

College Park Elementary School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

| | |
|--|---|
| School Name | College Park Elementary School |
| Street | 3700 Chaparral Ave. |
| City, State, Zip | Irvine, CA 92606 |
| Phone Number | (949) 936-5550 |
| Principal | Meg Gwyn |
| Email Address | meggwyn@iusd.org |
| School Website | https://collegetpark.iusd.org/ |
| County-District-School (CDS) Code | 30-73650-6089437 |

2021-22 District Contact Information

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

2021-22 School Overview

College Park Elementary School — located in the village of College Park — has an enrollment of approximately 578 students in grades K-6. Although the majority of students speak English, a large number of students come from a variety of ethnic backgrounds and speak many different languages. This international population, coupled with a number of students with special needs, creates a rich and diverse student body. At College Park, our diverse population is embraced, different cultural backgrounds are appreciated, and character development is encouraged. College Park students truly live and receive a global education. Our school has two special programs – the newcomer program for students with an English Language Proficiency Assessment for California (ELPAC) (Scoring at the Novice or Minimally Developed level on the ELPAC) and the Behavior and Social Learning Center (BSLC) for students across the district who struggle with behavior and social issues in the mainstream classroom. College Park’s mission is to promote academic excellence and instill in students the technical skills necessary to succeed in the world of tomorrow. As a result, we hope that students will become more innovative, develop a "Growth Mindset," develop the skills necessary to think and express themselves clearly and acquire the values necessary to act well, appreciate life and contribute to society.

The College Park staff, parents, and surrounding community share a common vision. High-quality classroom instruction, students who are motivated to learn, a warm and nurturing learning environment, and a supportive and encouraging parent-community help to make College Park a wonderful place to learn and work. It is our goal that all students will leave College Park able to read, write, and compute at high levels. By accomplishing this goal, students are afforded the opportunity to experience academic success at the next level and beyond. To ensure this success, the College Park staff is dedicated to using sound instructional practices and high-quality instructional materials. This includes the integration of technology and innovative practices throughout the curriculum. Our instructional programs combine explicit skill instruction, such as phonics and mathematics skills, and instruction that is embedded within a meaningful context. Students have the ability to go beyond the “basics,” through the use of technology, including Internet access, and a large inventory of instructional computer software, including a video-editing and production program, in addition to our new and growing innovation lab. Social-Emotional Learning (SEL) has been an area of focus for all of our students and staff for a few years. With the challenges from the COVID-19 pandemic and the trauma it has created for many of our families, we have placed a larger importance on SEL the past couple of years.

It is due to our common vision, highly skilled staff, “state of the art” instructional materials, and commitment to providing

2021-22 School Overview

students with an environment that encourages respect, responsibility, integrity, and safety that we are able to be successful with our mission.

About this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 48 |
| Grade 1 | 43 |
| Grade 2 | 52 |
| Grade 3 | 67 |
| Grade 4 | 68 |
| Grade 5 | 62 |
| Grade 6 | 64 |
| Total Enrollment | 404 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Asian | 47.3 |
| Black or African American | 2.2 |
| Filipino | 3.7 |
| Hispanic or Latino | 9.9 |
| Native Hawaiian or Pacific Islander | 0.2 |
| Two or More Races | 8.9 |
| White | 27 |
| English Learners | 25.2 |
| Foster Youth | 0.2 |
| Homeless | 0.7 |
| Socioeconomically Disadvantaged | 18.1 |
| Students with Disabilities | 11.1 |

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

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

2019-20 Teacher Preparation and Placement

| Authorization/Assignment | 2019-20 |
|--|---------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | |
| Intern Credential Holders Properly Assigned | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | |
| Unknown | |
| Total Teaching Positions | |

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2019-20 |
|--|---------|
| Permits and Waivers | |
| Misassignments | |
| Vacant Positions | |
| Total Teachers Without Credentials and Misassignments | |

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2019-20 |
|---|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | |
| Local Assignment Options | |
| Total Out-of-Field Teachers | |

