University 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	University Park Elementary School
Street	4572 Sandburg Way
City, State, Zip	Irvine, CA 92612
Phone Number	(949) 936-6300
Principal	Molly Cummins
Email Address	MollyCummins@iusd.org
School Website	https://universitypark.iusd.org/
County-District-School (CDS) Code	30-73650-6030191

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

University Park was one of the first elementary schools built in the Irvine Unified School District in 1967. The staff and community are proud of its heritage and commitment to meeting the challenges of providing a top-notch education to a dynamic population. University Park, a Title 1 school, houses one of our district's Newcomer English Learner Programs and serves our special education population with a Learning Center model, maximizing learning in the least restrictive environment. We celebrate the diversity of cultures as our families come from all over the world, and over 20 languages are spoken school-wide.

University Park's mission is to have ALL staff collaborate to create and implement a learning model that maximizes learning for ALL students in ALL learning environments. Our teachers attend professional development to ensure the implementation of best instructional practices. We at University Park consider the whole child and were one of the first schools to implement Positive Behavior and Intervention Support (P.B.I.S.) school-wide. We believe that if we teach expected behaviors and support that learning with positive reinforcement, we can maximize instructional time with a rigorous curriculum. Through P.B.I.S., we teach and instill the habits of Punctual & Prepared, Respect, Integrity, Dependability, and keeping Everyone Safe, known as Panther P.R.I.D.E. Additionally, we address students' social and mental health concerns with a Guidance Technician who provides social skills and problem-solving curriculum in the classroom, small group, and one-on-one support two days a week. Our Elementary Resource Counselor is on campus five days per week and provides small group, one-on-one counseling, and lunchtime social groups.

University Park teachers and staff focus on respect for the individual student, their learning strengths, and the belief that while students may have learning challenges, ALL students can learn.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	77
Grade 1	58
Grade 2	62
Grade 3	73
Grade 4	67
Grade 5	81
Grade 6	77
Total Enrollment	495

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
American Indian or Alaska Native	0.0
Asian	31.9
Black or African American	5.5
Filipino	1.2
Hispanic or Latino	18.4
Native Hawaiian or Pacific Islander	0.0
Two or More Races	9.9
White	31.7
English Learners	28.1
Foster Youth	0.8
Homeless	0.6
Migrant	0.0
Socioeconomically Disadvantaged	32.7
Students with Disabilities	11.3

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)	11.00	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	11.00	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)	18.00	94.74	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)	0.00	0.00	42.50	2.95	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	5.26	11.40	0.79	11953.10	4.28
Unknown	0.00	0.00	83.80	5.82	15831.90	5.67
Total Teaching Positions	19.00	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	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

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	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	1.00

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	0.00
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

University Park was built in 1967 and is one of the original IUSD schools. In 2005, the school underwent extensive modernization of our campus, and we recently completed a renovation, including a new building with eight classrooms and a renovation of 12 classrooms. The modernization completed in 2005 provided our multipurpose room with new acoustics and lighting for stage productions, new playground equipment, playground resurfacing, Nurse's Office, and a Conference Room. During this time, our library was expanded, and a computer lab was created with seating for forty students. In 2017 our computer lab was transformed into our Innovation Lab with flexible seating, multiple projectors, a green screen, and enhanced technology for student use. Recent facility improvements include strengthening the technology infrastructure to support 1:1 access to technology throughout the entire campus, installing security cameras, and installing auto-lock doors to improve safety response systems.

In Fall of 2018, our landscaping was renovated school-wide, including replanting the slope on Sandburg and all internal planters. Continued attention to ongoing maintenance keeps the school clean and well-landscaped.

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			WRK RM: 4. WATER STAIN CEILING TILE
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			P20: 14. ASPHALT IS CRACKED AND UNEVEN/ TRIP HAZARD

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	63	N/A	75	N/A	47
Mathematics (grades 3-8 and 11)	N/A	60	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	305	278	91.15	8.85	62.59
Female	148	138	93.24	6.76	69.57
Male	157	140	89.17	10.83	55.71
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	102	86	84.31	15.69	66.28
Black or African American	14	14	100.00	0.00	14.29
Filipino	--	--	--	--	--
Hispanic or Latino	57	53	92.98	7.02	47.17
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	33	32	96.97	3.03	78.13
White	96	90	93.75	6.25	68.89
English Learners	69	45	65.22	34.78	24.44
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	19	19	100.00	0.00	52.63
Socioeconomically Disadvantaged	100	96	96.00	4.00	46.88
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	46	45	97.83	2.17	28.89

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	305	297	97.38	2.62	59.60
Female	148	146	98.65	1.35	60.27
Male	157	151	96.18	3.82	58.94
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	102	100	98.04	1.96	74.00
Black or African American	14	14	100.00	0.00	7.14
Filipino	--	--	--	--	--
Hispanic or Latino	57	55	96.49	3.51	32.73
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	33	31	93.94	6.06	70.97
White	96	95	98.96	1.04	63.16
English Learners	69	67	97.10	2.90	44.78
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	19	18	94.74	5.26	50.00
Socioeconomically Disadvantaged	100	97	97.00	3.00	40.21
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	46	43	93.48	6.52	25.58

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	48.1	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	81	79	97.53	2.47	48.1
Female	36	36	100	0	52.78
Male	45	43	95.56	4.44	44.19
American Indian or Alaska Native	0	0	0	0	0
Asian	29	28	96.55	3.45	64.29
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	11	11	100	0	27.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	23	100	0	52.17
English Learners	14	14	100	0	14.29
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	31	31	100	0	38.71
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	96.25%	100.00%	98.75%	100.00%	100.00%

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

Research has shown that a major contributing factor to a child's success in school is directly related to their parent's involvement in their education at home and at school. We encourage a high degree of parent involvement in every aspect of school life. We have a strong PTA, and parent members on our School Site Council, and English Language Advisory Council. Parents volunteer in classrooms, our media center, and in our workroom on a daily basis.

