Turtle Rock 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	Turtle Rock Elementary School
Street	5151 Amalfi Drive
City, State, Zip	Irvine, CA 92603
Phone Number	(949) 936-6250
Principal	Jeremy Stonebarger
Email Address	jeremystonebarger@iusd.org
School Website	https://turtlerock.iusd.org/
County-District-School (CDS) Code	30-73650-6068647

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

"Turtle Rock is a multicultural community of learners who focus on flexible thinking, cooperative problem solving and creativity. Together we respectfully value each other and our unique contributions. We teach, practice and promote tolerance by embracing diversity for all. Each of us demonstrates integrity, honesty and accountability. We are global citizens preparing for the world of tomorrow."

Turtle Rock has been recognized as a California Distinguished School in 2002, 2010, 2014, and most recently, in 2018. The award is based, in part, on several factors including outstanding student performance on statewide assessments , exemplary progress of English Language Learners on various academic indicators, and low rates of absenteeism and behavioral incidents. The stakeholders of the Turtle Rock community consistently express high levels of satisfaction with the school environment and quality of instruction teachers.

Turtle Rock offers programs to meet the needs of diverse learners. The AAPAS (Alternative Program for Academically Advanced Students) Program is a magnet program that serves students who qualify for a challenge level environment. The SEI (Sheltered English Immersion) program serves those students who are learning English, The GATE (Gifted and Talented Education) program adds depth, complexity, creativity and rigor to the our general education classrooms. We also have an outstanding mild/moderate special education program for those students who qualify through the IDEA assessment process.

The Turtle Rock staff, students, parents, and community are to be commended for their cooperative spirit. It is with the parents' unending support that we are able to accomplish our goals and help the students reach their full potential.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	95
Grade 1	106
Grade 2	141
Grade 3	112
Grade 4	127
Grade 5	131
Grade 6	123
Total Enrollment	835

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7%
Male	53.3%
American Indian or Alaska Native	0.5%
Asian	51.3%
Black or African American	3%
Filipino	1.1%
Hispanic or Latino	12.1%
Two or More Races	7.7%
White	24%
English Learners	16.9%
Homeless	0.2%
Socioeconomically Disadvantaged	20.4%
Students with Disabilities	8.7%

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)	17.90	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	17.90	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)	28.00	96.55	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)	1.00	3.45	42.50	2.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	11.40	0.79	11953.10	4.28
Unknown	0.00	0.00	83.80	5.82	15831.90	5.67
Total Teaching Positions	29.00	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	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	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.

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

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

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	6.4
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	2.9

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

Turtle Rock Elementary School opened its doors to children in 1970. Built to accommodate 730 students, the building is designed with three classroom clusters, each containing from five to eight individual instructional areas. The classrooms are self-contained in design. Portables have been added to accommodate additional students living within our attendance area. At present, there are approximately 830 students attending Turtle Rock. In 2020, a new Multi-Use Building (MUB) with three additional classrooms was built using Measure E funds. The MUB houses science and music classes. An additional MUB building is proposed using Measure E funds.

Year and month of the most recent FIT report	11/1/2023

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		LOUNGE: 4. WATER STAIN CEILING TILE MEN'S RR: 4. WATER STAIN CEILING TILE 11. PAINT CHIPPING ON STALL DOOR P 24: 4. CEILING TILES ARE TORN/ WATER STAIN CEILING TILES P 32: 4. WATER STAIN CEILING TILE 11. PAINT CHIPPING ON RAMP P 35: 4. CEILING TILE HAS HOLE P 36: 4. WATER STAIN CEILING TILE R 4: 4. WATER STAIN CEILING TILES R 6: 4. WATER STAIN CEILING TILE WOMEN'S RR: 4. WATER STAIN CEILING TILE 11. PAINT CHIPPING ON STALL DOOR WORKROOM: 4. WATER STAIN CEILING TILE
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			P 25/ CHILD CARE CTR: 7. FAN NOT WORKING IN RESTROOM
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Drinking Fountains are old and not functioning well.
Safety: Fire Safety, Hazardous Materials	X			MEN'S RR: 4. WATER STAIN CEILING TILE 11. PAINT CHIPPING ON STALL DOOR P 32: 4. WATER STAIN CEILING TILE 11. PAINT CHIPPING ON RAMP P 33: 11. PAINT CHIPPING ON RAMP WOMEN'S RR: 4. WATER STAIN CEILING TILE 11. PAINT CHIPPING ON STALL DOOR
Structural: Structural Damage, Roofs	X			29: 12. DRY ROT ON SIDING
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Upper grade play structure lacks shade and appropriate transfer points. Play surface on primary play structure has tears.

