3 (identifying a planning committee, creating a vision of a Safe School, and gathering and analyzing data.

Section H describes Steps 4 and 5: setting an annual goal(s) for each of the two safe school components: The Social Environment (people and programs) and the Physical Environment (facilities). This section further identifies at least one goal with measurable objectives and activities for each of the two safe school components.

Steps 6 and 7 (communicating and evaluating the plan) are incorporated into the full Comprehensive School Safety Plan and are found in the Monitoring and Communication Section. This school also publishes the status of the school safety plan in its annual School Accountability Report Card.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

University Elementary Student Conduct Code

(EC 32282(a)[2](I)) (BP 5131/5131.1, AR 5131.1, BP 5144, AR 5144)

In order to provide a positive and safe learning environment for students, CRPUSD Individual School sites have created school-wide expectations for behavior and discipline.

Student Attendance / Student Conduct Policies and Regulations

We encourage our parents and students to familiarize themselves with these important District policies and regulations regarding student attendance and conduct. These will be posted on our District website at www.crpud.org. For a hard copy, please see your school's office manager.

Absences and Excuses BP 5113 / AR 5113

Chronic Absence and Truancy AR 5113.1

Alcohol and Other Drugs Alcohol y otras drogas BP 5131.6 / AR 5131.6

Bullying BP 5131.2

Conduct BP 5131

Discipline BP 5144 / AR 5144

Gangs BP 5136 / AR 5136

Nondiscrimination / Harassment BP 5145.3

Sexual Harassment BP 5145.7 / AR 5147.7

Suspension and Expulsion / Due Process BP 5144.1 / AR5144.1 and AR 5144.2

Use of Technology BP 6163.4 / AR 6163.4

(K) Hate Crime Reporting Procedures and Policies

(EC 234.4) (BP 5131.2, BP 5144.1)

CRPUSD recognizes the harmful effects of bullying on student learning and school attendance and desires to provide learning environments that protect students from physical and emotional harm. XXX School has developed strategies to support a safe and orderly environment free from bullying and intimidation.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any other student or site personnel.

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of the district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption.
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff's authority
5. Damage to or theft of property belonging to students, staff, or the district

The district shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.

6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs
8. Possession or use of a laser pointer, unless for valid instructional or other school-related purposes. Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee.
9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time. Such devices shall be turned off in class and stored securely in the student's belongings, except when being used for valid instructional or other school-related purposes as determined by the teacher or other district employee, and at any other time directed by a district employee. Any device with a camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person.

Students shall not use mobile communications devices, even in hands-free mode, while driving on school grounds or to or from a school-related activity.

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health. (Education Code 48901.5)

10. Plagiarism or dishonesty on school work or tests
11. Inappropriate attire
12. Tardiness or unexcused absence from school
13. Failure to remain on school premises in accordance with school rules

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or an administrator for further investigation.

When a school official suspects that a search of a student or his/her belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

When a student uses any prohibited device or uses a permitted device in any unethical or illegal activity, a district employee may confiscate the device. The employee shall store the item in a secure manner and may either return it at the end of the class period or school day or keep it until the principal or designee has consulted with the student's parent/guardian.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline, in accordance with the law, Board policy, or administrative regulation, for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

(J) Tactical Responses

(EC 32282(a)[2](J)) (BP 0540)

TACTICAL RESPONSES (SEE EOP, ANNEX B)

CRPUSD in consultation with law enforcement officials has developed tactical responses to criminal incidents at the school site that may result in death or serious bodily injury. In accordance with EC 32281(f) the district elects not to disclose the tactical response portions in the publicly viewed copy of the plan. General procedures for Shelter-in-Place, Lockdown, and Evacuation, [and Run-Hide-Fight] are contained in Annex B of the Emergency Operations Plan.

Each school in CRPUSD has an Emergency Operation Plan that details the procedures in the event of an active shooter.

Procedures for Preventing Acts of Bullying and Cyber-bullying

School behavior standards shall be coordinated district-wide, with particular attention to applying the standards for discrimination, intimidation, harassment, and bullying behavior fairly and consistently among schools at the same grade level. Schools will follow district guidelines and policies according to the Education Code and school rules pertaining to related matters such as discrimination, intimidation, harassment, bullying, suspension, and expulsion.

The district will not tolerate discrimination, intimidation, harassment, bullying, or any behavior that infringes on the safety or well-being of students, staff, or any other persons within the district's jurisdiction whether directed at an individual or group. This includes but is not limited to discrimination, intimidation, harassment, and bullying based on actual or perceived characteristics and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 234.1)

Definitions:

"Bullying" is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils that constitutes sex harassment - 48900.2, hate violence - 48900.3, or harassment, threats or intimidation - 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

Placing a reasonable pupil or pupils in fear of harm to that pupil or those pupils' person or property.

Causing a reasonable pupil to experience a substantially detrimental effect on her or her physical or mental health.

Causing a reasonable pupil to experience substantial interference with his or her academic performance.

Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

"Electronic act" is defined as the creation or transmission originating on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication devices, computer, or pager, of a communication, including, but not limited to, any of the following:

A message, text, sound, video, or image.

A post on a social network Internet Website, including but not limited to:

Posting or creating a burn page.

Creating a credible impersonation of another actual pupil.

Creating a false profile.

An act of cybersexual bullying.

"Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(Education Code 48900(r))

The school district has jurisdiction to respond to bullying behavior that is related to school activity or school attendance and that occurs at any time, including, but not limited to, while on school grounds, at a school-sponsored activity, while traveling to or from school, on a school bus, or during the lunch period whether on or off campus. (Education Code 48900(s))

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

Verbal bullying includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm

Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate

Providing to students, through student handbooks and other age-appropriate means, information about the district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously

Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias

Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

The Superintendent or designee shall make the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying, available annually to all certificated staff and to other employees who have regular interaction with students. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students.

Such training shall be designed to provide staff with the skills to:

Discuss the diversity of the student body and school community, including their varying immigration experiences

Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims

Identify the signs of bullying or harassing behavior

Take immediate corrective action when bullying is observed

Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Student Instruction

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs, and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individuals who believe that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted that alleges discriminatory harassment, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or another employee so

that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the The superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and have the material removed.

Discipline/Corrective Actions:

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or another school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thoughts or intention or of intent to harm another person, the The superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited

to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Include the STOP IT app.

Opioid Prevention and Life-Saving Response Procedures

Response Procedures for Dangerous, Violent, or Unlawful Activities

Safety Plan Review, Evaluation and Amendment Procedures

This plan is reviewed, evaluated, and amended (as needed) each school year by the School Site Council and Board of Trustees, local Law Enforcement, and the local Fire Agency. The revised plan is placed on the October regular meeting of the Board of Trustees for the public hearing to allow public input before it is adopted. It is available for public inspection at the District Office and school site during regular business hours.

How was the previous plan monitored?

Were changes made to Section B: Disaster Reporting Crisis Response or to the SEMS/ICS Chart? If so, reference where these are found.

Were changes made to Section G: Ingress and Egress? If so, reference where these are found.

What progress was made on Section H: Component I (Social Environment)?

What progress was made on Section H: Component II (Physical Environment)?

Record the Dates of Drills or Staff Training in the Past 12 Months:

Fire - August 2023/March 2024

Earthquake -August 2023/October 2023/March 2024

Evacuation - August 2023/March 2024

Lockdown - October 2023

Student Release - March 2024

Staff Training - August 2023

Safety Plan Appendices

Emergency Contact Numbers

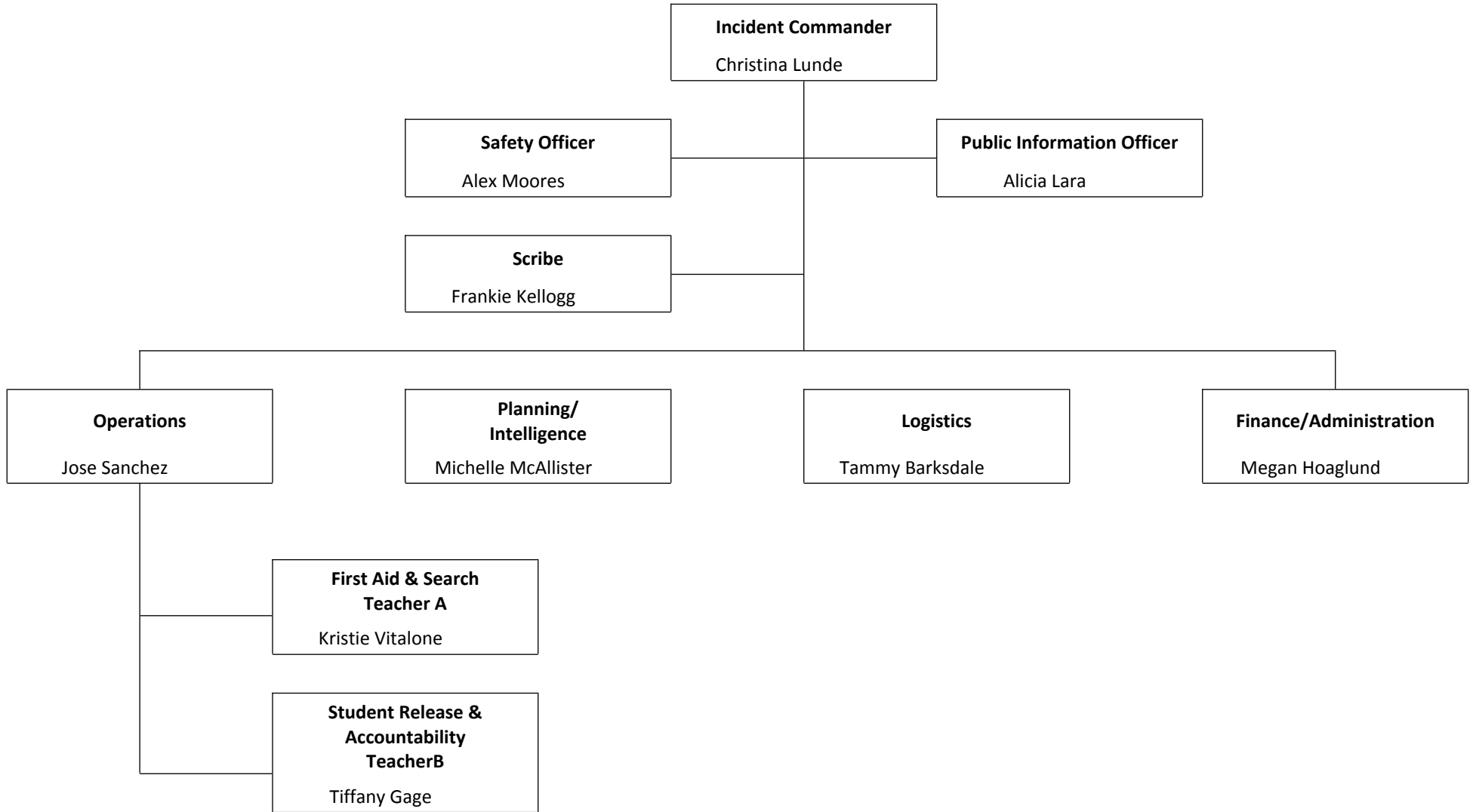
Utilities, Responders and Communication Resources

