

Meadow Park Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Meadow Park Elementary School
Street	50 Blue Lake South
City, State, Zip	Irvine, CA 92614
Phone Number	(949) 936-5900
Principal	Brooke Taketani
Email Address	BrookeTaketani@iusd.org
School Website	https://meadowpark.iusd.org/
County-District-School (CDS) Code	30-73650-6106850

2022-23 District Contact Information

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

2022-23 School Overview

As a kindergarten through sixth grade neighborhood school, we pride ourselves on being an academic and social community of learners as we exchange ideas, articulate with, and integrate our programs with adjacent South Lake Middle School, and four onsite Self-Contained Specialized Academic Instruction (SAI) classrooms. Meadow Park is proud of the positive climate enjoyed by our students and staff. We have created an original, incentive based program that supports everyone having a positive and rewarding experience at school.

Meadow Park prides itself in following the R.O.P. E.S. Students and staff are Responsible, On time and ready, demonstrate a Positive attitude, Expect respect and always show Safety first. For the sixth year, Meadow Park embodies the true spirit of a PBIS (Positive Behavior Intervention and Supports) school where we identify, teach, and reinforce expected behavior. Students receive ROPES coupons and are acknowledged for demonstrating these expected behaviors. Students are recognized each week during our Friday morning Flag Deck and each adult on our campus has the opportunity to support and recognize students making positive decisions. With COVID-10 protocols, we continue to seek ways to reward our students in this unique environment. With rewarding our students with special lunches, motivational assemblies, and a prize cart that is chosen by the students, we want every student to know that making great choices is valued and the joy from within is

A powerful sense of professional community is also a hallmark of our school. We pride ourselves on being lifelong adult learners. We have developed a collaborative work culture and established norms along with ways to monitor and remain accountable for those norms. As a result, we strive to respect diversity, to be active listeners, to offer the best of ourselves to others, and to have fun. In this continued effort we have embraced Professional Learning Communities (PLC). This collaborative work culture provides the foundation for our universally embraced belief in participatory management. We strive to empower staff, parents, and students to become a vital part of the decision making processes, resulting in a pervasive feeling of school-wide ownership and cooperation. The decisions of the teachers are data driven and based on both summative and formative assessments. It is through our assessments that we provide instruction to meet the needs of all learners.

It is our mission to prepare all students to succeed in a changing world by becoming effective communicators, innovative problem solvers, capable individuals, and responsible members of society. Our commitment to grow professionally is reflected in our students' success and drives our exemplary program. Our Vision Statement states, "Together the Meadow Park School Community will create safe learning environments that develop intellectual risk taking to ensure that all students will achieve

2022-23 School Overview

high levels of success academically, behaviorally, and socially through collaboration, collective commitments, critical thinking, and communication."

As we continue into the new year with the constant state of change, we strive and embrace the state of constant modification, revision, and enhancement and this is particularly true for the 2021-22 school year. In addition, new programs and procedures are constantly being reviewed, piloted, and incorporated into our program. By utilizing the most current research and resources, we are committed to providing the best possible education for every learner. As we look to the future, we also feel compelled to address the challenge of uplifting the public's image of public education. By continuing to encourage the community to be involved with our school and communicating frequently and accurately, our successes and accomplishments will continue to be common knowledge.

We believe in the bond that exists within our school family of students, staff, and parents, which allows all of us the opportunity to grow and develop together. Our ultimate goal is to unlock within each child the ability to apply his or her thoughts and ideas in a responsible way that builds a better future for us all.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	82
Grade 1	75
Grade 2	85
Grade 3	75
Grade 4	79
Grade 5	77
Grade 6	77
Total Enrollment	550

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	51.1
American Indian or Alaska Native	0.0
Asian	30.2
Black or African American	1.6
Filipino	1.6
Hispanic or Latino	13.6
Native Hawaiian or Pacific Islander	0.0
Two or More Races	11.5
White	39.3
English Learners	23.5
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	22.0
Students with Disabilities	14.2

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.90	86.66	1230.00	89.67	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.06	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	50.00	3.65	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	39.10	2.85	12115.80	4.41
Unknown	2.00	13.34	51.70	3.77	18854.30	6.86
Total Teaching Positions	14.90	100.00	1371.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.90	78.25	1300.20	90.20	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.50	0.24	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	13.05	42.50	2.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	11.40	0.79	11953.10	4.28
Unknown	2.00	8.70	83.80	5.82	15831.90	5.67
Total Teaching Positions	22.90	100.00	1441.50	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	3.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	3.00

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

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	10.30
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

October 2022

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

School Facility Conditions and Planned Improvements

This is the third year that we have been in the "New and Improved" Meadow Park. After the extensive remodel, the school is in tremendous condition with learning spaces located throughout the school, innovation station, activity center, and improved library space. During this school year the AC units have been adjusted to allow for the outside air to be inside the classroom/building in addition to air filtration units. Each room also has an air filter in place.

