Cadence Park School
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	Cadence Park School
Street	750 Benchmark
City, State, Zip	Irvine, CA 92618
Phone Number	(949) 404-1300
Principal	Carlo Grasso
Email Address	carlograsso@iusd.org
School Website	https://cadencepark.iusd.org/
County-District-School (CDS) Code	30 73650 0136689

2023-24 District Contact Information

District Name	Irvine Unified School District
Phone Number	(949) 936-5000
Superintendent	Terry Walker
Email Address	TerryWalker@iusd.org
District Website	https://www.iusd.org

2023-24 School Description and Mission Statement

Cadence Park School is the second of three K-8 schools planned for south Orange County's newest communities in the Great Park. We are also one of the few schools in IUSD that was built completely to the Education Specifications established by the IUSD Master Planning Committee. This means that every interior and exterior space reflects the identified characteristics and capacities envisioned by a panel of students, parents and educators that would be ideal for an 21st century learning environment. Among these characteristics are flexible spaces and furnishings, abundant natural light and fresh air, indoor and outdoor learning environments, and dedicated facilities to engage in STEAM explorations, music instruction, and physical fitness. Our school also boasts distinct art-deco architectural stylings, which reflect the construction aesthetic in the surrounding community.

Our campus opened in 2018 with just over three hundred students in grades TK through 6th grade. In 2019 we expanded to serve middle school students during our second year of operation. In 2021, we are now serving over one thousand students in grades TK through 8. Parents and students alike are drawn to Irvine by the promise of a high quality educational experience, and all have been enthusiastic about the establishment of our new Cadence Park School community. Approximately 28% of our current student population speak a language in addition to English, and many more bring a multicultural lens to our daily interactions. In addition to English Language Learners, our heterogeneous student population also features a high number of gifted and accelerated learners, as well as a number of students with identified special needs. Our staff is committed to the inclusion of all students and the provision of a suitable and engaging curriculum that is characterized by differentiated instruction and personalized acknowledgement of each child's needs and progress.

As we work with stakeholders to establish the norms and expectations for our emergent community, our staff has identified the acronym "L.E.A.P." as a suitable descriptor for the attributes that we hope to inspire and reinforce within our students, whose mascot is the mighty Puma. L.E.A.P. stands for "Lead with Integrity, Embrace Challenges, Act Responsibly, and Positively Impact Others." We believe that if all of our Pumas are able to L.E.A.P., then as a community, we will definitely reach new heights!

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	112
Grade 1	95
Grade 2	100
Grade 3	94
Grade 4	102
Grade 5	89
Grade 6	92
Grade 7	121
Grade 8	119
Total Enrollment	924

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.3%
Male	52.7%
American Indian or Alaska Native	0.4%
Asian	50.5%
Black or African American	2.4%
Filipino	2.9%
Hispanic or Latino	13.3%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	10.2%
White	17.5%
English Learners	13.9%
Foster Youth	0.1%
Socioeconomically Disadvantaged	19.2%
Students with Disabilities	5.4%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.10	95.02	1230.00	89.67	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.06	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	50.00	3.65	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	39.10	2.85	12115.80	4.41
Unknown	1.00	4.98	51.70	3.77	18854.30	6.86
Total Teaching Positions	20.10	100.00	1371.80	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)	36.30	96.42	1300.20	90.20	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.50	0.24	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	42.50	2.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	1.75	11.40	0.79	11953.10	4.28
Unknown	0.60	1.78	83.80	5.82	15831.90	5.67
Total Teaching Positions	37.70	100.00	1441.50	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	0.60
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.60

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

Year and month in which the data were collected	October 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
Science	All students are provided an individual textbook or instructional material as determined by textbook software in October 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by textbook software in October 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
Foreign Language	All students enrolled in a Foreign Language class is provided an individual textbook or instructional material. All textbooks purchased are board approved.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in October 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

As a brand new school, we are fortunate to have a state of the art facility to ensure high levels of learning for all students. Construction for Cadence Park School was recently completed in October 2018. The cleanliness, safety and adequacy of our facility is at exceptional levels. Some of the highlights are functioning Extron systems that allow for enhanced audio visual supports for students, a state of the art gymnasium, high quality full-functioning kitchen/cafeteria, enclosed kindergarten play space, shaded lunch areas, large corridors and classrooms, dedicated Science and art rooms, as well as a high tech library media center.

