

Beacon Park School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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

School Name	Beacon Park School
Street	200 Cultivate
City, State, Zip	Irvine, CA 92618
Phone Number	949-936-8400
Principal	Kris Linville
Email Address	krislinville@iusd.org
School Website	https://beaconpark.iusd.org/
County-District-School (CDS) Code	30-73650-0133389

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

Beacon Park is a collaborative, compassionate, innovative, and visionary community where we encourage intellectual risk-taking in a safe, nurturing environment. At Beacon Park, we empower students with a core-set of values; create a culture of innovation; and personalize each learning environment with meaningful integration of technology which meets the unique needs of all learners. Beacon Park School will prepare the students to think critically and creatively and to be problem solvers and well-rounded lifelong learners.

We incorporate meaningful integration of technology into instruction and learning. We have open communication between staff, students, and our community. We foster a school culture in which students and staff can take intellectual risks, incorporating a variety of teaching strategies.

Our goal is to prepare and empower all students with a core-set of values, character traits, and rigorous skills to meet the challenges of their future. Our students are active users of technology. They apply their learning to real-world issues. They take intellectual risks. Students experience a personalized learning environment to promote social engagement, problem-solving, and creativity inside the classroom and around our school.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	72
Grade 1	118
Grade 2	121
Grade 3	122
Grade 4	118
Grade 5	132
Grade 6	110
Grade 7	130
Grade 8	112
Total Enrollment	1,035

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2%
Male	50.8%
American Indian or Alaska Native	0.1%
Asian	60.2%
Black or African American	1.1%
Filipino	2.9%
Hispanic or Latino	8.1%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	8%
White	18%
English Learners	11.6%
Foster Youth	0.1%
Socioeconomically Disadvantaged	14.1%
Students with Disabilities	5.6%

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)	20.90	91.61	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)	1.50	6.91	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	0.30	1.44	51.70	3.77	18854.30	6.86
Total Teaching Positions	22.80	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)	33.50	95.75	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)	0.10	0.46	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	1.30	3.74	83.80	5.82	15831.90	5.67
Total Teaching Positions	35.00	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	1.50	0.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.50	0.10

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)	12.5	1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		October 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
Science	All students are provided an individual textbook or instructional material as determined by textbook software in October 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by textbook software in October 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
Foreign Language	All students enrolled in a Foreign Language class is provided an individual textbook or instructional material. All textbooks purchased are board approved.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in October 2023. All core textbooks and instructional materials are state-adopted.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

The Beacon Park campus is designed to allow for flexible use of facilities and classrooms and meet multiple instructional needs and activities. Since our facilities are only seven years old, there is no plan for facility improvements. Likewise they are in good repair and the custodian staff works diligently to keep the campus clean and safe for our students.

Year and month of the most recent FIT report

10/31/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			K 1: 4. WATER STAIN CEILING TILES 11. CLEANING SUPPLIES UNDER SINK (KEEP OUT OF REACH OF CHILDREN) P 31: 4. WATER STAIN CEILING TILES RM 8: 4. WATER STAIN CEILING TILES 10. ITEMS STACKED HIGH ON SHELVES (EARTHQUAKE HAZARD) RM 9: 4. WATER STAINS CEILING TILE IN HALLWAY
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			K 1: 4. WATER STAIN CEILING TILES 11. CLEANING SUPPLIES UNDER SINK (KEEP OUT OF REACH OF CHILDREN) K 2: 11. CLEANING SUPPLIES UNDER SINK (KEEP OUT OF REACH OF CHILDREN) K 3: 11. CLEANING SUPPLIES UNDER SINK (KEEP OUT OF REACH OF CHILDREN) RM 2: 10. ITEMS STACKED HIGH ON SHELVES (EARTHQUAKE HAZARD) RM 8: 4. WATER STAIN CEILING TILES 10. ITEMS STACKED HIGH ON SHELVES (EARTHQUAKE HAZARD)
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	80	76	75	75	47	46
Mathematics (grades 3-8 and 11)	77	74	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	740	727	98.24	1.76	75.93
Female	368	360	97.83	2.17	79.17
Male	372	367	98.66	1.34	72.75
American Indian or Alaska Native	--	--	--	--	--
Asian	437	427	97.71	2.29	80.56
Black or African American	--	--	--	--	--
Filipino	22	22	100.00	0.00	81.82
Hispanic or Latino	63	63	100.00	0.00	60.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	70	70	100.00	0.00	75.71
White	139	136	97.84	2.16	67.65
English Learners	73	63	86.30	13.70	33.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	37	37	100.00	0.00	81.08
Socioeconomically Disadvantaged	122	120	98.36	1.64	63.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	47	97.92	2.08	40.43

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	740	736	99.46	0.54	74.32
Female	368	367	99.73	0.27	71.93
Male	372	369	99.19	0.81	76.69
American Indian or Alaska Native	--	--	--	--	--
Asian	437	434	99.31	0.69	84.56
Black or African American	--	--	--	--	--
Filipino	22	22	100.00	0.00	63.64
Hispanic or Latino	63	63	100.00	0.00	52.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	70	70	100.00	0.00	64.29
White	139	138	99.28	0.72	60.14
English Learners	73	72	98.63	1.37	48.61
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	37	37	100.00	0.00	72.97
Socioeconomically Disadvantaged	122	121	99.18	0.82	67.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	47	97.92	2.08	29.79

