

University Park Elementary 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	University Park Elementary School
Street	4572 Sandburg Way
City, State, Zip	Irvine, CA 92612
Phone Number	(949) 936-6300
Principal	Vicki Wong
Email Address	vickiwong@iusd.org
School Website	https://universitypark.iusd.org/
County-District-School (CDS) Code	30-73650-6030191

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	www.iusd.org

2023-24 School Description and Mission Statement

University Park was one of the first elementary schools built in the Irvine Unified School District in 1967. The staff and community are proud of its heritage and commitment to meeting the challenges of providing a top-notch education to a dynamic population. University Park, a Title 1 school, houses one of our district's Newcomer English Learner Programs and serves our special education population with a Learning Center model, maximizing learning in the least restrictive environment. We celebrate the diversity of cultures as our families come from all over the world, and over 20 languages are spoken school-wide.

The mission of University Park is a collective one, where staff, students and parents collaborate in crafting and implementing a learning model that maximizes the educational experience for ALL students in every learning environment. Continuous professional development ensures the adoption of best instructional practices by our teachers.

At University Park, a holistic approach is taken where staff commit to implementing the Positive Behavior and Intervention Support (P.B.I.S.) initiative school-wide. This approach emphasizes teaching expected behaviors and reinforcing them positively, thus optimizing instructional time with a challenging curriculum. Under the umbrella of P.B.I.S., the school instills the values of Panther P.R.I.D.E., emphasizing Punctuality & Preparedness, Respect, Integrity, Dependability, and keeping Everyone Safe. University Park School Community work together to create a safe and inclusive environment.

Moreover, the school actively addresses students' social-emotional concerns and mental wellness through tiered instructional practices. A comprehensive social skills and problem-solving curriculum is implemented through classroom sessions, small-group activities, and one-on-one support twice a week. The Elementary Resource Counselor, available on campus five days a week, provides additional support through small group counseling, one-on-one sessions, and lunchtime social groups.

The core focus of University Park teachers and staff revolves around respecting the individuality of each student, acknowledging their learning strengths, and fostering the belief that, despite potential learning challenges, ALL students can succeed and thrive academically.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	83
Grade 1	61
Grade 2	55
Grade 3	66
Grade 4	74
Grade 5	64
Grade 6	93
Total Enrollment	496

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6%
Male	51.4%
Asian	35.1%
Black or African American	3.4%
Filipino	1.6%
Hispanic or Latino	20.8%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	10.9%
White	27.2%
English Learners	24.6%
Foster Youth	0.6%
Homeless	0.8%
Socioeconomically Disadvantaged	36.9%
Students with Disabilities	9.3%

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	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	0.00	0.00	51.70	3.77	18854.30	6.86
Total Teaching Positions	11.00	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)	18.00	94.74	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)	1.00	5.26	11.40	0.79	11953.10	4.28
Unknown	0.00	0.00	83.80	5.82	15831.90	5.67
Total Teaching Positions	19.00	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	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	1.00

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

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	N/A		N/A
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	N/A

School Facility Conditions and Planned Improvements

Established in 1967 as one of the original IUSD schools, University Park underwent significant modernization in 2005. The renovation comprised the construction of a new building with eight classrooms and the modernization of 12 others. Notable improvements included enhanced acoustics and lighting in the multipurpose room, upgraded playground equipment, resurfaced playground, revamped Nurse's Office, and the addition of a Conference Room. The library was expanded, and a computer lab for forty students was established during this period.

By 2017, the computer lab had evolved into the Innovation Lab, featuring flexible seating, multiple projectors, a green screen, and advanced technology for student use. Ongoing enhancements involve reinforcing the technology infrastructure for campus-wide 1:1 technology access, installing security cameras, and implementing auto-lock doors to improve safety response systems.

In the fall of 2018, a school-wide landscaping renovation took place, involving the replanting of the slope on Sandburg and refreshing all internal planters. Our commitment to continuous maintenance ensures that the school remains clean and well-landscaped.

