

Deerfield 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	Deerfield Elementary School
Street	2 Deerfield Ave.
City, State, Zip	Irvine, CA 92604
Phone Number	(949) 936-5650
Principal	Alicia Brewer
Email Address	aliciabrewer@iusd.org
School Website	deerfield.iusd.org
County-District-School (CDS) Code	30-73650-6096184

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

Deerfield Elementary is a TK-6 neighborhood school in the heart of Irvine, California. We are extremely proud to have been selected as an outstanding elementary school by the State Department of Education receiving the California Distinguished School Award in 2006, 2012 and 2018 . Deerfield has also been awarded the prestigious federal No Child Left Behind National Blue Ribbon Award in the fall of 2007. Serving students since 1976 when Irvine was still steeped in its agricultural past, Deerfield has evolved into a unique educational experience that successfully achieves a top-quality education while addressing the challenges and benefits of teaching a substantial number of recent-immigrant students. Deerfield's children hail from countries as varied as Korea, China, Vietnam, Russia, India, Iran, Mexico, and several African nations. Gather all Deerfield families together in one place and you'll hear 32 different languages spoken.

Our Mission is that Deerfield students will attain high levels of achievement within a safe school environment that is staffed by highly-qualified individuals. Our vision is to foster success through meeting the academic needs of students with regard to individual learning styles and instructional levels. All students engage in a thinking, meaning-centered curriculum that is challenging, engaging, and meaningful for students. We focus on the Common Core Standards and enrich the curriculum through depth, complexity, and differentiation to ensure each student reaches his or her full potential.

Deerfield's accomplishment of its mission is not confined to traditional "academic" subjects. One particularly impressive example of Deerfield's breath is the fine arts program in which classroom teachers and highly trained specialists in music and art provide students with the foundations for lifelong enjoyment, involvement, and leadership. Student artwork adorns the corridor walls, and the vibrant, high-circulation library and state-of-the-art computer lab are nestled in the center of the school, incorporating the rich traditions of the past while fostering a vision of the future in child education. We have received grant funding to build a traditional garden as well as an aquaponics garden that provide active learning opportunities for our students. Additionally, the use of technology as an instructional tool permeates every aspect of the school. All students, TK-6, enjoy our computer lab where, on a weekly basis, our media technician and classroom teachers work collaboratively to teach word processing, research, technology presentation, and problem solving skills. Additionally, teachers regularly utilize chromebooks for authentic integration of technology during classroom lessons. Technology is used to deepen the curriculum and access information outside of class.

A focus on the development of character and leadership traits is also a strong focus at Deerfield. Our Positive Behavior Interventions and Support System (PBIS) focuses on the "Falcon Five" traits of exhibiting kind, safe, focused, respectful and

2021-22 School Overview

responsible behavior. Students are explicitly taught expectations for exhibiting these behaviors throughout the campus and are recognized for positive behavior. Our 5th and 6th grade students also have the opportunity to serve on Deerfield's "Flock Together" team where we focus on developing servant leadership through participation in spirit, service, library and Green Team committees.

While 40% of the student population comes from families where English is not the home language, Deerfield continues to produce standardized test scores above the state, county and even district averages. The school's Alternative Program for Academically Accelerated Students (APAAS) currently includes students formerly identified as Title I and English Learners. A well-rounded education encompassing academics, physical education, art lessons, vocal and instrumental music education, civic duties and service learning allows each student to find his or her strengths in a "safe to try" environment. Programs available to assist individual needs include our Multi-Tiered System of Support for Students, Title I, Gifted and Talented Education (GATE), Positive Behavioral Intervention and Support (PBIS) school wide behavioral support systems, a Speech/Language Program, and a Specialized Academic Instruction Program (SAI).

We believe that communication between parents, students, and teachers is a continuous process and we strive to communicate clearly, effectively and in a timely manner. Indeed, involvement between the parent, student, and teacher is vital to the learning process of each child. We encourage parents to be involved with their children and with us in determining the goals for our school and in evaluating student progress. We appreciate parents helping students acquire good study habits and social responsibility.

At Deerfield, we recognize the changing nature of education and society, and we can witness a way of life where "diversity" evolves into a word with positive connotations. One can discover how seeing to an individual's needs and acting upon the premise that all children are capable produces astounding results--even when that individual doesn't initially speak the same language or have access to all of the advantages society has to offer.

