

# Plaza Vista 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/fq/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

<b>School Name</b>	Plaza Vista School
<b>Street</b>	670 Paseo Westpark
<b>City, State, Zip</b>	Irvine, CA 92606
<b>Phone Number</b>	(949) 936-6950
<b>Principal</b>	James Parker
<b>Email Address</b>	JamesParker@iusd.org
<b>School Website</b>	plazavista.iusd.org
<b>County-District-School (CDS) Code</b>	30-73650-6115786

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

Plaza Vista School is a Pre-K through 8th Grade single-track, year-round calendar school located in the community of Irvine. The Irvine Unified School District, located approximately forty-five miles southeast of Los Angeles, serves over 35,000 students representing a diverse population of both ethnic and socio-economic groups. Approximately 800 students attend Plaza Vista School. The building is a beautiful, modern single story facility encompassing 63,000 square feet and was built in 1999. Our school proudly serves over twenty languages with concentrations in Mandarin, Vietnamese, Korean, Japanese, Spanish and Farsi. The Plaza Vista student population is a microcosm of the rich diversity found in California. As a Pre-K through 8th Grade school, we will have the pleasure of watching these children grow and develop over a span of a decade. This extended family makes Plaza Vista a special place for children and adults.

We at Plaza Vista are committed to ensuring all students experience successes regularly. Through the effective use of collaboration and dedicated time we will utilize all available resources for students to reach and exceed individual goals. Our mission is to create a school that fosters open lines of communication and support. We value honesty and respect for all. The curriculum is comprehensive and considers each individual. We desire a school that is safe, clean, and attractive. Our intent is to provide an appreciative, friendly atmosphere for all of our community. We are committed to the love of learning and will actively seek to instill this desire in our students. Our primary goal is academic, social, and physical achievement for all students.

Plaza Vista opened its doors in 1999 as a year-round option for Irvine students with a focus on family, the arts, and academics. Today, Plaza Vista is a neighborhood school with many of the traditions from its outset continuing to thrive. Science specialists and science teachers serve students starting in 4th grade. Our supportive PTA helps fund coding and other enrichments. IPSF helps fund numerous instructional aides (with some of those staff holding teacher credentials) and music classes for all students. Computers are available for students in all grades along with Chromebooks and iPads (thanks in part to our amazing PTA). All students have at least one computer or Chromebook per student to use at school (1:1). Plaza Vista's Positive Behavior Intervention System framework is PRIDE- Partnership, Respect, Integrity, Determination, and Empathy. Our entire student body benefits from our middle school students' leadership via student council, PRIDE mentoring, National Junior Honors Society, No One Eats Alone Day, recycling work, and more. Our amazing PTA strengthens community and provides resources for our school program in numerous ways including our annual carnival in May (please join us!), the Jog-a-thon, the annual membership drive, family nights (which have included a magic show, bowling, restaurant nights, a "drive-in" movie, bingo, guest speakers, the book fair, assemblies, bake sales, lunch-time activities and games, field trips, Red Ribbon Week,

## 2023-24 School Description and Mission Statement

and more! The Mission Statement of Plaza Vista is: All staff through collaboration, shared leadership, and while engaging in intellectual risk-taking, will support every child. An unofficial but hallowed slogan here painted in the hallway is: We take care of this place, we take care of each other.

Plaza Vista is a California Gold Ribbon School, a California Distinguished School (twice awarded), and a California Honor Roll School.

Our students achievement on standardized exams consistently ranks amongst the highest in the state (like many Irvine schools).

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	99
Grade 1	69
Grade 2	95
Grade 3	85
Grade 4	95
Grade 5	108
Grade 6	88
Grade 7	94
Grade 8	62
<b>Total Enrollment</b>	<b>795</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2%
Male	49.8%
American Indian or Alaska Native	0.3%
Asian	50.7%
Black or African American	1%
Filipino	3.4%
Hispanic or Latino	16.5%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	7%
White	20.8%
English Learners	22.1%
Foster Youth	0.1%
Socioeconomically Disadvantaged	17.4%
Students with Disabilities	6.8%

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.30	95.32	1230.00	89.67	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.80	0.06	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	4.68	50.00	3.65	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	39.10	2.85	12115.80	4.41
<b>Unknown</b>	0.00	0.00	51.70	3.77	18854.30	6.86
<b>Total Teaching Positions</b>	21.30	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	27.80	92.83	1300.20	90.20	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.50	0.24	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.30	4.43	42.50	2.95	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	11.40	0.79	11953.10	4.28
<b>Unknown</b>	0.80	2.73	83.80	5.82	15831.90	5.67
<b>Total Teaching Positions</b>	29.90	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	1.00	1.30
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	1.30

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

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

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

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

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	10	17.1
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	5.4

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
<b>Reading/Language Arts</b>	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%
<b>Mathematics</b>	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%
<b>Science</b>	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%
<b>History-Social Science</b>	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%
<b>Foreign Language</b>	All students enrolled in a Foreign Language class is provided an individual textbook or instructional material. All textbooks purchased are board approved.	Yes	0%
<b>Health</b>	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%
<b>Visual and Performing Arts</b>	All students are provided an individual textbook and/or instructional material.	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0%

## School Facility Conditions and Planned Improvements

As one of the newer schools in the district, our facility is extremely comfortable and conducive to learning. The building and grounds are spacious and very utilitarian. We think the appearance of a school as well as its occupants reflects the level of care and attention given to the education of the children inside.