Finally, in 2023 they added 6 new auto-lock doors and several more security cameras to support campus safety and security.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

11/3/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			P19: 2.a. DIRTY VENT(S) P20: 2.a. DIRTY VENT(S) 14. ASPHALT IS CRACKED AND UNEVEN/ TRIP HAZARD P21: 2.a. DIRTY VENT(S) P22: 2.a. DIRTY VENT(S) P23: 2.a. DIRTY VENT(S) P24: 2.a. DIRTY VENT(S)
Interior: Interior Surfaces	X			WRK RM: 4. WATER STAIN CEILING TILE
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			RM 14: 10. ITEMS STACKED HIGH ON SHELVES (EARTHQUAKE HAZARD) RM 15: 10. ITEMS STACKED HIGH ON SHELVES (EARTHQUAKE HAZARD) RM 16: 10. ITEMS STACKED HIGH ON SHELVES (EARTHQUAKE HAZARD) RM 17: 10. ITEMS STACKED HIGH ON SHELVES (EARTHQUAKE HAZARD)
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			P20: 2.a. DIRTY VENT(S) 14. ASPHALT IS CRACKED AND UNEVEN/ TRIP HAZARD

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)	63	60	75	75	47	46
Mathematics (grades 3-8 and 11)	60	59	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	324	286	88.27	11.73	59.79
Female	159	144	90.57	9.43	62.50
Male	165	142	86.06	13.94	57.04
American Indian or Alaska Native	0	0	0	0	0
Asian	116	96	82.76	17.24	67.71
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	59	56	94.92	5.08	39.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	33	100.00	0.00	69.70
White	101	88	87.13	12.87	62.50
English Learners	81	49	60.49	39.51	18.37
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	19	18	94.74	5.26	50.00
Socioeconomically Disadvantaged	134	117	87.31	12.69	43.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	32	84.21	15.79	46.88

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	324	317	97.84	2.16	58.68
Female	159	157	98.74	1.26	55.41
Male	165	160	96.97	3.03	61.88
American Indian or Alaska Native	0	0	0	0	0
Asian	116	115	99.14	0.86	75.65
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	59	57	96.61	3.39	29.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	33	33	100.00	0.00	72.73
White	101	99	98.02	1.98	54.55
English Learners	81	80	98.77	1.23	45.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	19	18	94.74	5.26	61.11
Socioeconomically Disadvantaged	134	129	96.27	3.73	45.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	33	86.84	13.16	33.33

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)	48.10	47.69	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	69	65	94.20	5.80	47.69
Female	33	32	96.97	3.03	56.25
Male	36	33	91.67	8.33	39.39
American Indian or Alaska Native	0	0	0	0	0
Asian	23	23	100.00	0.00	56.52
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	17	15	88.24	11.76	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	22	95.65	4.35	45.45
English Learners	15	14	93.33	6.67	14.29
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	28	25	89.29	10.71	36.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	7	63.64	36.36	--

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	100.00%	100.00%	100.00%	100.00%	100.00%

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

Research has shown that a major contributing factor to a child's success in school is directly related to their parent's involvement in their education at home and at school. We encourage a high degree of parent involvement in every aspect of school life. We have a strong PTA, and parent members on our School Site Council, and English Language Advisory Council. Parents volunteer in classrooms, our media center, and in our workroom on a daily basis.

As a Title 1 School, we have a Parent Involvement Policy that is reviewed and updated each year by our School Site Council, listing the variety of volunteer opportunities available to our community. In addition to volunteerism, parents are invited to goal setting and discussion of student progress at parent conferences each fall and spring. We also provide educational opportunities for parents that include parenting support through Irvine Family Resource Center, Family Math Night, PBIS, and GATE/APAAS information evenings. Our parents play an integral role in school improvement and our educational program through fundraising, classroom support, and participation in the LCAP process.