Every student who graduates from Deerfield Elementary is prepared to meet the increasingly multicultural, ever-changing world. The Deerfield family takes tremendous pride in allowing its children to start their lives with such a remarkable experience.

for the 2021-2022 school year, we welcomed back all students to the traditional model following the pandemic year and a variety of academic models. Safety precautions remain in place all over campus to ensure a safe learning environment for students. There is a strong focus on Social Emotional Learning with the return of all students to campus. Staff and students are engaged and happy to be back.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	53
Grade 1	31
Grade 2	30
Grade 3	40
Grade 4	32
Grade 5	39
Grade 6	38
Total Enrollment	263

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Asian	36.1
Black or African American	2.7
Filipino	4.2
Hispanic or Latino	24.3
Two or More Races	9.1
White	22.4
English Learners	16
Socioeconomically Disadvantaged	32.3
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

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 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, 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	Yes	0%

	October, 2020. All core textbooks and instructional materials are state-adopted.		
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

Deerfield was built in 1976 and is one of the district's open space facilities. After moving to El Camino Elementary School for the 2010-2011 school year, we returned to our beautifully modernized Deerfield site in the fall of 2011. We now have 21 individual classrooms, a brand new Administration Building housing our staff lounge, nurse's office, conference room, principal's office and expansive area for our school clerk and administrative assistant, a re-designed library with a glass vaulted ceiling allowing for natural lighting and a computer lab which now enables two full classrooms to occupy the lab simultaneously yet be engaged in different curriculum. Our Kindergarten area is safely gated with a newly installed age appropriate play structure and the playground for grades 1-6 has been completely re-done and updated. Student and staff restrooms have been added to the inside of the main building, as well as instructional areas/rooms for reading intervention, Special Education services, small group work, and guidance resources. Indeed, Deerfield enjoys a state-of-the-art school facility to support its educational program. Recent facility improvements include strengthening the technology infrastructure to support 1:1 access to technology throughout the entire campus, installing security cameras, and installing auto-lock doors to improve safety response systems on campus. A shade structure and tables have been added outside of the upper grade classrooms to serve as an additional learning space for student.

Prior to the start of the 2021-2022 school year, Deerfield's kindergarten playground was renovated and fenced in for more student safety. During the 2021-2022 school year, construction of a music building will be completed and a cafeteria expansion will begin. Our school garden will be replaced after being removed during building construction. Solar panels will be installed in the parking lot during the summer prior to the 22-23 school year.

For the 2020-2021 school year, modifications have been made to our facilities in response to the pandemic. Deerfield has implemented the following safety options for a safe reopening. The district thoroughly serviced our HVAC system and recalibrated it to pull in fresh air from outside in compliance with CDC guidelines. Additionally, all HVAC systems have been equipped with upgraded industry standard MERV 8/13 air filters. Each classroom has been equipped with an independent HEPA air purification system that cleans the air every 30 minutes. Enhanced custodial cleaning and disinfecting protocols are in place. Our custodian schedules have been modified to allow for additional cleaning and sanitizing throughout the day and each night.

Year and month of the most recent FIT report

11/30/2021

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			NURSE: 4. SMALL WATER STAIN CEILING TILE
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			
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).

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	162	NT	NT	NT	NT
Female	77	NT	NT	NT	NT
Male	85	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	58	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	43	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	22	NT	NT	NT	NT
White	31	NT	NT	NT	NT
English Learners	23	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	49	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	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	162	NT	NT	NT	NT
Female	77	NT	NT	NT	NT
Male	85	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	58	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	43	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	22	NT	NT	NT	NT
White	31	NT	NT	NT	NT
English Learners	23	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	49	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	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	162	162	100	0	77.78
Female	77	77	100	0	75.32
Male	85	85	100	0	80
American Indian or Alaska Native	--	--	--	--	--

Asian	58	58	100	0	93.1
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	43	43	100	0	53.49
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	20	100	0	90
White	31	31	100	0	77.42
English Learners	23	23	100	0	56.52
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Socioeconomically Disadvantaged	51	51	100	0	54.9
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	20	100	0	40

*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	162	162	100	0	84.57
Female	77	77	100	0	84.42
Male	85	85	100	0	84.71
Asian	58	58	100	0	98.28
Hispanic or Latino	43	43	100	0	72.09
Two or More Races	20	20	100	0	90
White	31	31	100	0	80.65
English Learners	23	23	100	0	73.91
Socioeconomically Disadvantaged	51	51	100	0	68.63
Students with Disabilities	20	20	100	0	50

*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	43	NT	NT	NT	NT
Female	17	NT	NT		
Male	26	NT	NT		
American Indian or Alaska Native	0	0	0	0	0
Asian	17	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
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	--	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
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

Parents are encouraged to become involved in school in a variety of ways. All parents are encouraged to join the PTA and/or become involved in the School Site Council and English Learner Advisory Committee. Parent training are offered throughout the year on a variety of topics pertaining to academics and social emotional wellbeing. Parents who volunteer in classrooms, the library, and other areas of the school provide a valuable service that is sincerely appreciated and vital to our most successful learning environment. Volunteering in our school sends the message to children that school is important. Please contact your child's teacher or the main office for opportunities to volunteer at Deerfield School at 949-936-5650. There is an easy process in place for parents to become volunteers. We welcome and encourage you to get involved in supporting our students!