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)	83	83	75	75	47	46
Mathematics (grades 3-8 and 11)	84	83	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	509	488	95.87	4.13	83.20
Female	230	219	95.22	4.78	85.84
Male	279	269	96.42	3.58	81.04
American Indian or Alaska Native	--	--	--	--	--
Asian	283	264	93.29	6.71	90.53
Black or African American	17	17	100.00	0.00	82.35
Filipino	--	--	--	--	--
Hispanic or Latino	51	51	100.00	0.00	47.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	41	41	100.00	0.00	87.80
White	108	106	98.15	1.85	82.08
English Learners	72	52	72.22	27.78	44.23
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	16	16	100.00	0.00	81.25
Socioeconomically Disadvantaged	95	94	98.95	1.05	57.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	45	100.00	0.00	62.22

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	509	506	99.41	0.59	83.20
Female	230	227	98.70	1.30	82.38
Male	279	279	100.00	0.00	83.87
American Indian or Alaska Native	--	--	--	--	--
Asian	283	281	99.29	0.71	90.39
Black or African American	17	17	100.00	0.00	47.06
Filipino	--	--	--	--	--
Hispanic or Latino	51	51	100.00	0.00	49.02
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	41	41	100.00	0.00	92.68
White	108	107	99.07	0.93	83.18
English Learners	72	70	97.22	2.78	60.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	16	16	100.00	0.00	93.75
Socioeconomically Disadvantaged	95	95	100.00	0.00	57.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	45	100.00	0.00	60.00

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)	80.67	76.34	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	131	131	100.00	0.00	76.34
Female	61	61	100.00	0.00	68.85
Male	70	70	100.00	0.00	82.86
American Indian or Alaska Native	--	--	--	--	--
Asian	79	79	100.00	0.00	84.81
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	12	12	100.00	0.00	50.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	22	100.00	0.00	59.09
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	31	31	100.00	0.00	41.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	50.00

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	97.69%	98.46%	98.46%	99.23%	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

Parental support at Turtle Rock School is welcomed and encouraged both in and out of the classroom.

Parents may participate in the School Site Council and the Parent Teacher Association (PTA). Parents can also give input into the school program through various meetings and survey required by our status as a Title I school. The School Site Council is involved in setting academic and policy priorities that reflect our goals for student performance, as well as overseeing the allocation of Title I funds. The PTA offers the opportunity for parents to become involved in many social and fundraising events. Title I Funds support several Parent Education Nights throughout the school year. The PTA sponsors the Fall Festival, the Jog-a-thon and Family Fun Nights. After-school enrichment classes are available through the Irvine Public Schools Foundation After-Class Enrichment (ACE) program. Parents are encourage to participate in field trips, class parties, and classroom volunteer opportunities.