Year and month of the most recent FIT report	10/31/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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)	66	65	75	75	47	46
Mathematics (grades 3-8 and 11)	60	62	68	69	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	647	631	97.53	2.47	64.82
Female	309	298	96.44	3.56	66.11
Male	338	333	98.52	1.48	63.66
American Indian or Alaska Native	--	--	--	--	--
Asian	328	316	96.34	3.66	72.78
Black or African American	15	14	93.33	6.67	21.43
Filipino	18	18	100.00	0.00	61.11
Hispanic or Latino	84	84	100.00	0.00	55.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	81	80	98.77	1.23	65.00
White	115	113	98.26	1.74	53.10
English Learners	68	56	82.35	17.65	19.64
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	12	12	100.00	0.00	25.00
Socioeconomically Disadvantaged	144	139	96.53	3.47	49.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	39	97.50	2.50	17.95

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	647	644	99.54	0.46	61.80
Female	309	307	99.35	0.65	55.70
Male	338	337	99.70	0.30	67.36
American Indian or Alaska Native	--	--	--	--	--
Asian	328	327	99.70	0.30	73.70
Black or African American	15	14	93.33	6.67	21.43
Filipino	18	18	100.00	0.00	44.44
Hispanic or Latino	84	84	100.00	0.00	48.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	81	80	98.77	1.23	63.75
White	115	115	100.00	0.00	43.48
English Learners	68	68	100.00	0.00	38.24
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	12	12	100.00	0.00	50.00
Socioeconomically Disadvantaged	144	143	99.31	0.69	47.55
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	40	100.00	0.00	15.00

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)	58.02	57.67	61.37	64.04	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	217	215	99.08	0.92	57.67
Female	100	98	98.00	2.00	52.04
Male	117	117	100.00	0.00	62.39
American Indian or Alaska Native	--	--	--	--	--
Asian	117	116	99.15	0.85	64.66
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	29	29	100.00	0.00	41.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	18	100.00	0.00	61.11
White	36	35	97.22	2.78	48.57
English Learners	18	18	100.00	0.00	5.56
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	52	51	98.08	1.92	50.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	18.18

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
Grade 5	97.78%	100.00%	97.78%	97.78%	97.78%
Grade 7	93.13%	95.42%	95.42%	96.18%	99.24%

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

Parents are an integral part of our Cadence Park School community. As a new school, the development of our PTSA, School Site Council, English Language Advisory Committee and classroom volunteers are very important to maintaining a vibrant school program.

Parents can participate in school activities in a variety of ways. First, as a PTSA member and volunteer, parents are key partners in planning school community events, such as International Night, Movie Night, Trunk or Treat, and other school events. Our PTSA has been key in creating our yearbook and setting up fundraisers to support our school goals. PTSA is always looking for volunteers to help with small or large projects. To get involved, just visit the PTSA website.

Parents are also found daily volunteering in our classrooms and school library. Parents often help with small groups, prep work, field trips, and organization of class celebrations. To get involved, parents should email or speak directly to their classroom teacher.

Lastly parents can get involved in School Site Council or ELAC by inquiring in the front office. All dates and time are posted on our website and all parents are invited to attend any meeting.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	998	977	154	15.8
Female	471	460	69	15.0
Male	527	517	85	16.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	1	25.0
Asian	513	499	62	12.4
Black or African American	25	25	9	36.0
Filipino	27	27	4	14.8
Hispanic or Latino	127	127	29	22.8
Native Hawaiian or Pacific Islander	6	6	0	0.0
Two or More Races	103	100	14	14.0
White	176	172	31	18.0
English Learners	153	145	15	10.3
Foster Youth	5	5	3	60.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	214	209	37	17.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	69	69	14	20.3

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	0.35	1.28	0.60	0.14	0.86	1.04	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.04	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.6	0
Female	0.21	0
Male	0.95	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.19	0
Black or African American	12	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0.97	0
White	0.57	0
English Learners	0.65	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.87	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.45	0

2023-24 School Safety Plan

Cadence Park School embraces a school-wide approach to positively and consistently reinforcing desirable student behavior with praise and acknowledgement. The Cadence Park staff is working collaboratively to develop our school's specific PBIS protocol, in conjunction with all stakeholders. To date, we have identified L.E.A.P. as our school's PBIS acronym (L=Lead with Integrity; E=Embrace Challenges; A=Act Responsibly; P=Positively Impact Others). Currently, each student learns the expectations for Cadence Park student behavior at the beginning of the school year through classroom orientations and collaborative discussions with peers and school staff. Collaborative, site-based dialogue provides the opportunity to discuss and demonstrate positive behavioral expectations with students and promote opportunities for praise and positive reinforcement through classroom behavior systems.

Living and working in what is consistently recognized as one of America's safest cities, we enjoy the privilege of having all of our IUSD campuses open to the community and free from fencing or major security measures. With this freedom, however, comes the additional responsibility of maintaining heightened vigilance to ensure that students stay on campus and strangers stay off campus. Our playground staff and teachers work together to ensure that students are well- supervised from the time they are dropped off in the morning until the time they reunite with their parents in the afternoon. Parent volunteers must all check in through the front office. All staff have been trained in emergency training.

School-wide Fire, Disaster and Lockdown drills are regularly conducted throughout the year. Further, we work with students, parents, city officials and IPD to address matters of student safety to and from school in a proactive manner.
1. Ensure the prompt and regular attendance of Cadence Park students through implementing a variety of proactive and reactive measures.
2. Ensure that positive behavioral expectations are promoted and reinforced across all settings and grade levels.
3. Execute a variety of drills throughout the year that test the capacity of our school community to respond in an organized and efficient manner to a variety of emergency scenarios.
4. Maintain a safe, secure and closed campus during school hours.