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	334	314	31	9.9
Female	162	151	17	11.3
Male	172	163	14	8.6
American Indian or Alaska Native	0	0	0	0.0
Asian	118	110	4	3.6
Black or African American	7	7	1	14.3
Filipino	11	11	1	9.1
Hispanic or Latino	82	80	16	20.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	39	32	1	3.1
White	74	71	8	11.3
English Learners	64	58	6	10.3
Foster Youth	2	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	112	101	20	19.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	33	30	4	13.3

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	0.42	0.60	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	0.58	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	0.60	0.00
Female	0.00	0.00
Male	1.16	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.22	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.35	0.00
English Learners	0.00	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

Our focus each year is to ensure a safe physical and emotional learning environment for all children and adults at Deerfield School. A part of our emphasis on ensuring a safe environment for our children is training the staff in emergency preparedness, such as search and rescue techniques and stranger intruder response. Earthquake, lock down and fire drills including evacuation procedures are also conducted regularly to familiarize our students with effective emergency responses as well. Many of our teachers are trained in Medic First Aid to ensure that they are medically prepared for a disaster. Deerfield has developed a comprehensive Safe School Plan. Our plan is evaluated yearly and amended, as needed by the School Site Council or school safety planning 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, Deerfield has developed a positive behavior support program for students emphasizing the Falcon 5: kindness, honesty, respect, responsibility and safety. Through a collaborative process involving our staff, students, and parents, Deerfield has developed a Positive Behavior Intervention System (PBIS) to clearly define expectations of student behavior to foster an ideal emotionally intelligent learning environment for our students.

For the 2021-2022 school year, additional safety measures remain in place to ensure student safety. The district thoroughly serviced our HVAC system and recalibrated it to pull in fresh air from outside in compliance with CDC guidelines. Additionally, all HVAC systems have been equipped with upgraded industry standard MERV 8/13 air filters. Each classroom has been equipped with an independent HEPA air purification system that cleans the air every 30 minutes. Enhanced custodial cleaning and disinfecting protocols are in place. Our custodian schedules have been modified to allow for additional cleaning and sanitizing throughout the day and each night. Any individual on campus is required to wear a face mask/covering. Our office and classrooms all have extra masks on hand for anyone needing one.

Our health office works to monitor student illness and safety protocols. Protocols are in place to identify symptoms and minimize exposure. Parents are informed of safety measures and timelines for students to return to school if needed. COVID tests are available for students, families and staff members as an additional precaution.

Staff is continuously trained on safety measures as needed. Parent communications are sent regularly with reminders of procedures and safety protocols.

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	28		4	
1	30		3	
2	31		3	
3	28		3	
4	33			3
5	33			3
6	34			3

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	23	2	2	
1	30		3	
2	30		3	
3	32		3	
4	34			4
5	34			4
6	34			4

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	6		
1	16	1	1	
2	14	3		
3	20	1	1	
4	10	5		
5	14	4		
6	13	3		
Other	20	2	2	

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

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	\$5,857	\$198	\$5,659	\$94,445
District	N/A	N/A	\$6,053	\$86,745
Percent Difference - School Site and District	N/A	N/A	-6.7	8.5
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-39.5	10.9

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 Deerfield staff and the Irvine Unified School District are highly dedicated to continuous professional development to provide the most effective instructional program for our students. The District and site have staff development days, as well as afternoon professional development for teachers which total 30 hours in addition to ongoing staff development during staff and team meetings. We continue to develop research based instructional strategies and practices, as well as methods to differentiate instruction to better meet student needs through the Professional Learning Communities model. This year's school-wide goals for improving student achievement include efforts to begin to implement social justice standards with a focus on Equity, Excellence, Diversity and Inclusion, support students' social-emotional learning and refine our instructional focus based on student achievement data and to intervene and support all students more effectively. We are focused on student engagement and best instructional practices, classroom management to best promote student collaboration, critical thinking and academic risk-taking opportunities, and curriculum and assessment development are happening at all levels- administrative, teachers and support staff. Teachers are supported during implementation through in-class modeling, teacher-principal meetings, grade level and vertical team collaboration, and student performance data reporting. In addition, we will research, develop and utilize progress monitoring tools for tier 2 and tier 3 interventions. Another area of focus will be behavior and student social/emotional support and wellness. The staff will continue to be trained on Positive Behavior Intervention and Supports (PBIS) aimed at establishing the social culture and behavioral supports needed for Deerfield to continue to be an effective learning environment for each student and to further support student academic achievement. Promoting and practicing emergency preparedness and campus safety is always an on-going focus at Deerfield.

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	7	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.