| Type | Vendor | Number | Comments |
|--------------------------------|------------------------------------------------|-----------------------------|-------------------|
| Law Enforcement/Fire/Paramedic | Rohnert Park Safety Dispatch | 707-528-5222 | |
| Public Utilities | PG&E | 579-6200 or 800-743-5002 | Gas & Electricity |
| Local Hospitals | Kaiser Hospital ER | 707-393-4800 / 707-571-4000 | |
| City Services | Sonoma County Department of Emergency Services | 707-565-1152 | |
| School District | CPRUSD | 707-792-4722 / 707-588-5656 | |
| Emergency Services | Sutter Hospital | 707-576-4701 | |
| Radio Station | KSRO (AM -1350) | 707-545-1000 | |
| American National Red Cross | American Red Cross of North Bay | 707-577-7600 | |

Safety Plan Review, Evaluation and Amendment Procedures

| Activity Description (i.e. review steps, meetings conducted, approvals, etc) | Date and Time | Attached Document (description and location) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------------|
| <p>Method for Communicating Plan and Notifying Public: EC 32288</p> <p>The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:</p> <p>Local Mayor Representa</p> | On going | |
| <p>The School site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:</p> <p>A representative of the local churches Local civic leaders Local business</p> | On going | |
| <p>In order to ensure compliance with this article, each School District or County Office of Education shall annually notify the State Department of Education by October 15 of any schools that have not complied with EC 32281</p> | October 4, 2023 | |
| <p>Review of Progress for Last Year</p> | August 2023 | |
| <p>Law Enforcement/Fire/First Responder</p> | August 2023 | |
| <p>Site Council Approval</p> | August 2023 | |
| <p>School Board Approval</p> | March 2024 | |
| <p>Most Recent SARC (attached)</p> | March 2024 | 2023 SARC plus Spanish Version (viewable in attachments) |

University Elementary Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

The principal of the school is responsible for all pre-disaster planning and preparedness for the school. In the event of an emergency, the principal or designee, will assume overall direction of disaster procedures for their school. The principal is Christina Lunde.

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

This information is on file in the Emergency Operations Plan for the school site.

Animal Disturbance

This information is on file in the Emergency Operations Plan for the school site.

Armed Assault on Campus

This information is on file in the Emergency Operations Plan for the school site.

Biological or Chemical Release

This information is on file in the Emergency Operations Plan for the school site.

Bomb Threat/ Threat Of violence

This information is on file in the Emergency Operations Plan for the school site.

Bus Disaster

This information is on file in the Emergency Operations Plan for the school site.

Disorderly Conduct

This information is on file in the Emergency Operations Plan for the school site.

Earthquake

This information is on file in the Emergency Operations Plan for the school site.

Explosion or Risk Of Explosion

This information is on file in the Emergency Operations Plan for the school site.

Fire in Surrounding Area

This information is on file in the Emergency Operations Plan for the school site.

Fire on School Grounds

This information is on file in the Emergency Operations Plan for the school site.

Flooding

This information is on file in the Emergency Operations Plan for the school site.

Loss or Failure Of Utilities

This information is on file in the Emergency Operations Plan for the school site.

Motor Vehicle Crash

This information is on file in the Emergency Operations Plan for the school site.

Pandemic

This information is on file in the Emergency Operations Plan for the school site.

Psychological Trauma

This information is on file in the Emergency Operations Plan for the school site.

Suspected Contamination of Food or Water

This information is on file in the Emergency Operations Plan for the school site.

Tactical Responses to Criminal Incidents

This information is on file in the Emergency Operations Plan for the school site.

Unlawful Demonstration or Walkout

This information is on file in the Emergency Operations Plan for the school site under the "Civil Unrest" section.

Emergency Evacuation Map

University Elementary

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

| | |
|------------------------------------------|-------------------------------------------------------------------|
| School Name | University Elementary |
| Street | 8511 Liman Way |
| City, State, Zip | Rohnert Park, CA 94928 |
| Phone Number | 707-792-4840 |
| Principal | Christina Lunde |
| Email Address | christina_lunde@crpusd.org |
| School Website | https://uelf.crpused.org/ |
| County-District-School (CDS) Code | 49-73882-0128330 |

2023-24 District Contact Information

| | |
|-------------------------|---------------------------------------------|
| District Name | Cotati-Rohnert Park Unified School District |
| Phone Number | 707-792-4722 |
| Superintendent | Maité Iturri |
| Email Address | maite_iturri@crpusd.org |
| District Website | www.crpused.org |

2023-24 School Description and Mission Statement

We are a Transitional Kindergarten through fifth grade elementary school. We have approximately 270 students. At University Elementary we are a joyful and diverse learning community working to promote collaboration, positive relationships, and rigorous project-based education in and beyond the classroom. We strive to empower all students to be active, curious, creative, and effective thinkers.

The mission of our school is to establish, and sustain an environment that is safe and ensures every student attains a high level of academic achievement as determined by state standards and assessments. Students are empowered to become active, curious, creative, and effective thinkers as measured by student engagement in hands-on experiential and project-based learning opportunities. We commit to delivering a support system to assure these outcomes.

We will accomplish this through a variety of learning opportunities and on-going purposeful assessments, committing resources and support to assure this outcome. Each year our goal is for our students to work toward and meet proficient levels of achievement on state and local assessments. Student academic success is supported through a variety of regular assessments and this data is used to plan instruction targeted to all levels of student learning.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 37 |
| Grade 1 | 40 |
| Grade 2 | 46 |
| Grade 3 | 37 |
| Grade 4 | 37 |
| Grade 5 | 27 |
| Total Enrollment | 224 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 49.1% |
| Male | 50.9% |
| American Indian or Alaska Native | 1.3% |
| Asian | 0.9% |
| Filipino | 0.4% |
| Hispanic or Latino | 39.3% |
| Two or More Races | 6.7% |
| White | 41.1% |
| English Learners | 17.4% |
| Homeless | 0.9% |
| Socioeconomically Disadvantaged | 46.4% |
| Students with Disabilities | 12.5% |

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 11.00 | 100.00 | 230.90 | 80.84 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 7.70 | 2.70 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 15.30 | 5.38 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 12.30 | 4.31 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 19.30 | 6.76 | 18854.30 | 6.86 |
| Total Teaching Positions | 11.00 | 100.00 | 285.60 | 100.00 | 274759.10 | 100.00 |

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

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 9.00 | 100.00 | 247.60 | 83.35 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 3.20 | 1.10 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 10.00 | 3.37 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 16.60 | 5.60 | 11953.10 | 4.28 |
| Unknown | 0.00 | 0.00 | 19.50 | 6.58 | 15831.90 | 5.67 |
| Total Teaching Positions | 9.00 | 100.00 | 297.10 | 100.00 | 279044.80 | 100.00 |

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

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

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

| Authorization/Assignment | 2020-21 | 2021-22 |
|--------------------------------------------------------------|-------------|-------------|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 0.00 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.00 |

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

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

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

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

Class Assignments

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

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

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

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

All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas. Health standards are addressed in other district courses/classes i.e., Physical education, biology, etc. A complete list of textbooks/instructional materials and their years of adoption is available for viewing through the Educational Services Department.

| | |
|--------------------------------------------------------|---------------|
| Year and month in which the data were collected | December 2023 |
|--------------------------------------------------------|---------------|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|---------|--------------------------------------------------------------|-----------------------------|--------------------------------------------|
| | | | |

| | | | |
|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| Reading/Language Arts | All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. K-5: Reading Curriculum: Heinemann Publishing/Fountas and Pinnell ELA curriculum Kindergarten: Learning Without Tears 1st-5th grade: Benchmark Advanced | Yes | 0% |
| Mathematics | All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. K-5th Grade: Eureka Math by Great Minds | Yes | 0% |
| Science | All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. K-5th: Delta Education Publishers Foss (full option) | Yes | 0% |
| History-Social Science | All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Instructional Services Department (707) 792-4708. K-5th: Pearson Scott Foresman Social Science texts and Studies Weekly | Yes | 0% |
| Foreign Language | All students in the Cotati-Rohnert Park USD have sufficient instructional materials in all core subject areas including foreign language. Contact Educational Services Department (707) 792-4708. | Yes | 0% |
| Health | Health standards are addressed in other district courses/classes i.e., Physical education. biology, etc | Yes | 0% |
| Visual and Performing Arts | Contact Educational Services Department (707) 792-4708. | | 0% |
| Science Laboratory Equipment (grades 9-12) | N/A | N/A | 0% |

School Facility Conditions and Planned Improvements

| Year and month of the most recent FIT report | | | | July 2021 |
|---------------------------------------------------------------------|------------------|------------------|------------------|--------------------------------------------------|
| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | HVAC in the A wing does not work |
| Interior: Interior Surfaces | | X | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | | X | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | X | | Tile in poor condition |
| Safety: Fire Safety, Hazardous Materials | X | | | |