Year and month of the most recent FIT report

9/9/2022

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			RM 1: 4. WATER STAIN CEILING TILES RM 20: 4. WATER STAIN CEILING TILES RM 21: 4. WATER STAIN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			P RM 5: 12. DRY ROT ON SKIRTING
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			P RM 1/ DESIGN LAB: 15. DOOR DOES NOT OPEN AND CLOSE PROPERLY RM 14: 15. DOOR DOES NOT OPEN AND CLOSE PROPERLY RM 2: 15. DOOR DOES NOT OPEN AND CLOSE PROPERLY RM 9: 15. DOOR LOCK STICKS

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	71	N/A	75	N/A	47
Mathematics (grades 3-8 and 11)	N/A	63	N/A	68	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	319	311	97.49	2.51	70.74
Female	149	145	97.32	2.68	75.86
Male	170	166	97.65	2.35	66.27
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	104	102	98.08	1.92	75.49
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	48	47	97.92	2.08	70.21
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	35	33	94.29	5.71	66.67
White	122	119	97.54	2.46	67.23
English Learners	41	38	92.68	7.32	31.58
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	76	75	98.68	1.32	56.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	65	60	92.31	7.69	30.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	319	311	97.49	2.51	63.34
Female	149	145	97.32	2.68	65.52
Male	170	166	97.65	2.35	61.45
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	104	102	98.08	1.92	75.49
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	48	47	97.92	2.08	48.94
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	35	33	94.29	5.71	51.52
White	122	119	97.54	2.46	62.18
English Learners	41	38	92.68	7.32	36.84
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	76	75	98.68	1.32	45.33
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	65	60	92.31	7.69	23.33

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	54.29	NT	61.37	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	74	70	94.59	5.41	54.29
Female	38	38	100	0	55.26
Male	36	32	88.89	11.11	53.13
American Indian or Alaska Native	0	0	0	0	0
Asian	24	23	95.83	4.17	69.57
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100	0	45.45
White	28	26	92.86	7.14	42.31
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	17	94.44	5.56	52.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	12	92.31	7.69	16.67

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	89.87%	89.87%	89.87%	89.87%	89.87%
Grade 7	29%	29%	29%	27%	29%
Grade 9	24%	22%	24%	22%	24%

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

Meadow Park is a true community school. The partnership between home and school is paramount and each day parents are actively involved on our school campus. Parents at the school participate in such activities as serving as room parents, as classroom volunteers, assisting the teacher with supervision during curricular field trips, and helping with special activities and events such as the Pancake Breakfast, Colonial Days, International Taste Festival, PTA and the Meadow Park Foundation. We hope to bring all of these wonderful events back this school year.

The PTA is very active at Meadow Park School, supporting school programs and many extra activities for the children such as lunchtime activities, library books and materials, classroom supplies and activities, field trips, assemblies, and much more. The School Site Council assist with decisions to help improve school programs and student achievement. We welcome and encourage our parent community to become involved at Meadow Park School. As of last year, parents are now a part of the Meadow Park staff serving the roles of both lunchtime supervisors and as instructional aides. Our PTA has at least one family event every month from family movie nights, outdoor assemblies, and meeting at a local community event center.

We will work with our SSC, PTA, and staff to work with family nights that will include Reading Comprehension, Science Night, and Social Emotional Development.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	588	577	103	17.9
Female	284	278	40	14.4
Male	304	299	63	21.1
American Indian or Alaska Native	1	1	1	100.0
Asian	181	179	20	11.2
Black or African American	11	11	3	27.3
Filipino	14	12	5	41.7
Hispanic or Latino	80	78	16	20.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	66	66	14	21.2
White	228	223	42	18.8
English Learners	138	134	30	22.4
Foster Youth	3	2	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	138	135	25	18.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	107	103	30	29.1

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.15	0.73	2.45
Expulsions	0.00	0.01	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.14	0.86	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

We have an emphasis each year to ensure a safe environment for our children. Meadow Park has developed a comprehensive Safe School Plan. Our plan is evaluated yearly and amended, as needed by the School Site Council and by the key leaders of the Emergency Preparedness Committee. Last year we focused this year on lockdown procedures with partnership from the Irvine Police Department as well as planning a full disaster drill with student reunification. This year we continue with our safety measures we have in place are related to COVID 19. Already this year we have had a staff developments that included our Registered Nurse, Amy Toh to continue to prepare our staff on such procedures.

