

Alderwood Elementary

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

| | |
|--|---|
| School Name | Alderwood Elementary |
| Street | 2005 Knollcrest |
| City, State, Zip | Irvine, CA 92603 |
| Phone Number | (949) 936-5400 |
| Principal | Kelli Cheshire |
| Email Address | Kellicheshire@iusd.org |
| School Website | https://alderwood.iusd.org/ |
| Grade Span | K-6 |
| County-District-School (CDS) Code | 30-73650-6100838 |

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Alderwood Elementary, a Title 1 school is located in the Quail Hill area of Irvine just south of the 405 freeway, is home to approximately 752 pupils in grades PK-6. Alderwood serves as the Quail Hill and Los Olivos neighborhood school. Our school's philosophy is built upon the commitment to continuous improvement for all students and staff, through targeted direct and differentiated instruction to support all student needs, a comprehensive school-wide behavior system, a strong level of collaboration amongst all staff, and an exceptional partnership with our parent community, including the substantial enrichment provided by Alderwood's Parent Teacher Association. We strive to prepare our students with the skills and knowledge necessary to succeed in today's and tomorrow's world.

2024-25 School Description and Mission Statement

Our school mission is to enable all students to become contributing members of society empowered with the skills, knowledge, and values necessary to meet the challenges of a changing world, by providing the highest quality educational experience we can envision.

At Alderwood Elementary School:

- Education is a shared responsibility between the students, the staff, the home, and the community.
- Children are the focal point of all decisions.
- Students demonstrate respect for themselves and others in a culturally diverse population and learn to work together toward common goals.
- Students and staff members hold themselves to high standards of personal performance and are accountable for their decisions and their actions.
- Students become self-motivated lifelong learners who discover the joy of learning through an engaging educational program.
- Students acquire 21st century learning skills allowing them to be successful in all aspects of our global society.

About this School

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 132 |
| Grade 1 | 101 |
| Grade 2 | 108 |
| Grade 3 | 132 |
| Grade 4 | 111 |
| Grade 5 | 119 |
| Grade 6 | 122 |
| Total Enrollment | 825 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Female | 47.4 |
| Male | 52.6 |
| Asian | 35.4 |
| Black or African American | 1.5 |
| Filipino | 3.2 |
| Hispanic or Latino | 12.5 |
| Two or More Races | 11.6 |
| White | 35.6 |
| English Learners | 24.7 |
| Homeless | 0.1 |
| Socioeconomically Disadvantaged | 24.1 |
| Students with Disabilities | 8.1 |

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) | 16.90 | 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/Incomplete/NA | 0.00 | 0.00 | 51.70 | 3.77 | 18854.30 | 6.86 |
| Total Teaching Positions | 16.90 | 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) | 27.00 | 100.00 | 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) | 0.00 | 0.00 | 11.40 | 0.79 | 11953.10 | 4.28 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 83.80 | 5.82 | 15831.90 | 5.67 |
| Total Teaching Positions | 27.00 | 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.

2022-23 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) | 28.40 | 100.00 | 1264.80 | 91.33 | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 2.00 | 0.14 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 13.00 | 0.94 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 18.80 | 1.36 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 86.20 | 6.22 | 14303.80 | 5.15 |
| Total Teaching Positions | 28.40 | 100.00 | 1384.90 | 100.00 | 277698 | 100 |

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 | 2022-23 |
|---|---------|---------|---------|
| Permits and Waivers | 0.00 | 0.00 | 0 |
| Misassignments | 0.00 | 0.00 | 0 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 0.00 | 0.00 | 0 |

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

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 | 0 |
| Local Assignment Options | 0.00 | 0.00 | 0 |
| Total Out-of-Field Teachers | 0.00 | 0.00 | 0 |

Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | 0 | 0 |
| 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 | 0 |

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: October 2024

| 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, 2024. 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, 2024. 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 2024. 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 2024. 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 2024. 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 | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Alderwood Elementary School is nestled in the Quail Hill community of Irvine, California. The campus features 27 classrooms, a multi-purpose room with a performance stage, and an additional support classroom. It also includes a media center/learning commons, various administrative, clerical, and support team offices, collaborative student workspaces, and four modular classrooms to support student programs.