School Facility Conditions and Planned Improvements

| | | | |
|-------------------------------------------------------------------------------|--|---|------------------------------------------------------------------------------------------------------------------------------------------------------|
| Structural: Structural Damage, Roofs | | X | Multi-use room and kindergarten wing rooftop is in poor condition. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | Exterior needs to be painted. Some cracks in stucco. Asphalt needs to be repaired between classrooms. Parking lot asphalt is in need of maintenance. |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | | X | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--------------------------------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 36 | 40 | 41 | 41 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 34 | 29 | 24 | 26 | 33 | 34 |

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|------------------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 100 | 99 | 99.00 | 1.00 | 40.40 |
| Female | 48 | 48 | 100.00 | 0.00 | 47.92 |
| Male | 52 | 51 | 98.08 | 1.92 | 33.33 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 38 | 38 | 100.00 | 0.00 | 26.32 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 11 | 11 | 100.00 | 0.00 | 36.36 |
| White | 47 | 46 | 97.87 | 2.13 | 52.17 |
| English Learners | 15 | 15 | 100.00 | 0.00 | 6.67 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 49 | 49 | 100.00 | 0.00 | 28.57 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 12 | 12 | 100.00 | 0.00 | 8.33 |

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|------------------------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 100 | 99 | 99.00 | 1.00 | 29.29 |
| Female | 48 | 48 | 100.00 | 0.00 | 27.08 |
| Male | 52 | 51 | 98.08 | 1.92 | 31.37 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 38 | 38 | 100.00 | 0.00 | 23.68 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 11 | 11 | 100.00 | 0.00 | 27.27 |
| White | 47 | 46 | 97.87 | 2.13 | 34.78 |
| English Learners | 15 | 15 | 100.00 | 0.00 | 6.67 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 49 | 49 | 100.00 | 0.00 | 22.45 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 12 | 12 | 100.00 | 0.00 | 16.67 |

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|-------------------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 35.29 | 34.62 | 23.09 | 26.54 | 29.47 | 30.29 |

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|------------------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 26 | 26 | 100.00 | 0.00 | 34.62 |
| Female | 15 | 15 | 100.00 | 0.00 | 40.00 |
| Male | 11 | 11 | 100.00 | 0.00 | 27.27 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 13 | 13 | 100.00 | 0.00 | 46.15 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 11 | 11 | 100.00 | 0.00 | 27.27 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

University Elementary has a variety of ways for parents to participate in their students' elementary experience. Families are invited to join PTA, Site Council, ELAC, Garden Committee and participate in all Family Fun Nights and 2nd Cup of Coffee. Plus we seek parents to get volunteer certified so they can volunteer in the classroom, special site events, and field trips.

UELF has an active Parent Teacher Association. PTA. It organizes fund raising activities to provide resources to support special school events and additional support services. Our School Site Council monitors the progress of our programs and participates in projects that enhance the school environment, support the instructional programs and gather staff and parent input regarding student progress. The ELAC, English Language Advisory Committee, meets to discuss general school and district related issues in a setting that fosters participation and input from the parents of our multilingual learners. There are designated periods scheduled during the year for parents to participate in conferences with the Instructional staff. The community is also encouraged to contact staff members when they have concerns or need assistance. The weekly newsletter provides information of interest to the University Elementary Community. Parents and other family members of our students provide volunteer support in the classroom, on the playground and on fieldtrips.

Our project based learning (PBL) approach to learning is driven by student inquiries, state standards and parents are invited to participate by sharing their interests/jobs, gathering materials, coordinating guest speakers, and also act as an authentic audience for our PBL Celebrations, wherein students showcase what they learn.

Volunteers are a valuable part of our school and exemplify our strong home/school connection.

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|-----------------------------------------------|-----------------------|-----------------------------------------|---------------------------|--------------------------|
| All Students | 239 | 233 | 49 | 21.0 |
| Female | 116 | 114 | 19 | 16.7 |
| Male | 123 | 119 | 30 | 25.2 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 4 | 4 | 2 | 50.0 |
| Asian | 2 | 2 | 1 | 50.0 |
| Black or African American | 0 | 0 | 0 | 0.0 |
| Filipino | 1 | 1 | 0 | 0.0 |
| Hispanic or Latino | 103 | 98 | 25 | 25.5 |
| Native Hawaiian or Pacific Islander | 3 | 3 | 1 | 33.3 |
| Two or More Races | 16 | 16 | 1 | 6.3 |
| White | 108 | 107 | 19 | 17.8 |
| English Learners | 52 | 49 | 9 | 18.4 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 2 | 2 | 1 | 50.0 |
| Socioeconomically Disadvantaged | 118 | 114 | 35 | 30.7 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 38 | 37 | 15 | 40.5 |

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00 | 0.00 | 0.00 | 0.25 | 4.19 | 5.06 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.17 | 0.07 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|-----------------------------------------------|------------------|-----------------|
| All Students | 0 | 0 |
| Female | 0 | 0 |
| Male | 0 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 0 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 0 | 0 |
| English Learners | 0 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 0 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 0 | 0 |

2023-24 School Safety Plan

University Elementary School complies with existing laws related to school safety. These include: Disaster Procedures (fire and earthquake) and procedures for conducting tactical responses to criminal incidents. District School Suspension and Expulsion Policies, Procedures to Notify Teachers of Dangerous Pupils, Sexual Harassment, and Procedures for Safe Ingress and Egress of pupils, parents and staff To and From School, and Safe and Orderly Environment conducive to Learning. These policies and procedures are regularly reviewed and posted. Each year the University Elementary School Comprehensive School Safety Plan is reviewed, evaluated and amended if needed by the School Site Council. In addition, our staff continues to address school safety on an ongoing basis by identifying and addressing issues as they occur throughout the year. Finally, staff and students participate in regular practice of safety drills to better prepare themselves to handle emergencies. All staff have access to radios for emergency communication. We also post information about Seth's Law in our office - Board Policy 5131.2, Non/Discrimination Board Policy, Bullying Board Policy 5145.3, and offer a uniform complaint procedure Board Policy 1312.3. Our school and district is working to improve climate and culture at all sites. As a result we are working with the Youth Truth Survey and regular survey check-ins with the community to identify areas for improvement and then strategies to implement. This year we are also training our primary grades as Safe School Buddies and our intermediate grades as Safe School Ambassadors. These programs are intended to prevent bullying and mistreatment of students.

The UELF staff reviewed the School Safety Plan at our October 25th staff meeting, then our School Site Council reviewed and approved the plan during our November meetings.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 12 | 5 | | |
| 1 | 11 | 3 | | |
| 2 | 12 | 3 | | |
| 3 | 12 | 2 | | |
| 4 | 12 | 3 | | |
| 5 | 15 | 2 | | |

2021-22 Elementary Average Class Size and Class Size Distribution

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

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 14 | 2 | 2 | |
| 1 | 27 | | 2 | |
| 2 | 18 | 2 | | |
| 3 | 12 | 3 | | |
| 4 | 9 | 3 | | |
| 5 | 11 | 2 | 1 | |

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 | 19 | 2 | 0 | 0 |
| 1 | 20 | 2 | 0 | 0 |
| 2 | 23 | 0 | 2 | 0 |
| 3 | 19 | 1 | 1 | 0 |
| 4 | 19 | 1 | 1 | 0 |
| 5 | 27 | 0 | 1 | 0 |
| 6 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 |

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 0 |

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|---------------------------------------------------------------|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | 0.5 |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 1.2 |

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

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

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|-----------------------------------------------|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 12102 | 5147 | 6955 | 54526 |
| District | N/A | N/A | 7186 | \$71,452 |
| Percent Difference - School Site and District | N/A | N/A | -3.3 | -22.6 |
| State | N/A | N/A | \$7,607 | \$87,362 |
| Percent Difference - School Site and State | N/A | N/A | 5.3 | -41.5 |

Fiscal Year 2022-23 Types of Services Funded

University Elementary School receives special funds for supplementary educational programs. One full time Educational Specialist in addition to paraprofessionals support students with IEPs, Behavior Intervention, 504, and RTI needs. All students are given needed academic and social emotional support as part of our RTI program which includes in class support We have a fulltime Speech and Language Pathologist and one part time Speech and Language pathologist to provide services to those students with Speech IEPs. We have one School Psychologist(60%), one behaviorist(20%) and one school counserlor (20%) who support our students and staff for social emotional needs. Our PTA provides financial support for many items such as field trip expenses, instructional supplies, paper supplies, materials and library expenses. The library is staffed to support students(40%). Students access the library weekly. The district also supports interpretation services for conferences, PTA meetings and written communications as needed.

- One full-time and part-time Educational Specialists plus an instructional aide support students with IEPs, Behavior Intervention Plans, SST Process, 504 Plan, and other intervention needs.
- Our PTA provides financial support for many items that align with the mission and vision of project-based learning instructional supplies, field trips, guest speakers and assemblies.
- For ELD services, in addition to designated ELD support from credentialed teachers, the district provides a part-time ELD assistant from LCAP funds and Title 1 Funds.
- UELF Families and grant funding provide UELF with a garden teacher. Students work in the garden once a week with their garden specialist and their classroom teacher.
- PE is provided to 1st through 5th grade twice a week for 90 minutes total from district funding.

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

| Category | District Amount | State Average for Districts in Same Category |
|------------------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary | \$46,309 | \$54,190 |
| Mid-Range Teacher Salary | \$71,061 | \$85,111 |
| Highest Teacher Salary | \$92,857 | \$104,999 |
| Average Principal Salary (Elementary) | \$119,503 | \$132,492 |
| Average Principal Salary (Middle) | \$126,748 | \$140,987 |
| Average Principal Salary (High) | \$129,525 | \$153,884 |
| Superintendent Salary | \$234,600 | \$255,503 |
| Percent of Budget for Teacher Salaries | 26.96% | 32.09% |
| Percent of Budget for Administrative Salaries | 6.64% | 5.25% |

Professional Development

Professional Development in the Cotati-Rohnert Park Unified School Districts targets research-proven best practices. In addition to three days of training provided outside of the student instructional year, teachers have numerous opportunities to develop as professionals through district-sponsored trainings offered through release time and on regularly scheduled professional development dates. The elementary schools have two afternoons per month for professional development. Trainings have been focused on enrichment and building capacity. The district implements the Common Core State Standards so these professional development days support this instruction. University Elementary emphasizes problem and project based learning utilizing experiential learning opportunities. One day each month targets English language arts and one day targets mathematics. Data meetings are held to discuss student achievement, progress and next steps. One of our district mottos is "learning for a lifetime" and we promote adult learning as prerequisite to continuous school and district improvement.