Parent-school dialogue is encouraged with community service activities, regular voice messages and emails from the school principal, regular email and newsletters from the classroom teachers, our school and district websites, individual student contracts, and student organizer notes.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	566	555	99	17.8
Female	270	264	45	17.0
Male	296	291	54	18.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	206	201	22	10.9
Black or African American	18	18	8	44.4
Filipino	9	8	1	12.5
Hispanic or Latino	114	114	37	32.5
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	57	55	8	14.5
White	157	154	23	14.9
English Learners	163	157	26	16.6
Foster Youth	3	3	3	100.0
Homeless	7	7	2	28.6
Socioeconomically Disadvantaged	236	229	61	26.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	71	71	18	25.4

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	0.36	0.88	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	0.88	0
Female	0.74	0
Male	1.01	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	1.75	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.75	0
White	1.27	0
English Learners	0.61	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.69	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.23	0

2023-24 School Safety Plan

We have a comprehensive emergency preparedness plan which was updated in September 2023. The policy includes detailed procedures for various possible emergencies, including earthquakes, fires, site evacuations, and lockdown situations for intruders on campus. We work with the Irvine School District each year to perform monthly practice drills and simulate necessary communications utilizing satellite radios. Students are taught during these drills precisely what procedures to follow in the event of an emergency. All students are kept on campus and supervised by school staff.

Additionally, our staff is trained annually by district/site professional development activities and coordinated with the Irvine Police Department. Our school site staff identified emergency response teams, and each member has been trained in their responsibilities. Emergency supplies are maintained for the safety and protection of our students. We have phones installed in every classroom and an electronic security system in critical areas of the school.

Our school has developed a comprehensive Safe School Plan, which is evaluated yearly and amended as needed. Key elements of this plan include 1. Assessing the current status of school crime committed on the school campus and at school-related functions, 2a. Child Abuse Reporting Procedures, 2b. Disaster Procedures-Routine and Emergency, 2c. Policies for Suspension, Expulsion, and Mandatory Expulsion, 2d. Procedures for Notification to Staff regarding dangerous students, 2e. Policies on Sexual Harassment, 2f. Policy relating to School Dress Code (especially gang-related apparel), 2g. Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees To and From School, two h. Procedures that Create a Safe and Orderly Environment Conducive to Learning at School and 2i. Rules and Procedures on School Discipline.

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	11	4		
1	25		1	
2	19	2	1	
3	18	2	1	
4	19	2		
5	25		2	1
6	17	2	1	
Other	10	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	13	6		
1	24		2	
2	26		2	
3	24		3	
4	28		2	
5	32		2	
6	26		3	
Other	25		2	

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	14	6	0	0
1	31	0	2	0
2	28	0	2	0
3	22	0	3	0
4	25	1	2	0
5	21	1	2	0
6	31	0	3	0
Other	29	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	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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.3

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	\$6,735	\$545	\$6,190	\$96,250
District	N/A	N/A	6187	\$88,902
Percent Difference - School Site and District	N/A	N/A	0.0	10.1
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	11.1	12.0

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-risk 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

Professional Development

2018-2019: Additional staff development this year (2018-19) has included a continued emphasis on PLC's specifically increasing our reliance on formative and summative assessment data to guide instruction. We have also spent time collaborating on ways to best support our students as they develop socially and emotionally.

2019-2020 Staff development this year (2019-20) has included a continued emphasis on PLC's specifically increasing our reliance on formative and summative assessment data to guide instruction. Tier 1 instructional strategies and intervention tools were also included in professional development and PLC meetings. We have also spent time collaborating on ways to best support our students as they develop socially and emotionally. Staff participated in Restorative Practices training led by OCDE in August and October 2019. Calm Classroom training occurred four times throughout the year.

2020-2021 Staff development this year (2020-21) Our focus on staff this year is maintaining our staff's and students' health and safety during a pandemic. Additional training is also focused on instructional technology to support student learning.

2021-2022 and 2022-2023 Our professional learning is focused on teaching writing. We have adopted the Write From the Beginning and Beyond Program this year. We have dedicated all our additional hours of professional development toward the learning and teaching of writing. As a staff, we are also learning more about Trauma-Informed Teaching and supporting our student's social and emotional health.

During the 2023-2024 academic year, our professional learning centered around two key schoolwide objectives related to Math and Social Emotional Learning (SEL). One of our professional development days featured district math Teacher on Special Assignment (TOSA) leaders facilitating guided data talks. They also shared instructional math practices aimed at fostering higher-order thinking skills and effective questioning techniques.

Furthermore, we allocated dedicated hours of professional development to enhance our efforts in creating safe and inclusive school environments. Our focus extended to aligning Social Emotional Tiered Practices to ensure that all students had equitable access to the level of support corresponding to their needs.

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	6	6	7