2019-20 Class Assignments

| Indicator | 2019-20 |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | |

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected | September 2021 | | |
|---|---|-----------------------------|--|
| 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, 2020. 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, 2020. 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, 2020. 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, 2020. All core textbooks and instructional materials are state-adopted. | Yes | 0% |
| Foreign Language | N/A | | 0% |
| Health | All students are provided an individual textbook or instructional material as determined by textbook software in October, 2020. 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 | | 0% |

School Facility Conditions and Planned Improvements

College Park Elementary School was completed in 1973 and went through a \$3,200,000 dollar renovation during the summers of 2017 and 2018. The new additions include: adding three collaboration spaces adjacent to classrooms, an enlarged Music Classroom/expansion of MPR stage, a new Innovation Lab, technology upgrades, addition of portable classes to replace the classrooms that were converted to collaboration spaces, two doors were added to each classroom and flexible furniture was added to the collaboration spaces..

The school plan has permanent and portable structures configured to provide traditional classroom settings plus a multipurpose room, a library/media center, a food service area, administrative offices, and extensive playground area. Two portables are used for childcare. The class size averages are within state and district guidelines. Class sizes in the Irvine Unified School District are averaged among the classes at each school in accordance with a specified staffing ratio.

Year and month of the most recent FIT report

11/29/2021

| 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 | | | 11: 4. CEILING TILES HAS HOLE 15. DOOR CLOSES SLOWLY P 3: 4. BLINDS DO NOT WORK PROPERLY (PER TEACHER) P 4: 4. CEILING TILE IS LOOSE |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | 11: 4. CEILING TILES HAS HOLE 15. DOOR CLOSES SLOWLY |

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 279 | NT | NT | NT | NT |
| Female | 127 | NT | NT | NT | NT |
| Male | 152 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 127 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 31 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 35 | NT | NT | NT | NT |
| White | 75 | NT | NT | NT | NT |
| English Learners | 79 | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 57 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 35 | NT | NT | NT | NT |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 279 | NT | NT | NT | NT |
| Female | 127 | NT | NT | NT | NT |
| Male | 152 | NT | NT | NT | NT |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 127 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | 31 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | -- | NT | NT | NT | NT |
| Two or More Races | 35 | NT | NT | NT | NT |
| White | 75 | NT | NT | NT | NT |
| English Learners | 79 | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | NT | NT | NT | NT |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 57 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 35 | NT | NT | NT | NT |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

| STAR Renaissance Student Groups | STAR Renaissance Total Enrollment | STAR Renaissance Number Tested | STAR Renaissance Percent Tested | STAR Renaissance Percent Not Tested | STAR Renaissance Percent At or Above Grade Level |
|----------------------------------|-----------------------------------|--------------------------------|---------------------------------|-------------------------------------|--|
| All Students | 275 | 271 | 98.55 | 1.45 | 61.99 |
| Female | 126 | 126 | 100 | 0 | 67.46 |
| Male | 149 | 145 | 97.32 | 2.68 | 57.24 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |

| | | | | | |
|--|-----|-----|-------|------|-------|
| Asian | 126 | 124 | 98.41 | 1.59 | 54.03 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 31 | 30 | 96.77 | 3.23 | 50 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 32 | 31 | 96.88 | 3.12 | 87.1 |
| White | 74 | 72 | 97.3 | 2.7 | 72.22 |
| English Learners | 79 | 76 | 96.2 | 3.8 | 28.95 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 56 | 54 | 96.43 | 3.57 | 44.44 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 41 | 37 | 90.24 | 9.76 | 37.84 |