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

| Subject | 2021-22 | 2022-23 | 2023-24 |
|----------------------------------------------------------------------------------------|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |

Primaria University

Informe de Responsabilidad Escolar para 2022-2023 (Publicado Durante el Ciclo Escolar 2023-2024)



Información General sobre el Informe de Responsabilidad Escolar (SARC)

Sobre el SARC



La ley estatal requiere que cada escuela en el estado de California publique un informe de responsabilidad escolar (SARC, por sus siglas en inglés), para el 1 de febrero de cada año. El SARC contiene información sobre la condición y desempeño de cada escuela pública en California. Bajo la fórmula de financiamiento bajo control local (LCFF, por sus siglas en inglés) todas las agencias educativas locales (LEA, por sus siglas en inglés) son requeridas preparar un plan de responsabilidad bajo control local (LCAP, por sus siglas en inglés), que describe como intentan cumplir las metas anuales específicas a la escuela para todos los alumnos, con actividades específicas para abordar prioridades estatales y locales. Además, datos reportados en un LCAP debe ser consistente con los datos reportados en el SARC.

- Para mayores informes sobre los requisitos del SARC, favor de consultar la página web del SARC del Departamento de Educación de California (CDE, por sus siglas en inglés), en www.cde.ca.gov/ta/ac/sa/
- Para más información sobre el LCFF o LCAP, consulte el sitio web LCFF de CDE en www.cde.ca.gov/fg/aa/lc/
- Si los padres y el público general desean recibir información adicional sobre la escuela, pueden comunicarse con el director o la oficina del distrito.

DataQuest



DataQuest es una herramienta en línea ubicada en el sitio web *DataQuest* de CDE en dq.cde.ca.gov/dataquest/ que cuenta con información adicional sobre esta escuela y comparaciones de la escuela con el distrito, el condado, y el estado. Específicamente, *DataQuest* es un sistema dinámico que proporciona informes para contabilidad (p. ej., datos de pruebas, matriculación, egresados de escuela preparatoria, abandono escolar, matriculación en cursos, dotación, y datos relacionados a Estudiantes del Inglés).

Interfaz (Dashboard) Escolar de California



La Interfaz Escolar de California (*Dashboard*) www.caschooldashboard.org/ refleja el nuevo sistema de contabilidad y continuo mejoramiento de California y proporciona información sobre como los LEA y las escuelas están cumpliendo las necesidades de la diversa población estudiantil de California. La Interfaz (*Dashboard*) cuenta con informes que exhiben el desempeño de los LEA, las escuelas y los grupos estudiantiles en un grupo de medidas estatales y locales para ayudar a identificar las fortalezas, desafíos y áreas necesitando mejoramiento.

Acceso al Internet

Acceso al Internet está disponible en bibliotecas públicas y otras ubicaciones que son accesibles al público (p.ej., la Biblioteca Estatal de California). Acceso al Internet en bibliotecas y otras ubicaciones públicas es generalmente proporcionado a base de orden de llegada. Otras restricciones de uso pueden incluir el horario de operación, el plazo de tiempo que se puede usar una estación de trabajo (dependiendo en disponibilidad), los tipos de programas informáticos disponibles en una estación de trabajo y la habilidad de poder imprimir documentos.

Información de Contacto Escolar para 2023-24

| | |
|--------------------------------------------------|-------------------------------------------------------------------|
| Nombre de la Escuela | Primaria University |
| Dirección | 8511 Liman Way |
| Ciudad, Estado, Código Postal | Rohnert Park, CA 94928 |
| Número Telefónico | 707-792-4840 |
| Director/a | Christina Lunde |
| Dirección de Correo Electrónico | christina_lunde@crpusd.org |
| Sitio Web Escolar | https://uelf.crpused.org/ |
| Código del Condado-Distrito-Escuela (CDS) | 49-73882-0128330 |

Información de Contacto Distrital para 2023-24

| | |
|------------------------------------------|---------------------------------------------------|
| Nombre del Distrito | Distrito Escolar Unificado de Cotati-Rohnert Park |
| Número Telefónico | 707-792-4722 |
| Superintendente | Maité Iturri |
| Dirección de Correo Electrónico | maite_iturri@crpusd.org |
| Dirección del Sitio Web Distrital | www.crpused.org |

Descripción Escolar y Declaración de la Misión para 2023-24

Somos una escuela primaria de kínder de transición a quinto grado. Tenemos aproximadamente 270 alumnos. En la Primaria University somos una comunidad de aprendizaje alegre y diversa trabajando para fomentar la colaboración, relaciones positivas, y educación rigurosa basada en proyecto dentro y más allá del salón. Nos esforzamos por motivar a todos los alumnos a ser pensadores activos, curiosos, creativos, y eficaces.

La misión de nuestra escuela es establecer y mantener un ambiente que sea seguro y asegure que cada alumno alcance un alto nivel de rendimiento académico según lo determinado por las normas y evaluaciones estatales. Los alumnos están empoderados para convertirse en razonadores activos, curiosos, creativos y efectivos, según lo medido por la participación de los alumnos en oportunidades prácticas de aprendizaje experimental y basado en proyectos. Nos comprometemos a brindar un sistema de soporte para asegurar estos resultados.

Lograremos esto a través de una variedad de oportunidades de aprendizaje y evaluaciones continuas con propósito, comprometiendo recursos y apoyo para asegurar este resultado. Cada año, nuestra meta es que nuestros alumnos trabajen y alcancen niveles competentes de rendimiento en las evaluaciones estatales y locales. El éxito académico de los alumnos se apoya a través de una variedad de evaluaciones periódicas y estos datos se utilizan para planificar la instrucción dirigida a todos los niveles de aprendizaje de los alumnos.

Sobre esta Escuela

Inscripción Estudiantil por Nivel de Año para 2023-24

| Nivel de Año | Cantidad de Alumnos |
|-------------------|---------------------|
| Kínder | 37 |
| 1° Grado | 40 |
| 2° Grado | 46 |
| 3° Grado | 37 |
| 4° Grado | 37 |
| 5° Grado | 27 |
| Inscripción Total | 224 |

Inscripción Estudiantil por Grupo para 2023-24

| Grupo Estudiantil | Porcentaje de Inscripción Total |
|-------------------------------------|---------------------------------|
| Femenino | 49.1% |
| Masculino | 50.9% |
| Nativo Americano o Nativo de Alaska | 1.3% |
| Asiático | 0.9% |
| Filipino | 0.4% |
| Hispano o Latino | 39.3% |
| Dos o Más Orígenes Étnicos | 6.7% |
| Blanco | 41.1% |
| Estudiantes del Inglés | 17.4% |
| Indigentes | 0.9% |
| De Escasos Recursos Económicos | 46.4% |
| Alumnos con Discapacidades | 12.5% |

A. Condiciones de Aprendizaje

Prioridad Estatal: Básico

El SARC proporciona la siguiente información relevante a la prioridad estatal básica (Prioridad 1):

- Nivel al cual los maestros están correctamente asignados y totalmente acreditados en la materia y para los alumnos que están educando;
- Alumnos tienen acceso a los materiales instructivos estandarizados; y
- Instalaciones escolares se mantienen en buen estado de reparo

Preparación y Colocación Docente para 2020-21

| Autorización/Asignación | Cantidad Escolar | Porcentaje Escolar | Cantidad Distrital | Porcentaje Distrital | Cantidad Estatal | Porcentaje Estatal |
|-------------------------------------------------------------------------------------------------------------------------|------------------|--------------------|--------------------|----------------------|------------------|--------------------|
| Totalmente (Preliminar o Autorizado) Acreditado para la Asignación de Materia y Alumnos (correctamente asignado) | 11.00 | 100.00 | 230.90 | 80.84 | 228366.10 | 83.12 |
| Practicantes Contando con Acreditación Correctamente Asignados | 0.00 | 0.00 | 7.70 | 2.70 | 4205.90 | 1.53 |
| Maestros sin Acreditación y Asignaciones Incorrectas (“ineffective” bajo ESSA) | 0.00 | 0.00 | 15.30 | 5.38 | 11216.70 | 4.08 |
| Maestros Acreditados Asignados No en su Rama (“out-of-field” bajo ESSA) | 0.00 | 0.00 | 12.30 | 4.31 | 12115.80 | 4.41 |
| Desconocido | 0.00 | 0.00 | 19.30 | 6.76 | 18854.30 | 6.86 |
| Cantidad Total de Cargos Docentes | 11.00 | 100.00 | 285.60 | 100.00 | 274759.10 | 100.00 |

Nota: Los datos en esta tabla están basados en estatus como Equivalente a Tiempo Completo (FTE, por sus siglas en inglés). Un FTE es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar a dos miembros del personal donde cada uno trabaja 50 por ciento del tiempo completo. Adicionalmente, una asignación se define como un cargo donde un educador es asignado a base de entorno, materia y nivel de grado. Una autorización se define como los servicios que un educador es autorizado proporcionar a los alumnos.