Year and month of the most recent FIT report

11/2/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	67	68	75	75	47	46
<b>Mathematics</b> (grades 3-8 and 11)	63	64	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
<b>All Students</b>	552	519	94.02	5.98	67.82
<b>Female</b>	279	261	93.55	6.45	70.50
<b>Male</b>	273	258	94.51	5.49	65.12
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	279	257	92.11	7.89	76.65
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	17	17	100.00	0.00	64.71
<b>Hispanic or Latino</b>	99	96	96.97	3.03	54.17
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	36	34	94.44	5.56	64.71
<b>White</b>	110	106	96.36	3.64	63.21
<b>English Learners</b>	104	76	73.08	26.92	27.63
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	16	16	100.00	0.00	50.00
<b>Socioeconomically Disadvantaged</b>	119	115	96.64	3.36	52.17
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	47	45	95.74	4.26	33.33

## 2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	552	543	98.37	1.63	64.46
<b>Female</b>	279	274	98.21	1.79	62.04
<b>Male</b>	273	269	98.53	1.47	66.91
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	279	277	99.28	0.72	76.17
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	17	17	100.00	0.00	64.71
<b>Hispanic or Latino</b>	99	97	97.98	2.02	40.21
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	36	34	94.44	5.56	70.59
<b>White</b>	110	109	99.09	0.91	57.80
<b>English Learners</b>	104	101	97.12	2.88	34.65
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	16	16	100.00	0.00	50.00
<b>Socioeconomically Disadvantaged</b>	119	118	99.16	0.84	38.98
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	47	46	97.87	2.13	30.43

## 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
<b>Science</b> (grades 5, 8 and high school)	64.29	49.14	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
<b>All Students</b>	179	175	97.77	2.23	49.14
<b>Female</b>	90	89	98.89	1.11	46.07
<b>Male</b>	89	86	96.63	3.37	52.33
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	86	85	98.84	1.16	58.82
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	37	36	97.30	2.70	36.11
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	13	12	92.31	7.69	41.67
<b>White</b>	38	37	97.37	2.63	40.54
<b>English Learners</b>	40	37	92.50	7.50	10.81
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	44	44	100.00	0.00	29.55
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	15	15	100.00	0.00	6.67

## 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	96.40%	91.89%	92.79%	61.26%	95.50%
Grade 7	97.83%	98.91%	98.91%	97.83%	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

Please feel free to contact the school office and speak with our administrative staff regarding any enrollment or program questions. Our friendly and knowledgeable staff will be glad to be of assistance. Our PTA is highly involved in the daily operations of the school and supports our students with time, money and resources. For more detailed information regarding Plaza Vista's PTA, please visit our school's website. There are a wide variety of opportunities for parents to participate in the activities that occur here at Plaza Vista. We have the school calendar and related items available on our website for those interested in gaining valuable information about our program and activities.

Our School Site Council meets several times a year as well.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	889	859	106	12.3
Female	448	433	53	12.2
Male	441	426	53	12.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	1	33.3
Asian	452	431	29	6.7
Black or African American	11	11	1	9.1
Filipino	29	29	0	0.0
Hispanic or Latino	144	141	33	23.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	59	58	6	10.3
White	188	183	36	19.7
English Learners	218	202	25	12.4
Foster Youth	1	1	0	0.0
Homeless	4	4	2	50.0
Socioeconomically Disadvantaged	177	173	42	24.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	77	74	16	21.6

### 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	0.12	0.34	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	0.34	0
Female	0	0
Male	0.68	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.22	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.69	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.53	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.69	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.3	0

## 2023-24 School Safety Plan

The Plaza Vista safety plan is updated annually and is an ongoing school activity conducted with the assistance of the Orange County Fire Authority and the Irvine Police Department and in conjunction with Irvine Unified district office personnel. We practice components of our emergency plan monthly and evaluate our procedures regularly to assure the safest environment for our children. Our Assistant Principal (Rick Blazer) can provide more information.

## 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	13	4		
1	16	2	1	
2	14	3	1	
3	16	3	1	
4	19	2	1	
5	17	3		
6	13	20	2	
Other	23		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	15	4		
1	28		3	
2	27		3	
3	30		3	
4	30		3	
5	31		3	
6	21	6	18	1
Other	28		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	7	0	0
1	23	1	2	0
2	24	0	4	0
3	28	0	3	0
4	24	1	3	0
5	27	1	3	0
6	22	10	13	1
Other	29	0	2	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	795

## 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	0.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.2

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,257	\$471	\$5,785	\$86,096
District	N/A	N/A	6187	\$88,902
Percent Difference - School Site and District	N/A	N/A	-6.7	-1.0
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	6.9	0.8

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

## Professional Development

Targeted staff development activities are essential for maintaining and improving quality education. This year we have dedicated full days, plus numerous afternoons to professionally develop and grow as a staff. Our topics of focus this year include:

- Goal Setting
- Positive Behavior Interventions & Support (PBIS)
- Student Support & Interventions
- Examination of student assessment results
- California Common Core Standards
- Technology
- Reading Strategies
- Grade Level Articulation
- Professional Learning Communities (PLCs)
- Student Mental Health
- Failure as part of the learning process
- Intellectual risk-taking
- Supporting at risk populations

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	10	10	10