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

| STAR Renaissance Student Groups | STAR Renaissance Total Enrollment | STAR Renaissance Number Tested | STAR Renaissance Percent Tested | STAR Renaissance Percent Not Tested | STAR Renaissance Percent At or Above Grade Level |
|--|--|---------------------------------------|--|--|---|
| All Students | 275 | 273 | 99.27 | 0.73 | 78.02 |
| Female | 126 | 126 | 100 | 0 | 79.37 |
| Male | 149 | 147 | 98.66 | 1.34 | 76.87 |
| Asian | 126 | 125 | 99.21 | 0.79 | 84.8 |
| Hispanic or Latino | 31 | 31 | 100 | 0 | 45.16 |
| Two or More Races | 32 | 31 | 96.88 | 3.12 | 87.1 |
| White | 74 | 73 | 98.65 | 1.35 | 79.45 |
| English Learners | 79 | 78 | 98.73 | 1.27 | 73.08 |
| Socioeconomically Disadvantaged | 56 | 54 | 96.43 | 3.57 | 57.41 |
| Students with Disabilities | 41 | 38 | 92.68 | 7.32 | 42.11 |

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A | NT | N/A | NT | N/A | 28.72 |

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 68 | NT | NT | NT | NT |
| Female | 25 | NT | NT | | |
| Male | 43 | NT | NT | | |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 30 | NT | NT | NT | NT |
| Black or African American | -- | NT | NT | NT | NT |
| Filipino | -- | NT | NT | NT | NT |
| Hispanic or Latino | -- | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | NT | NT | NT | NT |
| White | 18 | NT | NT | NT | NT |
| English Learners | 19 | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 11 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | NT | NT | NT | NT |

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| Grade 5 | N/A | N/A | N/A |
| Grade 7 | N/A | N/A | N/A |
| Grade 9 | N/A | N/A | N/A |

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.

2021-22 Opportunities for Parental Involvement

College Park welcomes and values our volunteer parents. Without volunteers, many programs and activities that are offered at our school would not be possible. Our volunteers and Parent Teacher Association are involved heavily within our school. They are involved in assisting our teachers/school staff to help enrich students' classroom experiences and providing other family and school-related programs and special projects. The school and district continually seek business partnerships that can supplement school programs and provide curriculum support and computer equipment through donations. School funding, parent volunteer, and the Irvine Public Schools Foundation donations are utilized to purchase additional curriculum support materials and programs.

College Park Elementary School has implemented a visitor check-in system. This system allows us to track visitors or volunteers who visit our school and in turn, provide us with a safer environment for students and staff. Part of keeping students and faculty safe involves knowing who is in our building at all times and this process allows us to do that. When parents arrive on campus, they are asked to present a valid state-issued ID or passport. Their name, date of birth, and photo are compared against the county, state, and national database of registered sex offenders. The information they provide is confidential and is not be used for any other purpose than this safety screening. Once they have done this initial check with a front office staff member, returning visitors are able to use a self-service kiosk. Many parents volunteer for fundraising events such as our Dolphin Dash and our World's Fair run by our fabulous PTA who also hosts family nights and other great events that help build our community. Parents are involved in our School Site Council and on our PBIS/MTSS team. They help our teachers by offering input into our school's structures which identify students in need of academic, behavioral, and social-emotional intervention. The pandemic has created challenges for volunteers on campus the last year but we are making strides to allow parents on campus to support our students and teachers in the upcoming weeks.

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 493 | 460 | 24 | 5.2 |
| Female | 219 | 204 | 7 | 3.4 |
| Male | 274 | 256 | 17 | 6.6 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 232 | 214 | 5 | 2.3 |
| Black or African American | 13 | 13 | 5 | 38.5 |
| Filipino | 16 | 15 | 0 | 0.0 |
| Hispanic or Latino | 55 | 54 | 7 | 13.0 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 1 | 100.0 |
| Two or More Races | 41 | 38 | 2 | 5.3 |
| White | 132 | 122 | 4 | 3.3 |
| English Learners | 162 | 150 | 9 | 6.0 |
| Foster Youth | 2 | 2 | 2 | 100.0 |
| Homeless | 3 | 3 | 3 | 100.0 |
| Socioeconomically Disadvantaged | 109 | 101 | 18 | 17.8 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 68 | 62 | 9 | 14.5 |