Preparación y Colocación Docente para 2021-22

| Autorización/Asignación | Cantidad Escolar | Porcentaje Escolar | Cantidad Distrital | Porcentaje Distrital | Cantidad Estatal | Porcentaje Estatal |
|-------------------------------------------------------------------------------------------------------------------------|------------------|--------------------|--------------------|----------------------|------------------|--------------------|
| Totalmente (Preliminar o Autorizado) Acreditado para la Asignación de Materia y Alumnos (correctamente asignado) | 9.00 | 100.00 | 247.60 | 83.35 | 234405.20 | 84.00 |
| Practicantes Contando con Acreditación Correctamente Asignados | 0.00 | 0.00 | 3.20 | 1.10 | 4853.00 | 1.74 |
| Maestros sin Acreditación y Asignaciones Incorrectas (“ineffective” bajo ESSA) | 0.00 | 0.00 | 10.00 | 3.37 | 12001.50 | 4.30 |
| Maestros Acreditados Asignados No en su Rama (“out-of-field” bajo ESSA) | 0.00 | 0.00 | 16.60 | 5.60 | 11953.10 | 4.28 |
| Desconocido | 0.00 | 0.00 | 19.50 | 6.58 | 15831.90 | 5.67 |
| Cantidad Total de Cargos Docentes | 9.00 | 100.00 | 297.10 | 100.00 | 279044.80 | 100.00 |

El CDE publicó el primer año de datos disponibles sobre maestros para el SARC de 2020-21 en junio de 2022 y el CDE publicó el segundo año de datos para el SARC de 2021-22 en junio de 2023. La Sección EC 33126(b)(5) requiere que los tres años más recientes de datos sobre maestros se peticionen en el SARC, según estén disponibles los datos. Los datos sobre maestros para el SARC de 2022-23 no estarán disponibles antes del 1 de febrero de 2024 y por lo tanto no son incluidos en la plantilla.

Nota: Los datos en esta tabla están basados en estatus como Equivalente a Tiempo Completo (FTE, por sus siglas en inglés). Un FTE es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar a dos miembros del personal donde cada uno trabaja 50 por ciento del tiempo completo. Adicionalmente, una asignación se define como un cargo donde un educador es asignado a base de entorno, materia y nivel de grado. Una autorización se define como los servicios que un educador es autorizado proporcionar a los alumnos.

Maestros sin Acreditación y Asignaciones Incorrectas (considerados inefectivos “*ineffective*” bajo ESSA)

| Autorización/Asignación | 2020-21 | 2021-22 |
|-------------------------------------------------------------------------------|-------------|-------------|
| Permisos y Exenciones | 0.00 | 0.00 |
| Asignaciones Incorrectas | 0.00 | 0.00 |
| Puestos con Vacante | 0.00 | 0.00 |
| Cantidad Total de Maestros sin Acreditación y Asignaciones Incorrectas | 0.00 | 0.00 |

Datos de 2022-23 no fueron incluidos como parte de la divulgación inicial de datos el 13/1/23. El CDE ha indicado que los datos estarán disponibles después de la fecha límite del SARC el 1/2/23. Los datos serán incluidos cuando sea publicado por el CDE.

Maestros Acreditados Asignados No En Su Rama (considerados no en su rama “*out-of-field*” bajo ESSA)

| Indicador | 2020-21 | 2021-22 |
|----------------------------------------------------------------|-------------|-------------|
| Maestros Acreditados Autorizados con un Permiso o una Exención | 0.00 | 0.00 |
| Opciones de Asignación Local | 0.00 | 0.00 |
| Cantidad Total de Maestros No En Su Rama | 0.00 | 0.00 |

Datos de 2022-23 no fueron incluidos como parte de la divulgación inicial de datos el 13/1/23. El CDE ha indicado que los datos estarán disponibles después de la fecha límite del SARC el 1/2/23. Los datos serán incluidos cuando sea publicado por el CDE.

Asignaciones de Clases

| Indicador | 2020-21 | 2021-22 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|
| Asignaciones para Estudiantes del Inglés (un porcentaje de todas las clases con estudiantes del inglés impartidas por maestros con asignación incorrecta) | 0 | 0 |
| Sin acreditación, permiso o autorización para enseñar (un porcentaje de todas las clases impartidas por maestros sin registro de una autorización para enseñar) | 0 | 0 |

Datos de 2022-23 no fueron incluidos como parte de la divulgación inicial de datos el 13/1/23. El CDE ha indicado que los datos estarán disponibles después de la fecha límite del SARC el 1/2/23. Los datos serán incluidos cuando sea publicado por el CDE.

Nota: Para más información, consulte la página web Definiciones Actualizadas sobre Equidad Docente (*Updated Teacher Equity Definitions*) en <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

Calidad, Vigencia y Disponibilidad de Libros de Texto y Otros Materiales Instructivos para 2023-24

| Año y mes en los cuales se recopilaron los datos | | Diciembre de 2023 | |
|--------------------------------------------------|-----------------------------------------------------------------|--------------------------|---------------------------------------|
| Materia | Libros de Texto y Otros Materiales Instructivos/Año de Adopción | ¿Los libros de texto son | Porcentaje de alumnos a quienes no se |
| | | | |

| | | de la adopción más reciente? | les asignaron sus propios libros de texto |
|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-------------------------------------------|
| Lectura/Artes Lingüísticas | Todos los estudiantes en el Distrito Escolar Unificado de Cotati-Rohnert Park tienen suficientes materiales de instrucción en todas las materias básicas, incluyendo el idioma extranjero. Kinder-5º: Currículo de Lectura: Currículo de ELA de Heinemann Publishing/Fountas and Pinnell. Kinder: Learning Without Tears 1º-5º grado: Benchmark Advanced | Sí | 0% |
| Matemáticas | Todos los estudiantes en el Distrito Escolar Unificado de Cotati-Rohnert Park tienen suficientes materiales de instrucción en todas las asignaturas básicas, incluyendo idioma extranjero. Kinder-5º grado: Eureka Math de Great Minds. . | Sí | 0% |
| Ciencias | Todos los estudiantes en el Distrito Escolar Unificado de Cotati-Rohnert Park tienen suficientes materiales de instrucción en todas las asignaturas básicas, incluyendo idioma extranjero. Kinder-5º grado: Delta Education Publishers Foss (opción completa) | Sí | 0% |
| Historia-Ciencias Sociales | Todos los estudiantes en el Distrito Escolar Unificado de Cotati-Rohnert Park tienen suficientes materiales de instrucción en todas las materias básicas, incluyendo el idioma extranjero. Contacto del Departamento de Servicios Educativos (707) 792-4708 Kinder-5º grado: Textos de ciencias sociales de Pearson Scott Foresman y Studies Weekly | Sí | 0% |
| Idioma Extranjero | Todos los estudiantes en el Distrito Escolar Unificado de Cotati-Rohnert Park tienen suficientes materiales de instrucción en todas las materias básicas, incluyendo el idioma extranjero. Contacto del Departamento de Servicios Educativos (707) 792-4708 | Sí | 0% |
| Salud | Los criterios académicos de Salud se tratan en otros cursos/clases del distrito, por ejemplo, Educación Física, Biología, etc. | | 0% |
| Artes Visuales y Escénicas | Contactar al Departamento de Servicios educativos al (707) 792-4708. | | 0% |
| Equipo para Laboratorio de Ciencias (9º-12º grado) | No procede | | 0% |

Condiciones de Instalación Escolar y Mejoras Planeadas

| | | | | |
|-----------------------------------------------|-------------------------|----------------------------|------------------------|--------------------------------------------------------|
| Año y mes del más reciente informe FIT | Julio de 2023 | | | |
| Sistema Inspeccionado | Clasificar Bueno | Clasificar Adecuado | Clasificar Malo | Reparación Necesaria y Acción Tomada o Planeada |

Condiciones de Instalación Escolar y Mejoradas Planeadas

| | | | | |
|---------------------------------------------------------------------------------------------------------------------------|---|--|---|---------------------------------------------------------------------------------|
| Sistemas: Fugas de Gas, Calefacción, Ventilación y Aire Acondicionado (HVAC)/Sistemas Mecánicos, Alcantarillado | X | | X | Ala A: No funciona el sistema de climatización (HVAC, por sus siglas en inglés) |
| Interior: Superficies Interiores | | | X | Edificio de administración: Acabados interiores están viejos y anticuados |
| Limpieza: Limpieza General, Invasión de Insectos/Plagas | X | | | |
| Eléctrico | X | | | |
| Baños/Bebederos: Baños, Lavamanos/Bebederos | X | | | |
| Seguridad: Seguridad Contra Incendios, Materiales Peligrosos | X | | | |
| Estructural: Daños Estructurales, Techos | X | | | |
| Exterior: Patio de Recreo/Plantel Escolar, Ventanas/Puertas/Portones/Cercos | X | | | |

Tasa General de Instalación

| Ejemplar | Bueno | Adecuado | Malo |
|----------|-------|----------|------|
| | | X | |

B. Resultados Estudiantiles

Prioridad Estatal: Rendimiento Estudiantil

El SARC proporciona la siguiente información relevante a la prioridad estatal de rendimiento estudiantil (Prioridad 4):

Evaluaciones a Nivel Estatal

(p. ej., Evaluación de Rendimiento Estudiantil y Progreso de California [CAASPP, por sus siglas en inglés], que incluye las Evaluaciones Sumativas *Smarter Balanced* para alumnos en población de educación general y las Evaluaciones Alternativas de California [CAA, por sus siglas en inglés] para artes lingüísticas del inglés [ELA, por sus siglas en inglés]/lectoescritura y matemáticas administradas en tercero a octavo y onceavo año. Solo alumnos elegibles pueden participar en la administración de las CAA. Material CAA cumple con las normas de rendimiento alternativo, las cuales están vinculadas con las Normas Básicas Comunes Estatales [CCSS, por sus siglas en inglés] para alumnos con discapacidades cognitivas significativas).

El Sistema CAASPP abarca las siguientes evaluaciones y requisitos de participación estudiantil:

1. **Evaluaciones Sumativas *Smarter Balanced* y Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para ELA** en tercero a octavo grado y onceavo grado.
2. **Evaluaciones Sumativas *Smarter Balanced* y Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para Matemáticas** en tercero a octavo grado y onceavo grado.
3. **Prueba de Ciencia de California (CAST, por sus siglas en inglés) Evaluaciones Alternativas de California (CAA, por sus siglas en inglés) para Ciencia** en quinto y octavo grado y al estar en la escuela preparatoria (es decir, décimo, onceavo o doceavo grado).

