

College Park 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	College Park Elementary
Street	3700 Chaparral Ave.
City, State, Zip	Irvine, CA 92606
Phone Number	(949) 936-5550
Principal	Meg Gwyn
Email Address	meggwyn@iusd.org
School Website	https://collegepark.iusd.org/
Grade Span	K-6
County-District-School (CDS) Code	30-73650-6089437

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

College Park Elementary School — located in the village of College Park — has an enrollment of approximately 430 students in grades PreK-6. Although the majority of students speak English, a large number of students come from a variety of ethnic backgrounds and speak many different languages. This international population, coupled with a number of students with special needs, creates a rich and diverse student body. At College Park, our diverse population is embraced, different cultural backgrounds are appreciated, and character development is encouraged. College Park students truly live and receive a global education. Our school has one special program – the Behavior and Social Learning Center (BSLC) for students across the district who struggle with behavior and social issues in the mainstream classroom. College Park's mission is to promote

2024-25 School Description and Mission Statement

academic excellence and instill in students the technical skills necessary to succeed in the world of tomorrow. As a result, we hope that students will become more innovative, develop a "Growth Mindset," develop the skills necessary to think and express themselves clearly and acquire the values necessary to act well, appreciate life and contribute to society.

The College Park staff, parents, and the surrounding community share a common vision. High-quality classroom instruction, students who are motivated to learn, a warm and nurturing learning environment, and a supportive and encouraging parent community help to make College Park a wonderful place to learn and work. It is our goal that all students will leave College Park able to read, write, and compute at high levels. By accomplishing this goal, students are afforded the opportunity to experience academic success at the next level and beyond. To ensure this success, the College Park staff is dedicated to using sound instructional practices and high-quality instructional materials. This includes the integration of technology and innovative practices throughout the curriculum. Our instructional programs combine explicit skill instruction, such as phonics and mathematics skills, and instruction that is embedded within a meaningful context. Students have the ability to go beyond the "basics," through the use of technology, including Internet access, and a large inventory of instructional computer software, including a video-editing and production program, in addition to our new and growing innovation lab. Social-Emotional Learning (SEL) has been an area of focus for all of our students and staff for a few years.

It is due to our common vision, highly skilled staff, "state of the art" instructional materials, and commitment to providing students with an environment that encourages respect, responsibility, integrity, and safety that we are able to be successful with our mission.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	49
Grade 2	54
Grade 3	80
Grade 4	65
Grade 5	72
Grade 6	90
Total Enrollment	475

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
Non-Binary	0
Asian	44.4
Black or African American	2.3
Filipino	4.6
Hispanic or Latino	13.1
Native Hawaiian or Pacific Islander	0.6
Two or More Races	9.9
White	24.4
English Learners	12.4
Homeless	1.3
Socioeconomically Disadvantaged	20.2
Students with Disabilities	12.4

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)	18.50	96.87	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)	0.40	2.08	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	0.20	1.04	51.70	3.77	18854.30	6.86
Total Teaching Positions	19.10	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)	23.60	94.05	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	1.50	5.95	83.80	5.82	15831.90	5.67
Total Teaching Positions	25.10	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)	20.60	89.22	1264.80	91.33	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	4.31	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	1.50	6.47	86.20	6.22	14303.80	5.15
Total Teaching Positions	23.10	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	0.40	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.40	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)	2.40	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

(grades 9-12)

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

School Facility Conditions and Planned Improvements

College Park Elementary School was completed in 1973 and went through a \$3,200,000 dollar renovation during the summers of 2017 and 2018. The new additions include: adding three collaboration spaces adjacent to classrooms, an enlarged Music Classroom/expansion of MPR stage, a new Innovation Lab, technology upgrades, addition of portable classes to replace the classrooms that were converted to collaboration spaces, two doors were added to each classroom and flexible furniture was added to the collaboration spaces.

The school plan has permanent and portable structures configured to provide traditional classroom settings plus a multipurpose room, a library/media center, a food service area, administrative offices, and extensive playground area. Four portables are used for childcare. The class size averages are within state and district guidelines. Class sizes in the Irvine Unified School District are averaged among the classes at each school in accordance with a specified staffing ratio.

Year and month of the most recent FIT report

11/14/2024

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			11: 4. CEILING TILE HAS HOLE P 4: 4. CEILING TILE IS LOOSE 7. OUTLET COVER IS MISSING P 7: 4. WATER STAIN CEILING TILES P 8: 4. WATER STAIN CEILING TILES P-10: 4. CEILING TILES ARE TORN
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			P 4: 4. CEILING TILE IS LOOSE 7. OUTLET COVER IS MISSING
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			

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)	69	76	75	73	46	47
Mathematics (grades 3-8 and 11)	67	70	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	312	301	96.47	3.53	76.08
Female	149	143	95.97	4.03	79.02
Male	163	158	96.93	3.07	73.42
American Indian or Alaska Native	0	0	0	0	0
Asian	139	133	95.68	4.32	82.71
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	94.12
Hispanic or Latino	36	35	97.22	2.78	60.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	33	94.29	5.71	81.82
White	76	74	97.37	2.63	67.57
English Learners	37	29	78.38	21.62	34.48
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	62	58	93.55	6.45	48.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	36	92.31	7.69	50.00