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|--------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.61 | 1.22 | 1.01 | 0.14 | 3.47 | 0.20 |
| Expulsions | 0.00 | 0.00 | 0.03 | 0.00 | 0.08 | 0.00 |

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|--------------------|----------------|------------------|---------------|
| Suspensions | 0.51 | 0.73 | 2.45 |
| Expulsions | 0.00 | 0.01 | 0.05 |

2020-21 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| All Students | 1.22 | 0.00 |
| Female | 0.91 | 0.00 |
| Male | 1.46 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.43 | 0.00 |
| Black or African American | 7.69 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 1.82 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 4.88 | 0.00 |
| White | 0.76 | 0.00 |
| English Learners | 0.62 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | | |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | | |

2021-22 School Safety Plan

College Park Elementary School has a Comprehensive School Safety Plan that is reviewed each year and has been recently approved by our district. We conduct a yearly disaster drill to test our plan's effectiveness and to ready staff for a catastrophic event. This plan reviews and assesses the school status of a safe and orderly environment, safe ingress and egress of students and adults, school rules and procedures, policies relating to suspension and expulsion, required teacher notification of student disciplinary and safety concerns, and the current status of school crime and disaster procedures. In addition to practicing monthly disaster drills and housing extensive emergency supplies and equipment, the school is equipped with food and water on hand for each student. We will be conducting a tabletop exercise this year to plan and practice our disaster drill.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 | 27 | | 4 | |
| 1 | 27 | | 3 | |
| 2 | 29 | | 4 | |
| 3 | 29 | | 4 | |
| 4 | 31 | | 3 | |
| 5 | 28 | | 4 | |
| 6 | 23 | 2 | 3 | |
| Other | 5 | 1 | | |

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 | 17 | 3 | 1 | |
| 1 | 31 | | 2 | |
| 2 | 30 | | 3 | |
| 3 | 39 | | 2 | 1 |
| 4 | 26 | 2 | 4 | |
| 5 | 30 | | 6 | |
| 6 | 31 | | 6 | |
| Other | 22 | 4 | 4 | 1 |

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 | 4 | | |
| 2 | 9 | 6 | 1 | |
| 3 | 13 | 4 | 3 | |
| 4 | 9 | 7 | 1 | |
| 5 | 12 | 4 | 1 | |
| 6 | 13 | 4 | 1 | |
| Other | 12 | 6 | | |

2020-21 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 | |

2020-21 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) | 0 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 0 |
| Resource Specialist (non-teaching) | 0 |
| Other | 1.6 |

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$5,980 | \$134 | \$5,846 | \$90,347 |
| District | N/A | N/A | \$6,053 | \$86,745 |
| Percent Difference - School Site and District | N/A | N/A | -3.5 | 4.1 |
| State | | | \$8,444 | \$84,665 |
| Percent Difference - School Site and State | N/A | N/A | -36.4 | 6.5 |

2020-21 Types of Services Funded

The Local Control Funding Formula (LCFF) has replaced California's previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the LCFF model has established three sources of state funding with increased 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) Middle school zero period program, 12) Maintain positive behavioral intervention and support program, 13) Maintain site staffing with full-time assistant principals, 14) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 15) Support interventions and supplemental programs impacting English learners, low income and foster youth, 16) Continue to build Career-Technical Education pathways and blended On-line learning opportunities for students, 17) Develop mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

Finally, 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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 | \$50,071 | \$50,897 |
| Mid-Range Teacher Salary | \$89,426 | \$78,461 |
| Highest Teacher Salary | \$115,594 | \$104,322 |
| Average Principal Salary (Elementary) | \$141,894 | \$131,863 |
| Average Principal Salary (Middle) | \$153,295 | \$137,086 |
| Average Principal Salary (High) | \$174,854 | \$151,143 |
| Superintendent Salary | \$335,993 | \$297,037 |
| Percent of Budget for Teacher Salaries | 33% | 32% |
| Percent of Budget for Administrative Salaries | 6% | 5% |

Professional Development

The College Park School Site Council updates our school improvement plan annually, establishing goals for training and curriculum improvement that support the school, district, and state goals. The School Site Council also collaborates on the use of school site funds to support curriculum and staff development activities related to our school plan.