The exterior campus offers a spacious blacktop play area with multiple tetherball, handball, and basketball courts, two large fields, and three playground structures designed to support recess and after-school enrichment activities. Additionally, Alderwood has two before-and-after-school childcare programs: Rainbow Rising and Rising Rainbows.

As the student population has grown and special programs have expanded, the school has flexibly adapted its spaces to ensure optimal learning environments for all educational needs. Alderwood takes pride in its dedicated custodial staff, who work tirelessly to maintain the facility to the highest standards. Routine assessments ensure that any facility needs are promptly addressed, helping to sustain a clean, safe, and supportive environment for daily instruction and learning.

Year and month of the most recent FIT report

11/15/2024

| 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 | | | 13: 4. CARPET IS TORN LOUNGE: 4. WATER STAIN CEILING TILES R-8: 4. FORMICA IS BROKEN ON SINK COUNTER IN HALLWAY |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | 19: 7. ELECTRICAL COVER IS BROKEN |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | 15: 9. DRINKING FOUNTAIN HAS LOW FLOW R-1: 9. DRINKING FOUNTAIN SPRAYS ONTO COUNTER R-4: 9. FAUCET HANDLE IS DIFFICULT TO TURN |
| Safety: Fire Safety, Hazardous Materials | X | | | 12: 10. PLUG IN AIR FRESHENER IN USE 18: 10. PLUG IN AIR FRESHENER IN USE 20: 10. PLUG IN AIR FRESHENER IN USE |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 70 | 64 | 75 | 73 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 65 | 62 | 69 | 69 | 34 | 35 |

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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 | 491 | 467 | 95.11 | 4.89 | 63.60 |
| Female | 231 | 218 | 94.37 | 5.63 | 66.51 |
| Male | 260 | 249 | 95.77 | 4.23 | 61.04 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 173 | 164 | 94.80 | 5.20 | 70.73 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 17 | 17 | 100.00 | 0.00 | 76.47 |
| Hispanic or Latino | 57 | 57 | 100.00 | 0.00 | 50.88 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 66 | 64 | 96.97 | 3.03 | 64.06 |
| White | 168 | 155 | 92.26 | 7.74 | 59.35 |
| English Learners | 108 | 85 | 78.70 | 21.30 | 23.53 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 126 | 110 | 87.30 | 12.70 | 50.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 45 | 45 | 100.00 | 0.00 | 35.56 |

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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 | 490 | 488 | 99.59 | 0.41 | 62.09 |
| Female | 230 | 230 | 100.00 | 0.00 | 56.96 |
| Male | 260 | 258 | 99.23 | 0.77 | 66.67 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 173 | 172 | 99.42 | 0.58 | 77.33 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 17 | 17 | 100.00 | 0.00 | 82.35 |
| Hispanic or Latino | 56 | 56 | 100.00 | 0.00 | 42.86 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 66 | 66 | 100.00 | 0.00 | 68.18 |
| White | 168 | 167 | 99.40 | 0.60 | 49.70 |
| English Learners | 108 | 108 | 100.00 | 0.00 | 35.19 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 126 | 126 | 100.00 | 0.00 | 44.44 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 45 | 45 | 100.00 | 0.00 | 33.33 |

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 57.02 | 58.82 | 64.04 | 61.99 | 30.29 | 30.73 |

2023-24 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 | 119 | 119 | 100.00 | 0.00 | 58.82 |
| Female | 56 | 56 | 100.00 | 0.00 | 67.86 |
| Male | 63 | 63 | 100.00 | 0.00 | 50.79 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 45 | 45 | 100.00 | 0.00 | 64.44 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 19 | 19 | 100.00 | 0.00 | 42.11 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 16 | 16 | 100.00 | 0.00 | 62.50 |
| White | 35 | 35 | 100.00 | 0.00 | 57.14 |
| English Learners | 23 | 23 | 100.00 | 0.00 | 13.04 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 26 | 26 | 100.00 | 0.00 | 42.31 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 12 | 12 | 100.00 | 0.00 | 58.33 |

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.