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)	66.34	66.40	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	249	247	99.20	0.80	66.40
Female	134	133	99.25	0.75	66.92
Male	115	114	99.13	0.87	65.79
American Indian or Alaska Native	0	0	0	0	0
Asian	141	140	99.29	0.71	70.71
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	21	21	100.00	0.00	52.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	26	100.00	0.00	73.08
White	49	48	97.96	2.04	56.25
English Learners	20	20	100.00	0.00	10.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	13	13	100.00	0.00	76.92
Socioeconomically Disadvantaged	42	42	100.00	0.00	59.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	13.33

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%	99.24%	100.00%	98.47%	100.00%
Grade 7	97.73%	99.24%	99.24%	99.24%	99.24%

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Parents at Beacon Park are invited to be involved in various ways. In elementary, parents provide small group support for reinforcement of designated skills, help students with math facts using the Facts Wise system, read with students who need fluency and comprehension practice, and support teachers and students during RTI for reading, ensuring students are on-task, engaged, and practicing their literacy skills. School-wide, parents are encouraged to attend celebrations and grade-level festivities (i.e., Business Explosion, Cultural luncheon, winter and spring rotations including arts and crafts and games), and they also provide administrative support for teachers (cutting, tracing, photocopying, laminating, organizing, filing, etc.). PTA volunteers can support during the school day during lunchtime activities (once-a-month crafts for students in grades 1-5) and special middle school days in which we have had parents share about their careers and educational journeys and run organized stations and games in lieu of a typical academic day.

Parent Volunteers are required to register via the Raptor system and check in and out each time they are on campus. They also must watch a 30-minute presentation from Administrators on expectations and strategies for success as a school volunteer (options have been in-person or recorded)

Parents are encouraged to be a part of our Parent-Teacher Association (on the Executive Board, as a committee member, and as a volunteer), in our School Site Council (advisory board to the principal), and on our English Language Advisory Committee (ELAC) for parents of children who speak another language at home other than English.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1093	1068	98	9.2
Female	537	524	50	9.5
Male	556	544	48	8.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	660	644	53	8.2
Black or African American	13	13	4	30.8
Filipino	30	30	0	0.0
Hispanic or Latino	86	86	10	11.6
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	87	86	6	7.0
White	198	190	22	11.6
English Learners	146	135	7	5.2
Foster Youth	2	2	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	175	173	19	11.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	83	83	13	15.7

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	0.16	0.48	1.01	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	1.01	0
Female	0	0
Male	1.98	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.76	0
Black or African American	15.38	0
Filipino	0	0
Hispanic or Latino	1.16	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.52	0
English Learners	1.37	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.57	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.61	0

2023-24 School Safety Plan

Beacon Park is located in the community of the Great Park Neighborhood. We work to improve and enhance our comprehensive safety plan each year. Our plan is evaluated yearly and amended, as needed, by the School Site Council and by the leaders of the Safe School Plan committee. Key elements of the 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 of 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, 2h. Procedures that Create a Safe and Orderly Environment Conducive to Learning at School, 2i. Rules and Procedures on School Discipline.

In addition, monthly fire/evacuation drills, simulation earthquake drills, and shelter-in-place drills are scheduled and implemented throughout the school year to assess our level of preparedness. We purchase and replenish our emergency supplies annually with the help of the PTA and parent donations to ensure that all students and adults on campus will be cared for in case of any disaster. These emergency supplies (food, water, blankets, first aid, and all other emergency equipment) are kept in our emergency storage shed for immediate access if needed.

Staff has also participated in CPR and First Aid Training (i.e., "Stop the Bleed") provided through the district. We have updated our plan accordingly and continue to do so after each drill to ensure a fine-tuned response system.

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	4		
1	15	3	1	
2	10	7	1	
3	12	4	1	
4	20	4		1
5	26	1	1	1
6	16	26		
Other	30	1	2	1

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	6		
1	34		3	1
2	26		4	
3	28		4	
4	30		6	
5	33			
6	26	1	21	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	12	6	0	0
1	37	0	3	1
2	30	0	4	0
3	31	0	4	0
4	37	0	3	1
5	41	0	0	1
6	27	4	18	3
Other	0	0	0	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	1035

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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	4.6

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	\$6,554	\$273	\$6,281	\$91,374
District	N/A	N/A	6187	\$88,902
Percent Difference - School Site and District	N/A	N/A	1.5	5.0
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	14.1	6.8

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
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

Each year, the Professional Development focus is the continued refinement and use of high-impact Professional Learning Community work. The staff has also selected to focus on engaging students with voice and choice through writing/mini-conferences and technology. This year, we will also spend time delving into MTSS supports and structures for supporting students of all abilities, particularly developing teachers' usage of Calm Classroom strategies to meet social-emotional and behavioral needs. We'll also complete the Keirsey personality assessment and review with staff to strengthen our school wide PLC as well as to identify how students' personalities play a role in the types of inquiry questions we ask and projects we assign. One other area of focus is on student safety - we conducted a table top drill prior to our CA Great Shake in October, and we'll be conducting an Intruder Drill with the Irvine Police Department and our adult staff.

In 2022-23, our Professional Development plan focused on building student inclusiveness and appreciation of diversity. Professional Developmental activities focused on strategies to include these topics in curriculum and class activities

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