As a Title 1 School, we have a Parent Involvement Policy that is reviewed and updated each year by our School Site Council, listing the variety of volunteer opportunities available to our community. In addition to volunteerism, parents are invited to goal setting and discussion of student progress at parent conferences each fall and spring. We also provide educational opportunities for parents that include parenting support through Irvine Family Resource Center, Family Math Night, PBIS, and GATE/APAAS information evenings. Our parents play an integral role in school improvement and our educational program through fundraising, classroom support, and participation in the LCAP process.

Parent-school dialogue is encouraged with community service activities, regular voice messages and emails from the school principal, regular email and newsletters from the classroom teachers, our school and district websites, individual student contracts, and student organizer notes.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	555	540	108	20.0
Female	266	262	51	19.5
Male	289	278	57	20.5
American Indian or Alaska Native	0	0	0	0.0
Asian	193	186	26	14.0
Black or African American	27	26	7	26.9
Filipino	6	6	3	50.0
Hispanic or Latino	103	99	29	29.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	51	50	13	26.0
White	168	167	29	17.4
English Learners	170	163	26	16.0
Foster Youth	4	4	0	0.0
Homeless	4	4	1	25.0
Socioeconomically Disadvantaged	193	188	47	25.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	79	76	20	26.3

C. Engagement	State Priority: School Climate

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	0.17	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	0.36	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	0.36	0.00
Female	0.38	0.00
Male	0.35	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	3.70	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	0.60	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.52	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.53	0.00

2022-23 School Safety Plan

We have a comprehensive emergency preparedness plan which was updated in September 2022. The policy includes detailed procedures for various possible emergencies, including earthquakes, fires, site evacuations, and lockdown situations for intruders on campus. We work with the Irvine School District each year to perform monthly practice drills and simulate necessary communications utilizing satellite radios. Students are taught during these drills precisely what procedures to follow in the event of an emergency. All students are kept on campus and supervised by school staff.

Additionally, our staff is trained annually by district/site professional development activities and coordinated with the Irvine Police Department. Our school site staff identified emergency response teams, and each member has been trained in their responsibilities. Emergency supplies are maintained for the safety and protection of our students. We have phones installed in every classroom and an electronic security system in critical areas of the school.

Our school has developed a comprehensive Safe School Plan, which is evaluated yearly and amended as needed. Key elements of this plan include 1. Assessing the current status of school crime committed on the school campus and at school-related functions, 2a. Child Abuse Reporting Procedures, 2b. Disaster Procedures-Routine and Emergency, 2c. Policies for Suspension, Expulsion, and Mandatory Expulsion, 2d. Procedures for Notification to Staff regarding dangerous students, 2e. Policies on Sexual Harassment, 2f. Policy relating to School Dress Code (especially gang-related apparel), 2g. Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees To and From School, two h. Procedures that Create a Safe and Orderly Environment Conducive to Learning at School and 2i. Rules and Procedures on School Discipline.

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	16	6		
1	29		2	
2	28		2	
3	30		3	
4	29	1	1	
5	25	1	2	
6	27	1	4	
Other	25	1	3	

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	11	4		
1	25		1	
2	19	2	1	
3	18	2	1	
4	19	2		
5	25		2	1
6	17	2	1	
Other	10	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	13	6		
1	24		2	
2	26		2	
3	24		3	
4	28		2	
5	32		2	
6	26		3	
Other	25		2	

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	0.2
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	
Other	3.3

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	$7785	$413	$7372	$96249
District	N/A	N/A	5796	$86,958
Percent Difference - School Site and District	N/A	N/A	23.9	10.1
State	N/A	N/A	$6,594	$85,368
Percent Difference - School Site and State	N/A	N/A	11.1	12.0

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

Professional Development

2018-2019: Additional staff development this year (2018-19) has included a continued emphasis on PLC's specifically increasing our reliance on formative and summative assessment data to guide instruction. We have also spent time collaborating on ways to best support our students as they develop socially and emotionally.

2019-2020 Staff development this year (2019-20) has included a continued emphasis on PLC's specifically increasing our reliance on formative and summative assessment data to guide instruction. Tier 1 instructional strategies and intervention tools were also included in professional development and PLC meetings. We have also spent time collaborating on ways to best support our students as they develop socially and emotionally. Staff participated in Restorative Practices training led by OCDE in August and October 2019. Calm Classroom training occurred four times throughout the year.

2020-2021 Staff development this year (2020-21) Our focus on staff this year is maintaining our staff's and students' health and safety during a pandemic. Additional training is also focused on instructional technology to support student learning.

2021-2022 and 2022-2023 Our professional learning is focused on teaching writing. We have adopted the Write From the Beginning and Beyond Program this year. We have dedicated all our additional hours of professional development toward the learning and teaching of writing. As a staff, we are also learning more about Trauma-Informed Teaching and supporting our student's social and emotional health.

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	6	6	6