2023-24 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. The administration of the PFT requires only participation results 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 | 98.32% | 84.87% | 98.32% | 96.64% | 95.80% |

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.

2024-25 Opportunities for Parental Involvement

Family participation is an integral part of Alderwood's culture, fostering a positive and inclusive learning community for all. The Parent Teacher Association (PTA) plays a pivotal role in supporting our school programs by offering enriching and engaging experiences for students. Families have numerous opportunities to get involved at Alderwood, including volunteering in classrooms, participating in special events, assisting with fundraising, joining parent committees, attending family education nights, coaching sports teams, and more. This strong collaboration between families and staff is fondly referred to as the "Alderwood Difference."

We warmly invite and encourage all families to actively participate in their child's education and contribute to Alderwood's vision of providing exceptional opportunities for every student to succeed. Family involvement is vital to creating a positive school environment and supporting student achievement. Throughout the year, we offer a variety of opportunities for families to engage in school events and activities, such as Back to School Night, family-student conferences, Fall Festival, International Night, Spring Carnival, Tournament of Champions, Kroc Run Event, Run Club, Irvine Junior Games, Family Education Meetings, Spring Musical, Talent Show, and various PTA programs.

Additionally, families and community representatives are actively involved in planning, implementing, and evaluating programs through platforms like the School Site Council (SSC), English Language Advisory Council (ELAC), PTA, and collaborative meetings with the principal. These partnerships ensure that Alderwood continues to thrive as a supportive and dynamic learning community.

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 892 | 867 | 94 | 10.8 |
| Female | 423 | 410 | 42 | 10.2 |
| Male | 469 | 457 | 52 | 11.4 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 318 | 309 | 24 | 7.8 |
| Black or African American | 12 | 12 | 2 | 16.7 |
| Filipino | 26 | 26 | 1 | 3.8 |
| Hispanic or Latino | 109 | 105 | 15 | 14.3 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 106 | 103 | 6 | 5.8 |
| White | 318 | 310 | 46 | 14.8 |
| English Learners | 238 | 224 | 30 | 13.4 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 244 | 233 | 38 | 16.3 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 91 | 89 | 8 | 9.0 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Rate | School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.37 | 0.34 | 0.34 | 0.86 | 1.04 | 0.93 | 3.17 | 3.60 | 3.28 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.03 | 0.04 | 0.01 | 0.07 | 0.08 | 0.07 |

2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.34 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.64 | 0.00 |
| Non-Binary | | |
| 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 | 0.94 | 0.00 |
| White | 0.63 | 0.00 |
| English Learners | 0.42 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.41 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 2.20 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Alderwood School has developed a comprehensive Safe School Plan. The plan is evaluated yearly and amended, as needed by the school safety team. Key elements of the plan include: 1. Assessing the current status of school crime committed on the school campus and at school-related functions, 2a. Child Abuse Reporting Procedures, 2b. Disaster Procedures-Routine and Emergency, 2c. Policies for Suspension, Expulsion and Mandatory Expulsion, 2d. Procedures for Notification of Staff Regarding Dangerous Students, 2e. Policies on Sexual Harassment, 2f. Policy Relating to School Dress Code, 2g. Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees To and From School, 2h. Procedures that Create a Safe and Orderly Environment Conducive to Learning at School, 2i. Rules and Procedures on School Discipline.

To further ensure a safe environment for our children, the entire staff is regularly trained in disaster preparedness. PK-6 staff regularly practices fire, earthquake, lock down procedures, emergency disaster drills and an annual re-unification drill.

2024-2025 School Safety Plan

- Reviewed and evaluated by School Safety Team Sept/Oct. 2024
- Reviewed and Approved by School Site Council on Tuesday, October 22, 2024

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.