Preparación Universitaria y Vocacional

El porcentaje de alumnos que han exitosamente completado cursos que satisfacen los requisitos para ingreso a la Universidad de California y la Universidad Estatal de California o secuencias de educación de carrera técnica o programa de estudio.

Porcentaje de Alumnos Cumpliendo o Superando la Norma Estatal para CAASPP

Esta tabla exhibe los resultados de la prueba CAASPP para ELA y matemáticas para todos los alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administrada por el estado.

Porcentaje no son calculados cuando la cantidad de alumnos realizando la prueba es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiado chica para precisión estadística o para proteger privacidad estudiantil.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El “Porcentaje Cumpliendo o Superando” es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

| Materia | Escuelal 2021-22 | Escuela 2022-23 | Distrito 2021-22 | Distrito 2022-23 | Estado 2021-22 | Estado 2022-23 |
|----------------------------------------------------------------------------|---------------------|--------------------|---------------------|---------------------|-------------------|-------------------|
| Artes Lingüísticas del Inglés/Lectoescritura (3º-8º y 11º grado) | 36 | 40 | 41 | 41 | 47 | 46 |
| Matemáticas (3º-8º y 11º grado) | 34 | 29 | 24 | 26 | 33 | 34 |

Resultados de la Prueba CAASPP para ELA por Grupo Estudiantil para 2022-23

Esta tabla exhibe los resultados de la prueba CAASPP para ELA por grupo estudiantil para alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administradas por el estado.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El “Porcentaje Cumpliendo o Superando” es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiado chica para precisión estadística o para proteger la privacidad estudiantil.

La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes del nivel de logro. Los porcentajes del nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

| CAASPP Grupo Estudiantil | CAASPP Inscripción Total | CAASPP Cantidad Realizando Prueba | CAASPP Porcentaje Realizando Prueba | CAASPP Porcentaje No Realizando Prueba | CAASPP Porcentaje Cumpliendo o Superando |
|-----------------------------------------------------------|--------------------------------|--------------------------------------------|----------------------------------------------|----------------------------------------------------|------------------------------------------------------|
| Todos los Alumnos | 100 | 99 | 99.00 | 1.00 | 40.40 |
| Femeninas | 48 | 48 | 100.00 | 0.00 | 47.92 |
| Masculinos | 52 | 51 | 98.08 | 1.92 | 33.33 |
| Nativos Americanos o Nativos de Alaska | -- | -- | -- | -- | -- |
| Asiáticos | -- | -- | -- | -- | -- |
| Afroamericanos | 0 | 0 | 0 | 0 | 0 |
| Filipinos | 0 | 0 | 0 | 0 | 0 |
| Hispanos o Latinos | 38 | 38 | 100.00 | 0.00 | 26.32 |
| Nativos de Hawái o Isleños del Pacífico | -- | -- | -- | -- | -- |
| Dos o Más Orígenes Étnicos | 11 | 11 | 100.00 | 0.00 | 36.36 |
| Blancos | 47 | 46 | 97.87 | 2.13 | 52.17 |
| Estudiantes del Inglés | 15 | 15 | 100.00 | 0.00 | 6.67 |
| Jóvenes de Crianza Temporal | 0 | 0 | 0 | 0 | 0 |
| Indigentes | 0 | 0 | 0 | 0 | 0 |
| Militares | 0 | 0 | 0 | 0 | 0 |
| De Escasos Recursos Económicos | 49 | 49 | 100.00 | 0.00 | 28.57 |
| Alumnos Recibiendo Servicios de Educación Migrante | 0 | 0 | 0 | 0 | 0 |
| Alumnos con Discapacidades | 12 | 12 | 100.00 | 0.00 | 8.33 |

Resultados de la Prueba CAASPP para Matemáticas por Grupo Estudiantil para 2022-23

Esta tabla exhibe los resultados de la prueba CAASPP para ELA por grupo estudiantil para alumnos de tercero a octavo y onceavo grado tomando y completando una evaluación administradas por el estado.

Los resultados de prueba ELA y matemática incluyen la Evaluación Sumativa *Smarter Balanced* y la CAA. El “Porcentaje Cumpliendo o Superando” es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* sumando la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiado chica para precisión estadística o para proteger la privacidad estudiantil.

La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes del nivel de logro. Los porcentajes del nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

| CAASPP Grupo Estudiantil | CAASPP Inscripción Total | CAASPP Cantidad Realizando Prueba | CAASPP Porcentaje Realizando Prueba | CAASPP Porcentaje No Realizando Prueba | CAASPP Porcentaje Cumpliendo o Superando |
|-----------------------------------------------------------|--------------------------------|--------------------------------------------|----------------------------------------------|----------------------------------------------------|------------------------------------------------------|
| Todos los Alumnos | 100 | 99 | 99.00 | 1.00 | 29.29 |
| Femeninas | 48 | 48 | 100.00 | 0.00 | 27.08 |
| Masculinos | 52 | 51 | 98.08 | 1.92 | 31.37 |
| Nativos Americanos o Nativos de Alaska | -- | -- | -- | -- | -- |
| Asiáticos | -- | -- | -- | -- | -- |
| Afroamericanos | 0 | 0 | 0 | 0 | 0 |
| Filipinos | 0 | 0 | 0 | 0 | 0 |
| Hispanos o Latinos | 38 | 38 | 100.00 | 0.00 | 23.68 |
| Nativos de Hawái o Isleños del Pacífico | -- | -- | -- | -- | -- |
| Dos o Más Orígenes Étnicos | 11 | 11 | 100.00 | 0.00 | 27.27 |
| Blancos | 47 | 46 | 97.87 | 2.13 | 34.78 |
| Estudiantes del Inglés | 15 | 15 | 100.00 | 0.00 | 6.67 |
| Jóvenes de Crianza Temporal | 0 | 0 | 0 | 0 | 0 |
| Indigentes | 0 | 0 | 0 | 0 | 0 |
| Militares | 0 | 0 | 0 | 0 | 0 |
| De Escasos Recursos Económicos | 49 | 49 | 100.00 | 0.00 | 22.45 |
| Alumnos Recibiendo Servicios de Educación Migrante | 0 | 0 | 0 | 0 | 0 |
| Alumnos con Discapacidades | 12 | 12 | 100.00 | 0.00 | 16.67 |

Resultados de la Prueba CAASPP de Ciencia para Todos los Alumnos

Esta tabla exhibe el porcentaje de todos los alumnos de quinto y octavo grado y Escuela Preparatoria cumpliendo o superando la Norma Estatal.

Los resultados de la prueba de ciencia incluyen CAST y CAA. El "Porcentaje Cumpliendo o Superando" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en CAST más la cantidad total de alumnos que cumplieron la norma (es decir, lograron Nivel 3-Alternativo) en CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

La cantidad de alumnos que realizaron las pruebas incluye todos los alumnos que participaron en la prueba sin importar que hayan recibido una puntuación o no; sin embargo, la cantidad de alumnos que realizaron las pruebas no es la cifra que fue utilizada para calcular los porcentajes de nivel de logro. Los porcentajes de nivel de logro son calculados usando solo alumnos que recibieron puntuaciones.

| Materia | Escuela 2021-22 | Escuela 2022-23 | Distrito 2021-22 | Distrito 2022-23 | Estado 2021-22 | Estado 2022-23 |
|----------------------------------------------------------|--------------------|--------------------|---------------------|---------------------|-------------------|-------------------|
| Ciencia (5° y 8° grado y escuela preparatoria) | 35.29 | 34.62 | 23.09 | 26.54 | 29.47 | 30.29 |

Resultados de la Prueba CAASPP en Ciencia por Grupo Estudiantil para 2022-23

Esta tabla exhibe los resultados de la prueba CAASPP en Ciencia por grupo estudiantil para alumnos en quinto y octavo grado y escuela preparatoria. Doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para precisión estadística o para proteger la privacidad estudiantil.

| Grupo Estudiantil | Inscripción Total | Cantidad Realizando Prueba | Porcentaje Realizando Prueba | Porcentaje No Realizando Prueba | Porcentaje Cumpliendo o Superando |
|-----------------------------------------------------------|-------------------|----------------------------|------------------------------|---------------------------------|-----------------------------------|
| Todos los Alumnos | 26 | 26 | 100.00 | 0.00 | 34.62 |
| Femeninas | 15 | 15 | 100.00 | 0.00 | 40.00 |
| Masculinos | 11 | 11 | 100.00 | 0.00 | 27.27 |
| Nativos Americanos o Nativos de Alaska | 0 | 0 | 0 | 0 | 0 |
| Asiáticos | 0 | 0 | 0 | 0 | 0 |
| Afroamericanos | 0 | 0 | 0 | 0 | 0 |
| Filipinos | 0 | 0 | 0 | 0 | 0 |
| Hispanos o Latinos | -- | -- | -- | -- | -- |
| Nativos de Hawái o Isleños del Pacífico | -- | -- | -- | -- | -- |
| Dos o Más Orígenes Étnicos | -- | -- | -- | -- | -- |
| Blancos | 13 | 13 | 100.00 | 0.00 | 46.15 |
| Estudiantes del Inglés | -- | -- | -- | -- | -- |
| Jóvenes de Crianza Temporal | 0 | 0 | 0 | 0 | 0 |
| Indigentes | 0 | 0 | 0 | 0 | 0 |
| Militares | 0 | 0 | 0 | 0 | 0 |
| De Escasos Recursos Económicos | 11 | 11 | 100.00 | 0.00 | 27.27 |
| Alumnos Recibiendo Servicios de Educación Migrante | 0 | 0 | 0 | 0 | 0 |
| Alumnos con Discapacidades | -- | -- | -- | -- | -- |

B. Resultados Estudiantiles

Prioridad Estatal: Otros Resultados Estudiantiles

El SARC proporciona la siguiente información relevante a la prioridad estatal: Otros Resultados Estudiantiles (Prioridad 8): Resultados estudiantiles en la materia de educación física.