In addition, monthly fire drills and a full simulation earthquake drill are scheduled and implemented throughout the school year to assess our level of preparedness. We have emergency supplies to prepare for a potential disaster. Staff is also trained and assigned to teams that would assist in a true emergency. These emergency supplies are kept in our Emergency Storage area which is a portable classroom outside of our main building. In addition, backpacks with safety gear are located throughout the school for immediate access if needed. Our school is continually evaluating our procedures so we may be fully prepared to deal with a major emergency and to provide for the physical and emotional needs of the students and their orderly and safe release. We schedule regular drills to teach children appropriate safety actions in the event of an emergency. Because of our medically fragile students special care is taken to ensure their safety with the assistance of instructional aides, LVN's, and our school nurse. Supervision is provided on the playground before and after school.

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.

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	14	8		
1	28		3	
2	22	1	2	
3	32	1	1	1
4	36	1	2	1
5	26	1	4	
6	30		6	
Other	21	2	2	

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	10	4		
1	23	1		
2	12	3	1	
3	29		1	
4	18	2	1	
5	18	2		
6	19	2	1	
Other	14	4		

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	6		
1	24		3	
2	27		3	
3	22	1	2	
4	23	1	2	
5	24	1	2	
6	24	1	2	
Other	14	4	1	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	4.9

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6861	\$475	\$6387	\$87172
District	N/A	N/A	5796	\$86,958
Percent Difference - School Site and District	N/A	N/A	9.7	0.2
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	-3.2	2.1

2021-22 Types of Services Funded

The Local Control Funding Formula (LCFF) is the method of allocating funds to school districts. The LCFF model has three sources of state funding with local discretion to determine how best to spend those funds in the service of students. All districts receive a BASE of per-student funding that varies slightly depending on grade level. All districts also receive SUPPLEMENTAL funding. IUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

Site Programs and Services: 1) Support professional learning and teacher coaching through induction program, content TOSAs and teacher mentor program, 2) Provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement through support of Professional Learning Communities (PLC) and site PLC coaches, 4) Elementary P.E. paraprofessionals, 5) Support for English language learners, 6) Elementary science, music, and art programs, 7) Purchase textbooks and instructional materials, 8) Develop a technology rich learning environment including: Technology matching programs, Technology Maintenance fund and site technology support staff, 9) Maintain previously implemented class-size reduction, 10) Additional secondary sections to reduce class size, 11) Maintain positive behavioral intervention and support program, 12) Maintain site staffing with full-time assistant principals, 13) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 14) Support interventions and supplemental programs impacting English learners, low income and foster youth, 15) Continue to build Career-Technical Education pathways and blended on-line learning opportunities for students, 16) Implementing mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$51,081
Mid-Range Teacher Salary	\$89,426	\$77,514
Highest Teacher Salary	\$115,594	\$105,764
Average Principal Salary (Elementary)	\$144,393	\$133,421
Average Principal Salary (Middle)	\$152,197	\$138,594
Average Principal Salary (High)	\$174,854	\$153,392
Superintendent Salary	\$335,993	\$298,377
Percent of Budget for Teacher Salaries	32%	32%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

Meadow Park School and the Irvine Unified School District are committed to continuous professional improvement. The District and site has staff development days, as well as afternoon and evening workshops for teachers. Targeted staff development activities are essential for maintaining and improving quality education. We continue to implement Response to Instruction which incorporates a variety of methods to differentiate instruction to meet the needs of each student. Integration of technology into the curriculum, implementing the Common Core, and collaboration amongst teachers, and Professional Learning Communities continue to be areas of focus for professional development. As we have all of our students back at school we will continue to also provide time for Response To Intervention (RTI) and What Is Needed (WIN) time to assist with intervention for our struggling students. IUSD worked with all grade levels in adopting the Next Generation Science Standards in grades K-6. As the year began we spent time in Professional Development on the health and safety in regards to COVID, all of the mandated trainings, SEL, and Suicide Prevention Training. Finally, we are fortunate to have several staff members that are trained in both Writing Workshop and Reading Workshop that will now be met with fidelity in the primary grades.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	10	