The PTA web page is a source of detailed information: www.turtlerockpta.org. You can also find valuable information about the school by visiting the website located at www.iusd.org/tr.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	925	903	94	10.4
Female	429	417	39	9.4
Male	496	486	55	11.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	1	25.0
Asian	480	470	38	8.1
Black or African American	32	29	7	24.1
Filipino	9	9	1	11.1
Hispanic or Latino	116	112	24	21.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	69	68	5	7.4
White	211	207	18	8.7
English Learners	184	173	25	14.5
Foster Youth	2	2	0	0.0
Homeless	20	13	8	61.5
Socioeconomically Disadvantaged	221	212	45	21.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	96	96	12	12.5

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.18	0.11	0.00	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	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Turtle Rock works diligently with our school community, district personnel and the city of Irvine's Police and Fire departments to keep our school safe. Turtle Rock has a Comprehensive School Safety Plan that is reviewed and updated annually by a team of school personnel and the School Site Council.   This year, it was updated and approved by Turtle Rock's School Site Council in the fall of 2023. The Plan's components are shared with the appropriate stakeholders through the course of the school year. The plan's two primary goals include promoting before and after school safety behaviors and practicing emergency procedures for all events and situations.

First, to encourage appropriate behaviors, our school year begins the year with a school-wide behavior management system kick-off event," PBIS (Positive Behavior Interventions and Support) Implementation Day". Students are taught lessons that promote and show them what Safety, Thoughtful Accountable, and Respect should look like throughout our school environment. Bullying prevention is emphasized through special assemblies, and speakers. Making healthy choices education is provided in collaboration with the Irvine Police Department through the DARE program in the sixth grade, during Red Ribbon Week, and through our health curriculum . In addition, a statement of the district policy of "zero tolerance" for drugs, alcohol and violence must be acknowledged by parents as part of the Annual Notification online process.

Secondly, in order to continue promoting school-wide emergency awareness students and staff participate monthly in fire, earthquake or lockdown drills . Staff participates in updating the Comprehensive School Safety Plan. All staff members attend training on emergency procedures. For emergency purposes there is a school site communication system, stored water and energy bars, emergency equipment, and medical supplies. In addition, the PTA has supported the site disaster team by providing funds to update our disaster preparedness supplies.

All visitors register using the Raptor Visitor/Volunteer Management System. Cameras and other security enhancements exist on our site. The Turtle Rock administration and IUSD have a strong relationship with the Irvine Police Department.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	7		
1	16	3	1	
2	15	3	1	
3	18	2	1	
4	20	2	1	
5	14	5	1	
6	19	3	1	
Other	30		2	

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	8		
1	24		5	
2	28		4	
3	26		4	
4	29		4	
5	30		4	
6	28		5	

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	29	0	3	0
2	28	0	5	0
3	28	0	4	0
4	32	0	3	0
5	33	0	1	0
6	31	0	3	0
Other	30	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	0.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3.2

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	$6,031	$196	$5,835	$95,416
District	N/A	N/A	6187	$88,902
Percent Difference - School Site and District	N/A	N/A	-5.9	9.3
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	9.5	11.1

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

Turtle Rock Elementary School and the Irvine Unified School District are dedicated to continuous professional improvement. Turtle Rock Elementary School and IUSD are committed to providing a high caliber of training for teachers in order to meet the needs of all students.

The major emphasis for professional development at Turtle Rock this year are in the areas of differentiation to meet the needs of all students, social emotional learning, and equity, excellence, diversity and inclusion. This year's school-wide goals for improving student achievement included efforts to refine our instructional focus based on student achievement data from the results of Star Math and Reading Renaissance results, student work samples, teacher's observations and CAASP results. Our PLC coach confers with grade level teams, to support the implementation of research based instructional strategies, practices and assessments, as well as methods to differentiate instruction to better meet student needs.

The Intervention Lead Teachers (ILT), upper and lower grade Literacy teachers, PBIS coordinator, MTSS coordinator, and ELD coordinators all work with teachers to provide professional development and instructional support to our classroom teachers.

Technology integration is being supported by our site ETM's and district EdTech TOSA. Teachers are provided with in-class modeling, individual mentoring, and after school trainings. Turtle Rock teachers are committed to providing rigorous, engaging, and dynamic instruction to all of our students.

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	9	9