Resultados de la Prueba de Condición Física de California para 2022-23

Esta tabla muestra el porcentaje de alumnos participando en cada uno de los cinco componentes de los Resultados de la Prueba de Condición Física de California. La administración de la Prueba de Condición Física (PFT, por sus siglas en inglés) durante los ciclos escolares 2021-22 y 2022-23, solo resultados de participación son requeridos para estas cinco áreas de condición física. Los porcentajes no son calculados y doble rayas (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiado chica para precisión estadística o para proteger la privacidad estudiantil

| Nivel de Año | Componente 1: Capacidad Aeróbica | Componente 2: Fuerza Abdominal y Resistencia | Componente 3: Extensor del Torsó y Flexibilidad | Componente 4: Fuerza del Torsó y Resistencia | Componente 5: Flexibilidad |
|--------------|----------------------------------------|----------------------------------------------------|-------------------------------------------------------|----------------------------------------------------|-------------------------------|
| 5º Grado | 25 | 26 | 25 | 25 | 25 |

C. Participación

Prioridad Estatal: Participación Parental

El SARC proporciona la siguiente información relevante a la prioridad estatal: Participación Parental (Prioridad 3): Esfuerzos que hace el distrito escolar para solicitar el aporte parental en toma de decisiones relacionadas al distrito escolar y en cada sitio escolar.

Oportunidades para Participación Parental del 2023-24

La Primaria University tiene varias maneras para que los padres participen en la experiencia de primaria de sus alumnos. Las familias son invitadas a unirse a la Asociación de Padres y Maestros (PTA, por sus siglas en inglés), Consejo del Sitio, Consejo Asesor del Idioma Inglés (ELAC, por sus siglas en inglés), Consejo de Jardinería y participan en todas las noches de diversión familiar y 2ª taza de café. Además, buscamos que los padres se certifiquen como voluntarios para que puedan ser voluntarios en el salón, eventos especiales del sitio, y excursiones.

UELF tiene una Asociación de Padres y Maestros (PTA) activa. Organiza actividades de recaudación de fondos para proporcionar recursos para apoyar eventos especiales escolares y servicios auxiliares adicionales. Nuestro Consejo del Sitio Escolar supervisa el progreso de nuestros programas y participa en proyectos que mejoran el ambiente escolar, apoyan los programas instructivos y obtienen aportación del personal y padres en relación al progreso estudiantil. El Consejo Asesor del Idioma Inglés (ELAC), se reúne para hablar sobre asuntos escolares generales y relacionados al distrito en un entorno que fomenta la participación y aportación de los padres de nuestros estudiantes multilingües. Hay períodos designados programados durante el año para que los padres participen en conferencias con el personal instructivo. La comunidad también es motivada a contactar a miembros del personal cuando tienen inquietudes o necesitan ayuda. El boletín informativo semanal proporciona información de interés a la Comunidad de la Primaria University. Los padres y otros familiares de nuestros alumnos proporcionan apoyo de voluntarios en el salón, en el patio de recreo y en excursiones.

Nuestro enfoque de aprendizaje basado en proyecto (PBL, por sus siglas en inglés) al aprendizaje es dirigido por indagaciones estudiantiles, normas estatales y los padres son invitados a participar compartiendo sus intereses/trabajos, obteniendo materiales, coordinando oradores invitados, y también actuando como una audiencia auténtica para nuestras celebraciones de PBL, donde los alumnos presentan lo que aprenden.

Los voluntarios son una parte valiosa de nuestra escuela y ejemplifican nuestra sólida conexión entre el hogar y la escuela.

Ausentismo Crónico por Grupo Estudiantil para 2022-23

| Grupo Estudiantil | Inscripción Acumulativa | Ausentismo Crónico Inscripción Elegible | Cuenta para Ausentismo Crónico | Tasa de Ausentismo Crónico |
|----------------------------------------------------|-------------------------|-----------------------------------------|--------------------------------|----------------------------|
| Todos los Alumnos | 239 | 233 | 49 | 21.0 |
| Femeninas | 116 | 114 | 19 | 16.7 |
| Masculinos | 123 | 119 | 30 | 25.2 |
| Nativos Americanos o Nativos de Alaska | 4 | 4 | 2 | 50.0 |
| Asiáticos | 2 | 2 | 1 | 50.0 |
| Afroamericanos | 0 | 0 | 0 | 0.0 |
| Filipinos | 1 | 1 | 0 | 0.0 |
| Hispanos o Latinos | 103 | 98 | 25 | 25.5 |
| Nativos de Hawái o Isleños del Pacífico | 3 | 3 | 1 | 33.3 |
| Dos o Más Orígenes Étnicos | 16 | 16 | 1 | 6.3 |
| Blancos | 108 | 107 | 19 | 17.8 |
| Estudiantes del Inglés | 52 | 49 | 9 | 18.4 |
| Jóvenes de Crianza Temporal | 0 | 0 | 0 | 0.0 |
| Indigentes | 2 | 2 | 1 | 50.0 |
| De Escasos Recursos Económicos | 118 | 114 | 35 | 30.7 |
| Alumnos Recibiendo Servicios de Educación Migrante | 0 | 0 | 0 | 0.0 |
| Alumnos con Discapacidades | 38 | 37 | 15 | 40.5 |

C. Participación

Prioridad Estatal: Ambiente Escolar

El SARC proporciona la siguiente información relevante a la prioridad estatal: Ambiente Escolar (Prioridad 6):

- Tasas de suspensión estudiantil;
- Tasas de expulsión estudiantil; y
- Otras medidas locales del sentido de seguridad

Suspensiones y Expulsiones

Esta tabla exhibe datos de suspensiones y expulsiones.

| Tema | Escuela 2020-21 | Escuela 2021-22 | Escuela 2022-23 | Distrito 2020-21 | Distrito 2021-22 | Distrito 2022-23 | Estado 2020-21 | Estado 2021-22 | Estado 2022-23 |
|--------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|----------------|----------------|----------------|
| Suspensiones | 0.00 | 0.00 | 0.00 | 0.25 | 4.19 | 5.06 | 0.20 | 3.17 | 3.60 |
| Expulsiones | 0.00 | 0.00 | 0.00 | 0.00 | 0.17 | 0.07 | 0.00 | 0.07 | 0.08 |

Suspensiones y Expulsiones por Grupo Estudiantil para 2022-23

| Grupo Estudiantil | Tasa de Suspensiones | Tasa de Expulsiones |
|----------------------------------------------------|----------------------|---------------------|
| Todos los Alumnos | 0 | 0 |
| Femeninas | 0 | 0 |
| Masculinos | 0 | 0 |
| No Binarios | | |
| Nativos Americanos o Nativos de Alaska | 0 | 0 |
| Asiáticos | 0 | 0 |
| Afroamericanos | 0 | 0 |
| Filipinos | 0 | 0 |
| Hispanos o Latinos | 0 | 0 |
| Nativos de Hawái o Isleños del Pacífico | 0 | 0 |
| Dos o Más Orígenes Étnicos | 0 | 0 |
| Blancos | 0 | 0 |
| Estudiantes del Inglés | 0 | 0 |
| Jóvenes de Crianza Temporal | 0 | 0 |
| Indigentes | 0 | 0 |
| De Escasos Recursos Económicos | 0 | 0 |
| Alumnos Recibiendo Servicios de Educación Migrante | 0 | 0 |
| Alumnos con Discapacidades | 0 | 0 |

Plan de Seguridad Escolar para 2023-24

La Escuela Primaria University cumple con las leyes existentes relacionadas con la seguridad escolar. Estos incluyen: Procedimientos ante desastres (incendios y terremotos) y procedimientos para llevar a cabo respuestas tácticas a incidentes delictivos. Políticas de suspensión y expulsión de la escuela del distrito, procedimientos para notificar a los maestros sobre alumnos peligrosos, acoso sexual y procedimientos para la entrada y salida segura de alumnos, movilización de padres y personal hacia y desde la escuela, y un entorno seguro y ordenado propicio para el aprendizaje. Estas políticas y procedimientos se revisan y publican regularmente. Cada año, el Plan Integral de Seguridad Escolar de la Escuela Primaria University es revisado, evaluado y enmendado si es necesario por el Consejo del Sitio Escolar. Además, nuestro personal continúa abordando la seguridad escolar de manera continua al identificar y abordar los problemas a medida que ocurren durante el año. Finalmente, el personal y los alumnos participan en la práctica regular de simulacros de seguridad para prepararse mejor para manejar emergencias. Todo el personal tiene acceso a radios para comunicación de emergencia. También publicamos información sobre la Ley de Seth en nuestra oficina: Política de la Junta 5131.2, Política de la Junta sobre No Discriminación, Política de la Junta sobre Intimidación 5145.3, y ofrecemos una Política de la Junta del Procedimiento Uniforme de Reclamos 1312.3. Nuestra escuela y distrito están trabajando para mejorar el entorno y la cultura escolar en todos los sitios. Como resultado, estamos trabajando con la Encuesta Youth Truth (Verdad Juvenil) y los controles regulares de la encuesta con la comunidad para identificar áreas de mejora y luego estrategias a implementar. Este año también estamos capacitando a nuestros grados primarios como Amigos de Escuela Segura y nuestros grados intermedios como Embajadores de Escuela Segura. Estos programas están destinados a prevenir la intimidación y el maltrato de los alumnos.

El personal de la Primaria University en La Fiesta (UJELF, por sus siglas en inglés) revisó el Plan de Seguridad Escolar en nuestra reunión de personal del 25 de octubre, luego nuestro Consejo del Sitio Escolar revisó y aprobó el plan durante nuestras reuniones de noviembre.

D. Otra Información del SARC Información Requerida en el SARC

La información en esta sección es requerida ser parte del SARC pero no es incluida en las prioridades estatales para LCFF.

