

# Turtle Rock 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/](http://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/](http://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/](http://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/](http://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

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

## 2021-22 District Contact Information

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

## 2021-22 School Overview

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

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

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

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

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	66
Grade 1	63
Grade 2	58
Grade 3	52
Grade 4	60
Grade 5	85
Grade 6	75
Total Enrollment	459

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	44.2
Black or African American	2.8
Filipino	0.4
Hispanic or Latino	12.4
Two or More Races	8.9
White	30.7
English Learners	19.4
Foster Youth	0.7
Socioeconomically Disadvantaged	22.2
Students with Disabilities	5.9

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

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
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

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

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

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

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

<b>Year and month in which the data were collected</b>	September 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2020. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Mathematics</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2020. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Science</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2020. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>History-Social Science</b>	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2020. All core textbooks and instructional materials are state-adopted.	Yes	0%
<b>Foreign Language</b>	N/A		0%
<b>Health</b>	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%
<b>Visual and Performing Arts</b>	All students are provided an individual textbook and/or instructional material.	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		0%

## School Facility Conditions and Planned Improvements

Turtle Rock Elementary School opened its doors to children in 1970. Built to accommodate 730 students, the building is designed with three classroom clusters, each containing from five to eight individual instructional areas. The classrooms are self-contained in design. Portables have been added to accommodate larger class sizes as well as additional students. At present there are approximately 850 students attending Turtle Rock.

**Year and month of the most recent FIT report**

11/24/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		18: 4. CEILING TILES ARE SAGGIBG IN WORKROOM COPY RM: 4. CEILING TILE IS MISSING P 24: 4. CEILING TILES ARE TORN P 32: 4. WATER STAIN CEILING TILES P 35: 4. CEILING TILE HAS HOLE R 1: 4. CEILING TILE HAS HOLE
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			

## School Facility Conditions and Planned Improvements

<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			K30: 13. GUTTER IS LEAKING ONTO WALKWAY
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			P 26: 15. DOOR DOES NOT OPEN PROPERLY

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (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
<b>All Students</b>	279	NT	NT	NT	NT
<b>Female</b>	134	NT	NT	NT	NT
<b>Male</b>	145	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	134	NT	NT	NT	NT
<b>Black or African American</b>	12	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	32	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	23	NT	NT	NT	NT
<b>White</b>	75	NT	NT	NT	NT
<b>English Learners</b>	46	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	63	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	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	279	NT	NT	NT	NT
Female	134	NT	NT	NT	NT
Male	145	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	134	NT	NT	NT	NT
Black or African American	12	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	32	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	23	NT	NT	NT	NT
White	75	NT	NT	NT	NT
English Learners	46	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	63	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	275	274	99.64	0.36	82.85
Female	133	133	100	0	78.2
Male	142	141	99.3	0.7	87.23
American Indian or Alaska Native	--	--	--	--	--

<b>Asian</b>	132	131	99.24	0.76	86.26
<b>Black or African American</b>	12	12	100	0	41.67
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	32	32	100	0	65.62
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	23	23	100	0	91.3
<b>White</b>	74	74	100	0	87.84
<b>English Learners</b>	46	46	100	0	58.7
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	65	65	100	0	70.77
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	22	21	95.45	4.55	57.14

\*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.

<b>STAR Renaissance Student Groups</b>	<b>STAR Renaissance Total Enrollment</b>	<b>STAR Renaissance Number Tested</b>	<b>STAR Renaissance Percent Tested</b>	<b>STAR Renaissance Percent Not Tested</b>	<b>STAR Renaissance Percent At or Above Grade Level</b>
<b>All Students</b>	274	273	99.64	0.36	89.01
<b>Female</b>	132	132	100	0	82.58
<b>Male</b>	142	141	99.3	0.7	95.04
<b>Asian</b>	132	132	100	0	93.94
<b>Black or African American</b>	12	12	100	0	50
<b>Hispanic or Latino</b>	32	30	93.75	6.25	70
<b>Two or More Races</b>	23	23	100	0	95.65
<b>White</b>	74	74	100	0	93.24
<b>English Learners</b>	46	46	100	0	78.26
<b>Socioeconomically Disadvantaged</b>	65	64	98.46	1.54	78.12
<b>Students with Disabilities</b>	22	21	95.45	4.55	66.67

\*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
<b>Science</b> (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
<b>All Students</b>	87	NT	NT	NT	NT
<b>Female</b>	44	NT	NT		
<b>Male</b>	43	NT	NT		
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	37	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	--	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	28	NT	NT	NT	NT
<b>English Learners</b>	12	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	23	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	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

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

Parents may participate in the School Site Council and the Parent Teacher Association (PTA). The School Site Council is involved in setting academic and policy priorities that reflect our goals for student performance. The PTA offers the opportunity for parents to become involved in many social and fundraising events. The PTA sponsors the Fall Festival, the Jog-a-thon and Family Fun Nights. After-school enrichment classes are available through the Irvine Public Schools Foundation d After-Class Enrichment (ACE) program. Parents are encourage to participate in field trips, class parties, and classroom volunteer opportunities.