College Park Elementary School and the Irvine Unified School District are committed to continuous improvement, including professional improvement. We continue to develop strategies and practices that differentiate instruction to better meet student needs through the Professional Learning Communities model. Teachers unpack the Common Core Standards, create/ modify assessments to meet those standards, and use data to drive instruction accordingly. Professional development topics are chosen based on data and instructional practice need (ie: enrichment, working with students with specific learning needs, such as speech and language deficits, autism, social-emotional concerns, etc.). In many cases, teachers are given opportunities to choose specific sessions that match teacher needs and interests during the Professional Development designated time. In addition to the two full days of staff development and six two-hour staff development sessions, teacher training is provided monthly at staff meetings through district-sponsored trainings. Also, attendance by individual teachers or groups of teachers at educational conferences provided outside the Irvine Unified School District is encouraged.

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

| Subject | 2019-20 | 2020-21 | 2021-22 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 9 | 4 | 9 |

Irvine Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 19696 | 2272 | 11.54 | 88.46 | 79.66 |
| Female | 9419 | 1101 | 11.69 | 88.31 | 84.26 |
| Male | 10270 | 1169 | 11.38 | 88.62 | 75.30 |
| American Indian or Alaska Native | 27 | 2 | -- | 92.59 | -- |
| Asian | 9484 | 1167 | 12.30 | 87.70 | 86.63 |
| Black or African American | 404 | 36 | 8.91 | 91.09 | 58.33 |
| Filipino | 369 | 49 | 13.28 | 86.72 | 81.63 |
| Hispanic or Latino | 2371 | 239 | 10.08 | 89.92 | 62.71 |
| Native Hawaiian or Pacific Islander | 52 | 5 | 9.62 | 90.38 | -- |
| Two or More Races | 2085 | 189 | 9.06 | 90.94 | 82.54 |
| White | 4904 | 585 | 11.93 | 88.07 | 72.90 |
| English Learners | 2772 | 111 | 4.00 | 96.00 | 22.52 |
| Foster Youth | 34 | 1 | 2.94 | 97.06 | -- |
| Homeless | 42 | 4 | 9.52 | 90.48 | -- |
| Military | 222 | 36 | 16.22 | 83.78 | 76.47 |
| Socioeconomically Disadvantaged | 3773 | 405 | 10.73 | 89.27 | 65.59 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 1885 | 110 | 5.84 | 94.16 | 33.33 |

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 19696 | 2221 | 11.28 | 88.72 | 74.36 |
| Female | 9419 | 1070 | 11.36 | 88.64 | 74.91 |
| Male | 10270 | 1149 | 11.19 | 88.81 | 73.80 |
| American Indian or Alaska Native | 27 | 2 | -- | 92.59 | -- |
| Asian | 9484 | 1145 | 12.07 | 87.93 | 87.76 |
| Black or African American | 404 | 35 | 8.66 | 91.34 | 40.00 |
| Filipino | 369 | 49 | 13.28 | 86.72 | 64.58 |
| Hispanic or Latino | 2371 | 218 | 9.19 | 90.81 | 45.41 |
| Native Hawaiian or Pacific Islander | 52 | 3 | 5.77 | 94.23 | -- |
| Two or More Races | 2085 | 187 | 8.97 | 91.03 | 73.80 |
| White | 4904 | 582 | 11.87 | | 61.86 |
| English Learners | 2772 | 107 | 3.86 | 96.14 | 38.68 |
| Foster Youth | 34 | 1 | 2.94 | 97.06 | -- |
| Homeless | 42 | 6 | 14.29 | 85.71 | -- |
| Military | 222 | 34 | 15.32 | 84.68 | 76.47 |
| Socioeconomically Disadvantaged | 3773 | 389 | 10.31 | 89.69 | 56.81 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 1885 | 107 | 5.68 | 94.32 | 18.69 |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.