Tamaño Promedio de Clase y Distribución del Tamaño de Clase Primaria para 2020-21

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2020-21. La columnas con nombre "Cantidad de Clases" indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). La categoría "Otro" es para clases con varios niveles de año.

| Nivel de Año | Tamaño Promedio de Clase | Cantidad de Clases con 1-20 Alumnos | Cantidad de Clases con 21-32 Alumnos | Cantidad de Clases con 33+ Alumnos |
|--------------|--------------------------|-------------------------------------|--------------------------------------|------------------------------------|
| Kínder | 12 | 5 | | |
| 1° Grado | 11 | 3 | | |
| 2° Grado | 12 | 3 | | |
| 3° Grado | 12 | 2 | | |
| 4° Grado | 12 | 3 | | |
| 5° Grado | 15 | 2 | | |

Tamaño Promedio de Clase y Distribución del Tamaño de Clase Primaria para 2021-22

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2021-22. La columnas con nombre "Cantidad de Clases" indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). La categoría "Otro" es para clases con varios niveles de año.

| Nivel de Año | Tamaño Promedio de Clase | Cantidad de Clases con 1-20 Alumnos | Cantidad de Clases con 21-32 Alumnos | Cantidad de Clases con 33+ Alumnos |
|--------------|--------------------------|-------------------------------------|--------------------------------------|------------------------------------|
| Kínder | 14 | 2 | 2 | |
| 1° Grado | 27 | | 2 | |
| 2° Grado | 18 | 2 | | |
| 3° Grado | 12 | 3 | | |
| 4° Grado | 9 | 3 | | |
| 5° Grado | 11 | 2 | 1 | |

Tamaño Promedio de Clase y Distribución del Tamaño de Clase Primaria para 2022-23

Esta tabla exhibe el tamaño promedio de clase y la distribución del tamaño de clase para 2022-23. Las columnas con nombre "Cantidad de Clases" indican cuantas clases corresponden en cada categoría de tamaño (un rango de cantidad total de alumnos por clase). La categoría "Otro" es para clases con varios niveles de año.

| Nivel de Año | Tamaño Promedio de Clase | Cantidad de Clases con 1-20 Alumnos | Cantidad de Clases con 21-32 Alumnos | Cantidad de Clases con 33+ Alumnos |
|--------------|--------------------------|-------------------------------------|--------------------------------------|------------------------------------|
| Kínder | 19 | 2 | 0 | 0 |
| 1° Grado | 20 | 2 | 0 | 0 |
| 2° Grado | 23 | 0 | 2 | 0 |
| 3° Grado | 19 | 1 | 1 | 0 |
| 4° Grado | 19 | 1 | 1 | 0 |
| 5° Grado | 27 | 0 | 1 | 0 |
| 6° Grado | 0 | 0 | 0 | 0 |
| Otro | 0 | 0 | 0 | 0 |

Tasa de Alumnos por Orientador Académico para 2022-23

Esta tabla exhibe la tasa de alumnos por Orientador Académico. Un equivalente de tiempo completo (FTE, por sus siglas en inglés) es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar dos miembros del personal que individualmente trabajan 50 por ciento de tiempo completo.

| Cargo | Tasa |
|----------------------------------|------|
| Alumnos por Orientador Académico | 0 |

Personal de Servicios de Apoyo Estudiantil para 2022-23

Esta tabla exhibe la cantidad de personal auxiliar FTE asignado a esta escuela. Un equivalente de tiempo completo (FTE, por sus siglas en inglés) es igual a un miembro del personal trabajando tiempo completo; un FTE también puede representar dos miembros del personal que individualmente trabajan 50 por ciento de tiempo completo.

| Cargo | Cantidad de FTE Asignado a la Escuela |
|-------------------------------------------------------------------|---------------------------------------|
| Orientador (Académico, Social/Conductual o Desarrollo Vocacional) | |
| Maestro/a de Medios Bibliotecarios (Bibliotecario) | 0.5 |
| Personal de Servicios Bibliotecarios (Auxiliar Docente) | |
| Psicólogo/a | |
| Trabajador/a Social | |
| Enfermera/o | |
| Especialista en Problemas de Audición/Lenguaje/Habla | |
| Especialista de Recursos (no docente) | |
| Otro | 1.2 |

Gastos por Alumno y Salarios de Maestros del Sitio Escolar para 2021-22

Esta tabla exhibe los gastos por alumno y salario promedio de maestros para esta escuela en 2021-22. Celdas con valores "N/A" no requieren datos.

| Nivel | Gastos Totales Por Alumno | Gastos Por Alumno (Limitado) | Gastos Por Alumno (Ilimitado) | Salario Promedio De Maestros |
|-----------------------------------------------------|---------------------------|------------------------------|-------------------------------|------------------------------|
| Sitio Escolar | 12102 | 5147 | 6955 | 54526 |
| Distrito | N/A | N/A | 7186 | \$68,438 |
| Porcentaje de Diferencia – Sitio Escolar y Distrito | N/A | N/A | -3.3 | -22.6 |
| Porcentaje de Diferencia – Sitio Escolar y Estado | N/A | N/A | \$6,594 | \$83,102 |

Tipo de Servicios Financiados para Año Fiscal 2022-23

La Escuela Primaria University recibe fondos especiales para programas educativos suplementarios. Un Especialista en Educación de tiempo completo, además de los auxiliares docentes, brindan apoyo a los alumnos con necesidades del Plan de Educación Individualizada (IEP, por sus siglas en inglés), Intervención Conductual, Plan 504 y Respuesta a la Intervención (RTI, por sus siglas en inglés). Tenemos un patólogo del habla y lenguaje de tiempo completo y un patólogo del habla y lenguaje de medio tiempo para proporcionar servicios a aquellos alumnos con planes de educación individuales (IEPs, por sus siglas en inglés) del habla. Tenemos un psicólogo escolar (60%), un especialista de conducta (20%) y un asesor escolar (20%) que apoyan a nuestros alumnos y personal para necesidades sociales-emocionales. Nuestra PTA proporciona apoyo financiero para muchos artículos tal como gastos de excursión, suministros instructivos, suministros de papel, materiales y gastos de biblioteca. La biblioteca tiene personal para apoyar a los alumnos (40%). Los alumnos acceden a la biblioteca semanalmente. El distrito también apoya servicios de interpretación para conferencias, reuniones de la Asociación de Padres y Maestros (PTA, por sus siglas en inglés) y comunicaciones escritas según sea necesario.

- Un especialista educativo de tiempo completo y medio tiempo más un auxiliar instructivo apoyan a los alumnos con IEP, planes de intervención de comportamiento, proceso de Equipo de Evaluadores de Desempeño Académico (SST, por sus siglas en inglés), Plan 504, y otras necesidades de intervención.
- Nuestra PTA brinda apoyo financiero para muchos artículos que se alinean con la misión y la visión de los materiales didácticos de aprendizaje basado en proyectos, excursiones, oradores invitados y asambleas.
- Para los servicios de Desarrollo del Idioma Inglés (ELD, por sus siglas en inglés), además del apoyo ELD designado de maestros acreditados, el distrito proporciona un asistente ELD de medio tiempo de los fondos del Plan de Contabilidad y Control Local (LCAP, por sus siglas en inglés) y los Fondos Título 1.
- Las familias de UELF y financiamiento de subvención proporciona a UELF con un maestro del jardín. Los alumnos trabajan en el jardín una vez a la semana con su especialista del jardín y su maestro del salón.
- Se proporciona educación física (PE, por sus siglas en inglés) a 1º a 5º año dos veces a la semana por un total de 90 minutos del financiamiento del distrito.

Sueldos Docentes y Administrativos para 2021-22

Esta tabla exhibe los sueldos Docentes y Administrativos para 2021-22. Para información más detallada sobre sueldos, consulte la página web del CDE sobre Sueldos y Beneficios de Certificación en <http://www.cde.ca.gov/ds/fd/cs/>.

| Categoría | Cantidad Distrital | Promedio Estatal Para Distritos en la Misma Categoría |
|---------------------------------------------------------|--------------------|-------------------------------------------------------|
| Sueldo de Maestro Principiante | \$46,309 | \$54,190 |
| Sueldo de Maestro en el Nivel Intermedio | \$71,061 | \$85,111 |
| Sueldo de Maestro en el Nivel Superior | \$92,857 | \$104,999 |
| Sueldo Promedio de Director (Primaria) | \$119,503 | \$132,492 |
| Sueldo Promedio de Director (Secundaria) | \$126,748 | \$140,987 |
| Sueldo Promedio de Director (Preparatoria) | \$129,525 | \$153,884 |
| Sueldo del Superintendente | \$234,600 | \$255,503 |
| Porcentaje del Presupuesto para Sueldo de Maestros | 26.96% | 32.09% |
| Porcentaje del Presupuesto para Sueldos Administrativos | 6.64% | 5.25% |

Formación Profesional

El desarrollo profesional en el Distrito Escolar Unificado de Cotati-Rohnert Park se centra en buenas prácticas fundamentadas en estudios de investigación. Además de tres días de capacitación ofrecidas fuera del calendario educativo, los maestros tienen varias oportunidades para desarrollarse como profesionales mediante capacitaciones financiadas por el distrito ofrecidas durante el tiempo no dedicado a la docencia y en fechas regularmente programadas de desarrollo profesional. Las escuelas primarias tienen dos tardes al mes para formación profesional. Las capacitaciones se han enfocado en el enriquecimiento y desarrollo de la capacidad. El distrito implementa las normas básicas comunes estatales, así que los días de capacitación profesional se dedican a apoyar esta instrucción. La Primaria Universidad enfatiza el modelo de aprendizaje a partir de la resolución de problemas y del trabajo por proyectos con el uso de de oportunidades de aprendizaje experimental. Un día al mes se dedica a las artes lingüísticas del inglés y otro día a las matemáticas. Se organizan reuniones para analizar datos y discutir sobre el rendimiento y progreso de los alumnos y los siguientes pasos a seguir. Uno de los lemas del distrito es "Aprender para toda la vida" y nosotros promovemos el aprendizaje de adultos como un prerrequisito para la escuela continua y la mejora del distrito.

Esta tabla exhibe la cantidad de días escolares dedicado a la formación del personal y continuo mejoramiento.

| Materia | 2021-22 | 2022-23 | 2023-24 |
|------------------------------------------------------------------------------------------|---------|---------|---------|
| Cantidad de días escolares dedicados a la Formación del Personal y Continuo Mejoramiento | 3 | 3 | 3 |