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

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	561	513	34	6.6
Female	254	233	15	6.4
Male	307	280	19	6.8
American Indian or Alaska Native	1	1	0	0.0
Asian	242	225	7	3.1
Black or African American	24	20	4	20.0
Filipino	5	2	0	0.0
Hispanic or Latino	72	68	12	17.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	50	44	4	9.1
White	167	153	7	4.6
English Learners	130	121	10	8.3
Foster Youth	3	3	1	33.3
Homeless	6	2	1	50.0
Socioeconomically Disadvantaged	146	133	20	15.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	57	51	4	7.8

### 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
<b>Suspensions</b>	0.00	0.18	1.01	0.14	3.47	0.20
<b>Expulsions</b>	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
<b>Suspensions</b>	0.00	0.73	2.45
<b>Expulsions</b>	0.00	0.01	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.18	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.33	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.60	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>		

## 2021-22 School Safety Plan

Turtle Rock works diligently with our school community, district personnel and the city of Irvine's Police and Fire departments to keep our school safe. Turtle Rock has a Comprehensive School Safety Plan that is reviewed and updated annually by a team of school personnel and the School Site Council. This year, it was updated and approved by Turtle Rock's School Site Council in the fall of 2021. The plan's two primary goals include promoting before and after school safety behaviors and practicing emergency procedures for all events and situations.

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

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

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

## D. Other SARC Information

### Information Required in the SARC

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

## 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	29		4	
1	26		4	
2	30		4	
3	29		4	
4	31		3	1
5	33			4
6	34			4



## 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	15	8		
1	29		4	
2	30		4	
3	30		4	
4	32		6	
5	32		2	
6	31		6	

## 2020-21 Elementary Average Class Size and Class Size Distribution

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

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

## 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	\$5,815	\$193	\$5,622	\$94,035
District	N/A	N/A	\$6,053	\$86,745
Percent Difference - School Site and District	N/A	N/A	-7.4	8.1
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-40.1	10.5

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

## Professional Development

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

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

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

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

# 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

<b>District Name</b>	Irvine Unified School District
<b>Phone Number</b>	(949) 936-5000
<b>Superintendent</b>	Terry Walker
<b>Email Address</b>	TerryWalker@iusd.org
<b>District Website Address</b>	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
<b>All Students</b>	19696	2272	11.54	88.46	79.66
<b>Female</b>	9419	1101	11.69	88.31	84.26
<b>Male</b>	10270	1169	11.38	88.62	75.30
<b>American Indian or Alaska Native</b>	27	2	--	92.59	--
<b>Asian</b>	9484	1167	12.30	87.70	86.63
<b>Black or African American</b>	404	36	8.91	91.09	58.33
<b>Filipino</b>	369	49	13.28	86.72	81.63
<b>Hispanic or Latino</b>	2371	239	10.08	89.92	62.71
<b>Native Hawaiian or Pacific Islander</b>	52	5	9.62	90.38	--
<b>Two or More Races</b>	2085	189	9.06	90.94	82.54
<b>White</b>	4904	585	11.93	88.07	72.90
<b>English Learners</b>	2772	111	4.00	96.00	22.52
<b>Foster Youth</b>	34	1	2.94	97.06	--
<b>Homeless</b>	42	4	9.52	90.48	--
<b>Military</b>	222	36	16.22	83.78	76.47
<b>Socioeconomically Disadvantaged</b>	3773	405	10.73	89.27	65.59
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	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
<b>All Students</b>	19696	2221	11.28	88.72	74.36
<b>Female</b>	9419	1070	11.36	88.64	74.91
<b>Male</b>	10270	1149	11.19	88.81	73.80
<b>American Indian or Alaska Native</b>	27	2	--	92.59	--
<b>Asian</b>	9484	1145	12.07	87.93	87.76
<b>Black or African American</b>	404	35	8.66	91.34	40.00
<b>Filipino</b>	369	49	13.28	86.72	64.58
<b>Hispanic or Latino</b>	2371	218	9.19	90.81	45.41
<b>Native Hawaiian or Pacific Islander</b>	52	3	5.77	94.23	--
<b>Two or More Races</b>	2085	187	8.97	91.03	73.80
<b>White</b>	4904	582	11.87		61.86
<b>English Learners</b>	2772	107	3.86	96.14	38.68
<b>Foster Youth</b>	34	1	2.94	97.06	--
<b>Homeless</b>	42	6	14.29	85.71	--
<b>Military</b>	222	34	15.32	84.68	76.47
<b>Socioeconomically Disadvantaged</b>	3773	389	10.31	89.69	56.81
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	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.