2023-24 School Safety Plan

As a new school a comprehensive safety plan was developed and immediate training occurred with all staff.
Last review and update of document: November 30, 2021
Faculty training on Emergency Plan: October 3, 2019
Faculty first aide "Stop the Bleed" training: October 3, 2019

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	14	4		
1	19	3	1	
2	17	3	1	
3	28		1	
4	14	4	1	
5	22	2	1	
6	13	27	3	
Other	21	2	1	

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	24	2	4	
1	29		4	
2	30		4	
3	32		4	
4	34			3
5	35			3
6	17	24	12	4

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	28	0	4	0
1	24	1	3	0
2	25	1	3	0
3	31	0	3	0
4	34	0	0	3
5	30	0	3	0
6	18	18	14	3
Other	28	0	1	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	924

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)	1
Library Media Teacher (Librarian)	0.4
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	2.7

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	$5,358	$255	$5,102	$79,203
District	N/A	N/A	6187	$88,902
Percent Difference - School Site and District	N/A	N/A	-19.2	-9.3
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	-1.3	-7.5

Fiscal Year 2022-23 Types of Services Funded

State, federal, and local dollars support students in K-12 public schools. The largest funding source is from the state under the Local Control Funding Formula. The Local Control Funding Formula (LCFF) is the method of allocating funds to school districts. The LCFF model has three sources of state funding with local discretion to determine how best to spend those funds in the service of students. All districts receive a BASE of per-student funding that varies slightly depending on grade level. All districts also receive SUPPLEMENTAL funding. IUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

Site Programs and Services: 1) Support professional learning and teacher coaching through induction program, content TOSAs and teacher mentor program , 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement through support of Professional Learning Communities (PLC) and site PLC coaches, 4) Elementary P.E. paraprofessionals, 5) Support for English language learners, 6) Elementary science, music, and art programs, 7) Purchase textbooks and instructional materials, 8) Develop a technology rich learning environment including; Technology matching programs, Technology Maintenance fund and site technology support staff, 9) Maintain previously implemented class-size reduction, 10) Additional secondary sections to reduce class size, 11) Maintain positive behavioral intervention and support program, 12) Maintain site staffing with full-time assistant principals, 13) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 14) Support interventions and supplemental programs impacting English learners, low income and foster youth, 15) Continue to build Career-Technical Education pathways and blended on-line learning opportunities for students, 16) Implementing mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

CONCENTRATION grant funding equal to 50 percent of the base is provided to districts in which English learners, low-income students, and foster youth exceed 55 percent of the total enrollment. Irvine Unified School District is not eligible for concentration funding because its enrollment does not exceed the 55 percent threshold.

Federal funds are designed to supplement state resources by narrowing funding gaps for at-promise students, including students with disabilities, foster youth, students experiencing homelessness, and socioeconomically disadvantaged households. Federal grants include:

Title I under the Elementary and Secondary Education Act (ESEA) and Part B under the Individuals with Disabilities Education Act (IDEA)
Funds are used to support effective evidence-based educational strategies that close the achievement gap and enable students to meet the state's challenging academic standards. All schools identified for Title I operate Schoolwide Programs.

Title III funds assist with language instruction for English Learners (EL) and immigrant students.

Title IV funds are used to increase district/site capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve the use of technology to improve the academic achievement and digital literacy of all students.

Finally, the Irvine Unified School District is proud of the partnerships with the Irvine Public School Foundation (IPSF), and the City of Irvine with the Educational Partnership Fund (EPF) that support programs and services for all students.

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	$51,523	$55,550
Mid-Range Teacher Salary	$92,019	$80,703
Highest Teacher Salary	$118,946	$109,418
Average Principal Salary (Elementary)	$150,833	$137,703
Average Principal Salary (Middle)	$159,048	$143,760
Average Principal Salary (High)	$180,782	$159,021
Superintendent Salary	$345,737	$319,443
Percent of Budget for Teacher Salaries	32.99%	30.35%
Percent of Budget for Administrative Salaries	5.5%	4.87%

Professional Development

This year, Cadence Park School teachers are provided with three full release days to participate in Professional Development along with their Professional Learning Community (grade level or department). These days are focused on examining and responding to evidence of student learning through shared planning and practices.

Additionally, all certificated Cadence Park School teachers and staff participate in three full student-free Professional Development days and six additional, 2-hour professional development sessions during early-out Wednesdays. These opportunities are designed based on student achievement data and the CIE goals for that given year. 2023-2024 topics included School-wide Positive Behavioral Interventions and Supports, Social Justice, Diversity, Equity and Inclusion practices, Special Education Best Practices, ELD Supports, AI in Education, Early Literacy practices, and vertical articulation related to ELA and Math Instruction! All topics are proposed and decided by the site leadership team.

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			9