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

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

"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. We also have an outstanding mild/moderate special education program for those students who qualify through the IDEA assessment process.

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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	108
Grade 1	121
Grade 2	110
Grade 3	103
Grade 4	115
Grade 5	119
Grade 6	139
Total Enrollment	815

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
American Indian or Alaska Native	0.6
Asian	45.9
Black or African American	3.3
Filipino	1.0
Hispanic or Latino	11.2
Native Hawaiian or Pacific Islander	0.0
Two or More Races	9.2
White	27.6
English Learners	21.0
Foster Youth	0.0
Homeless	0.2
Migrant	0.0
Socioeconomically Disadvantaged	19.6
Students with Disabilities	6.5

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)	17.90	100.00	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	0.00	0.00	51.70	3.77	18854.30	6.86
Total Teaching Positions	17.90	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)	28.00	96.55	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)	1.00	3.45	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	0.00	0.00	83.80	5.82	15831.90	5.67
Total Teaching Positions	29.00	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	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

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	6.40
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	2.90

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

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 additional students living within our attendance area. At present, there are approximately 830 students attending Turtle Rock. In 2020, a new Multi-Use Building (MUB) with three additional classrooms was built using Measure E funds. The MUB houses science and music classes. An additional MUB building is proposed using Measure E funds.

Year and month of the most recent FIT report	9/7/2022

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		LOUNGE: 4. WATER STAIN CEILING TILE P 24: 4. CEILING TILES ARE TORN/ WATER STAIN CEILING TILES P 32: 4. WATER STAIN CEILING TILE 11. PAINT CHIPPING ON RAMP P 35: 4. CEILING TILE HAS HOLE P 36: 4. WATER STAIN CEILING TILE R 6: 4. WATER STAIN CEILING TILE WORKROOM: 4. WATER STAIN CEILING TILE
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			P 25/ CHILD CARE CTR: 7. FAN NOT WORKING IN RESTROOM R 8: 7. OUTLET COVER MISSING
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			11: 11. PAINT CHIPPING ON DOOR 12: 11. PAINT CHIPPING ON DOOR 13: 11. PAINT CHIPPING ON DOOR MEN'S RR: 11. PAINT CHIPPING ON STALL DOOR P 32: 4. WATER STAIN CEILING TILE 11. PAINT CHIPPING ON RAMP P 33: 11. PAINT CHIPPING ON RAMP WOMEN'S RR: 11. PAINT CHIPPING ON STALL DOOR
Structural: Structural Damage, Roofs	X			P 29: 12. DRY ROT ON SIDING
External: 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**

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	83	N/A	75	N/A	47
Mathematics (grades 3-8 and 11)	N/A	84	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	482	467	96.89	3.11	82.83
Female	223	216	96.86	3.14	85.58
Male	259	251	96.91	3.09	80.48
American Indian or Alaska Native	--	--	--	--	--
Asian	243	235	96.71	3.29	88.51
Black or African American	17	15	88.24	11.76	60.00
Filipino	--	--	--	--	--
Hispanic or Latino	43	42	97.67	2.33	52.38
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	43	42	97.67	2.33	92.68
White	126	124	98.41	1.59	81.45
English Learners	60	51	85.00	15.00	45.10
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	22	22	100.00	0.00	90.91
Socioeconomically Disadvantaged	88	84	95.45	4.55	63.10
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	44	43	97.73	2.27	55.81

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	482	474	98.34	1.66	84.18
Female	223	219	98.21	1.79	82.65
Male	259	255	98.46	1.54	85.49
American Indian or Alaska Native	--	--	--	--	--
Asian	243	241	99.18	0.82	92.53
Black or African American	17	14	82.35	17.65	57.14
Filipino	--	--	--	--	--
Hispanic or Latino	43	42	97.67	2.33	47.62
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	43	43	100.00	0.00	83.72
White	126	125	99.21	0.79	83.20
English Learners	60	59	98.33	1.67	59.32
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	22	22	100.00	0.00	81.82
Socioeconomically Disadvantaged	88	83	94.32	5.68	61.45
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	44	43	97.73	2.27	67.44

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	80.67	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	121	119	98.35	1.65	80.67
Female	56	54	96.43	3.57	79.63
Male	65	65	100	0	81.54
American Indian or Alaska Native	0	0	0	0	0
Asian	64	63	98.44	1.56	90.48
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	12	11	91.67	8.33	27.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100	0	100
White	28	28	100	0	75
English Learners	11	10	90.91	9.09	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	17	15	88.24	11.76	40
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	100.00%	100.00%	100.00%	99.15%	99.15%

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

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, as well as overseeing the allocation of Title I funds. The PTA offers the opportunity for parents to become involved in many social and fundraising events. Title I Funds support several Parent Education Nights throughout the school year. 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 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: www.turtlerockpta.org. You can also find valuable information about the school by visiting the website located at www.iusd.org/tr.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	903	867	110	12.7
Female	437	417	53	12.7
Male	466	450	57	12.7
American Indian or Alaska Native	5	5	1	20.0
Asian	410	403	20	5.0
Black or African American	30	29	9	31.0
Filipino	8	8	2	25.0
Hispanic or Latino	112	100	34	34.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	78	76	12	15.8
White	252	238	32	13.4
English Learners	198	193	16	8.3
Foster Youth	2	2	2	100.0
Homeless	24	14	6	42.9
Socioeconomically Disadvantaged	210	194	49	25.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	92	89	15	16.9

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	0.00	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	0.18	0.11	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	0.11	0.00
Female	0.00	0.00
Male	0.21	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	0.89	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	0.48	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 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 2022. The Plan's components are shared with the appropriate stakeholders through the course of the school year. 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. Making healthy choices education is provided in collaboration with the Irvine Police Department through the DARE program in the sixth grade, during Red Ribbon Week, and through our health curriculum . In addition, a statement of the district policy of "zero tolerance" for drugs, alcohol and violence must be acknowledged by parents as part of the Annual Notification online process.

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 and energy bars, 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 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.

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	

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	14	8		
1	24		5	
2	28		4	
3	26		4	
4	29		4	
5	30		4	
6	28		5	

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	0.8
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.4

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	$7463	$211	$7252	$95736
District	N/A	N/A	5796	$86,958
Percent Difference - School Site and District	N/A	N/A	22.3	9.6
State	N/A	N/A	$6,594	$85,368
Percent Difference - School Site and State	N/A	N/A	9.5	11.4

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

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 inclusion. 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 confers 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.

The Intervention Lead Teachers (ILT), upper and lower grade Literacy teachers, PBIS coordinator, MTSS coordinator, and ELD coordinators all work with teachers to provide professional development and instructional support to our classroom teachers.

Technology integration is being supported by our site ETM's 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	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	