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	313	311	99.36	0.64	70.65
Female	149	148	99.33	0.67	68.71
Male	164	163	99.39	0.61	72.39
American Indian or Alaska Native	0	0	0	0	0
Asian	139	139	100.00	0.00	84.89
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	82.35
Hispanic or Latino	37	36	97.30	2.70	52.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	35	34	97.14	2.86	55.88
White	76	76	100.00	0.00	60.00
English Learners	37	37	100.00	0.00	48.65
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	63	61	96.83	3.17	40.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	39	97.50	2.50	50.00

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)	71.00	60.00	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	76	75	98.68	1.32	60.00
Female	34	33	97.06	2.94	57.58
Male	42	42	100.00	0.00	61.90
American Indian or Alaska Native	0	0	0	0	0
Asian	32	32	100.00	0.00	71.88
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	12	11	91.67	8.33	36.36
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	21	100.00	0.00	57.14
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	17	16	94.12	5.88	43.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

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	94.74%	89.47%	90.79%	88.16%	92.11%

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

College Park welcomes and values our volunteer parents. Without volunteers, many programs and activities that are offered at our school would not be possible. Our volunteers and Parent Teacher Association are involved heavily within our school. They are involved in assisting our teachers/school staff to help enrich students' classroom experiences and providing other family and school-related programs and special projects. The school and district continually seek business partnerships that can supplement school programs and provide curriculum support and computer equipment through donations. School funding, parent volunteer, and the Irvine Public Schools Foundation donations are utilized to purchase additional curriculum support materials and programs.

College Park Elementary School has implemented a visitor check-in & check-out system. This system allows us to track visitors or volunteers who visit our school and in turn, provide us with a safer environment for students and staff. Part of keeping students and faculty safe involves knowing who is in our building at all times and this process allows us to do that. When parents arrive on campus, they are asked to present a valid state-issued ID or passport. Their name, date of birth, and photo are compared against the county, state, and national databases of registered sex offenders. The information they provide is confidential and is not to be used for any other purpose than this safety screening. Once they have done this initial check with a front office staff member, returning visitors are able to use a self-service kiosk. Many parents volunteer for fundraising events such as our Dolphin Dash and our Spring Carnival run by our fabulous PTA who also hosts family nights and other great events that help build our community. Parents are involved in our School Site Council and on our PBIS/MTSS team. They help our teachers by offering input into our school's structures which identify students in need of academic, behavioral, and social-emotional intervention.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	506	496	31	6.3
Female	240	236	12	5.1
Male	266	260	19	7.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	221	216	4	1.9
Black or African American	11	11	1	9.1
Filipino	22	22	1	4.5
Hispanic or Latino	69	67	11	16.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	47	47	4	8.5
White	130	127	10	7.9
English Learners	75	70	4	5.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	117	110	15	13.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	74	71	9	12.7

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	1.10	2.02	1.58	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	1.58	0.00
Female	0.83	0.00
Male	2.26	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	9.09	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.80	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.31	0.00
English Learners	1.33	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.42	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.81	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

College Park Elementary School has a Comprehensive School Safety Plan that is reviewed each year and has been recently approved by the School Site Council, Irvine Police Department, and the Irvine Unified School District. We conduct a yearly disaster drill in addition to 10 evacuation drills (ie: fire drill) and at least 2 intruder drills to test our plan's effectiveness and to ready staff for various catastrophic events. This plan reviews and assesses the school status of a safe and orderly environment, safe ingress and egress of students and adults, school rules and procedures, policies relating to suspension and expulsion, required teacher notification of student disciplinary and safety concerns, and the current status of school crime and disaster procedures. In addition to practicing monthly emergency drills (fire, earthquake, violent intruder) and housing extensive emergency supplies and equipment, the school is equipped with food and water on hand for each student. We conducted an Earthquake drill and practiced our safety protocols (including Search and Rescue and First Aid) on October 17th this year with our staff and students.

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	10	6		
1	22		3	
2	28		2	
3	25	1	2	1
4	24	1	3	
5	29		3	
6	28		3	
Other	10	5		

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	13	4		
1	21	1	2	
2	24	1	3	
3	19	3	2	
4	26	1		
5	24	1	3	
6	20	2	3	
Other	16	2	3	

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	10	4		
1	24		2	
2	40		1	1
3	34		2	1
4	21	1	2	
5	23	1	2	
6	29		3	
Other	10	3	1	

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	1
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3

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	\$7,238	\$173	\$7,065	\$103,069
District	N/A	N/A	6,746	\$97,544
Percent Difference - School Site and District	N/A	N/A	4.6	5.5
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-41.6	8.5

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

The College Park School Site Council updates our school improvement plan annually, establishing goals for training and curriculum improvement that support the school, district, and state goals. The School Site Council also collaborates on the use of school site funds to support curriculum and staff development activities related to our school plan.

College Park Elementary School and the Irvine Unified School District are committed to continuous improvement, including professional improvement. We continue to develop strategies and practices that differentiate instruction to better meet student needs through the Professional Learning Communities model. Teachers unpack the Common Core Standards, create/ modify assessments to meet those standards, and use data to drive instruction accordingly. Professional development topics are chosen based on data and instructional practice need (ie: enrichment, working with students with specific learning needs, such as speech and language deficits, autism, social-emotional concerns, etc.). In many cases, teachers are given opportunities to choose specific sessions that match teacher needs and interests during the Professional Development designated time. In addition to the two full days of staff development and six two-hour staff development sessions, teacher training is provided monthly at staff meetings through district-sponsored trainings. Also, attendance by individual teachers or groups of teachers at educational conferences provided outside the Irvine Unified School District is encouraged.

College Park provides six 2-hour sessions, and IUSD provides 3 full professional development days for a total of 9 days.

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	9