University Elementary
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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

2024-25 School Contact Information

School Name	University 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.crpusd.org/
Grade Span	K-5
County-District-School (CDS) Code	49-73882-0128330

2024-25 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.crpusd.org

2024-25 School Description and Mission Statement

We are a Transitional Kindergarten through fifth grade elementary school. We have approximately 300 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,

2024-25 School Description and Mission Statement

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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	56
Grade 1	44
Grade 2	44
Grade 3	42
Grade 4	37
Grade 5	42
Total Enrollment	265

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.6
Male	57.4
American Indian or Alaska Native	1.5
Asian	1.9
Black or African American	0.4
Filipino	0.8
Hispanic or Latino	46
Native Hawaiian or Pacific Islander	0.4
Two or More Races	6.4
White	42.3
English Learners	16.2
Homeless	5.7
Socioeconomically Disadvantaged	46.4
Students with Disabilities	16.2

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/Incomplete/NA	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/Incomplete/NA	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

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.80	89.80	240.60	80.05	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.10	2.38	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	10.20	21.80	7.26	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	13.80	4.60	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	17.10	5.71	14303.80	5.15
Total Teaching Positions	9.80	100.00	300.50	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	1
Total Teachers Without Credentials and	0.00	0.00	1

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

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

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 2024

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 Pinnelll ELA curriculum Kindergarten: Learning Without Tears K-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. TK-5th: McGraw Hill	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%

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

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	July 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	A Wing: HVAC does not work (In process of being replaced)
Interior: Interior Surfaces			X	Admin Building: Interior finishes are old and outdated
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	40	46	41	41	46	47
Mathematics (grades 3-8 and 11)	29	40	26	25	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	124	122	98.39	1.61	45.90
Female	57	56	98.25	1.75	48.21
Male	67	66	98.51	1.49	43.94
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	46	46	100.00	0.00	34.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	10	90.91	9.09	--
White	60	59	98.33	1.67	54.24
English Learners	12	12	100.00	0.00	16.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	56	56	100.00	0.00	35.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	22	100.00	0.00	13.64

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	124	122	98.39	1.61	40.16
Female	57	56	98.25	1.75	35.71
Male	67	66	98.51	1.49	43.94
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	46	46	100.00	0.00	34.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	10	90.91	9.09	--
White	60	59	98.33	1.67	49.15
English Learners	12	12	100.00	0.00	33.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	56	56	100.00	0.00	28.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	22	100.00	0.00	18.18

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	34.62	33.33	26.54	26.78	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	43	42	97.67	2.33	33.33
Female	19	19	100.00	0.00	31.58
Male	24	23	95.83	4.17	34.78
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	18	18	100.00	0.00	22.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	14	93.33	6.67	57.14
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	23	100.00	0.00	17.39
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.

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95.35	100	100	100	100

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	273	271	50	18.5
Female	116	115	16	13.9
Male	157	156	34	21.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	125	124	27	21.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	17	17	2	11.8
White	114	114	17	14.9
English Learners	57	56	12	21.4
Foster Youth	--	--	--	--
Homeless	15	15	0	0.0
Socioeconomically Disadvantaged	131	130	27	20.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	51	50	17	34.0

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0.37	4.19	5.06	4.91	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.17	0.07	0.1	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.37	0.00
Female	0.00	0.00
Male	0.64	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.80	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.75	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.76	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.96	0.00

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

2024-25 School Safety Plan

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

2024-25 School Safety Plan

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 September staff meeting, then our School Site Council reviewed and approved the plan during our October 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.

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		
1	20	2		
2	23		2	
3	19	1	1	
4	19	1	1	
5	27		1	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	3		
1	22	1	1	
2	15	2	1	
3	21	1	1	
4	12	3		
5	14	3		

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.4

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

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,484	2,869	6,615	74,021
District	N/A	N/A	7683	$74,708
Percent Difference - School Site and District	N/A	N/A	-14.9	-0.9
State	N/A	N/A	$10,771	$94,694
Percent Difference - School Site and State	N/A	N/A	-47.8	-24.5

Fiscal Year 2023-24 Types of Services Funded

University Elementary School receives special funds for supplementary educational programs. Two 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 full time Speech and Language Pathologist to provide services to those students with Speech IEPs. We have one School Psychologist(60%), one behaviorist(40%) and one school counselor (40%) 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.

- Two full-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.

Fiscal Year 2023-24 Types of Services Funded

- 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.
- Music is provided to 1st through 5th grade 2X or 3x for a total 90 minutes from district funding.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$48,653	$58,855
Mid-Range Teacher Salary	$74,657	$92,519
Highest Teacher Salary	$97,556	$114,665
Average Principal Salary (Elementary)	$123,726	$142,791
Average Principal Salary (Middle)	$141,271	$151,078
Average Principal Salary (High)	$145,119	$167,094
Superintendent Salary	$241,638	$281,086
Percent of Budget for Teacher Salaries	27%	31%
Percent of Budget for Administrative Salaries	7%	5%

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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3