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 | 8 | | |
| 1 | 27 | | 4 | |
| 2 | 26 | | 4 | |
| 3 | 28 | | 5 | |
| 4 | 27 | | 3 | |
| 5 | 29 | | 3 | |
| 6 | 28 | | 5 | |
| Other | 28 | | 1 | |

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 10 | | |
| 1 | 27 | | 4 | |
| 2 | 30 | | 4 | |
| 3 | 29 | | 5 | |
| 4 | 29 | 1 | 1 | |
| 5 | 27 | 1 | 3 | |
| 6 | 27 | | 7 | |
| Other | 33 | | | |

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 | 7 | | |
| 1 | 33 | 1 | 2 | 1 |
| 2 | 27 | 1 | 3 | |
| 3 | 32 | 1 | 3 | 1 |
| 4 | 36 | 1 | 2 | 1 |
| 5 | 30 | 1 | | 3 |
| 6 | 54 | | 2 | 2 |
| Other | 30 | | 3 | |

2023-24 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 |

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

| 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 | 0.6 |
| Speech/Language/Hearing Specialist | 1.2 |
| Resource Specialist (non-teaching) | |
| Other | 1.2 |

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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 | \$6,441 | \$255 | \$6,186 | \$103,678 |
| District | N/A | N/A | 6,746 | \$97,544 |
| Percent Difference - School Site and District | N/A | N/A | -8.7 | 6.1 |
| State | N/A | N/A | \$10,771 | \$94,625 |
| Percent Difference - School Site and State | N/A | N/A | -54.1 | 9.1 |

Fiscal Year 2023-24 Types of Services Funded

State, federal, and local dollars support students in K-12 public schools. The largest funding source is from the state under the Local Control Funding Formula. 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.

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.

Federal funds are designed to supplement state resources by narrowing funding gaps for at-risk students, including students with disabilities, foster youth, students experiencing homelessness, and socioeconomically disadvantaged households. Federal grants include:

Title I under the Elementary and Secondary Education Act (ESEA) and Part B under the Individuals with Disabilities Education Act (IDEA)

Funds are used to support effective evidence-based educational strategies that close the achievement gap and enable students to meet the state's challenging academic standards. All schools identified for Title I operate Schoolwide Programs

Title III funds assist with language instruction for English Learners (EL) and immigrant students.

Title IV funds are used to increase district/site capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve use of technology to improve the academic achievement and digital literacy of all students.

Finally, the Irvine Unified School District is proud of the partnerships with the Irvine Public School Foundation (IPSF), the City of Irvine with the Educational Partnership Fund (EPF) that support programs and services for all students.

Fiscal Year 2023-24 Types of Services Funded

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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 | \$56,160 | \$56,573 |
| Mid-Range Teacher Salary | \$100,301 | \$87,186 |
| Highest Teacher Salary | \$129,651 | \$119,665 |
| Average Principal Salary (Elementary) | \$165,053 | \$148,486 |
| Average Principal Salary (Middle) | \$171,613 | \$154,835 |
| Average Principal Salary (High) | \$196,955 | \$170,008 |
| Superintendent Salary | \$376,853 | \$338,699 |
| Percent of Budget for Teacher Salaries | 32% | 31% |
| Percent of Budget for Administrative Salaries | 6% | 5% |

Professional Development

Targeted staff development activities are essential for maintaining and improving quality education. The topics chosen for Alderwood's in-depth annual study or practice are connected to the district and school action plans for continuous improvement and student achievement. Student achievement data, program assessment data, and state instructional focuses drive content identified in the two aforementioned action plans. The primary focuses of staff development for the current year include grading and assessment, social and emotional learning, social justice standards, PBIS, Tier II instruction, English language development instruction, and PLC work.

Professional development learning takes place during teacher release days, student free days and after school two hour sessions designated throughout the year. Progress on implementation of professional development learning is measured through the individual and team continuous improvement goal process.

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

| Subject | 2022-23 | 2023-24 | 2024-25 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 9 | 9 | 7 |