

# Deerfield 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

<b>School Name</b>	Deerfield Elementary
<b>Street</b>	2 Deerfield Ave.
<b>City, State, Zip</b>	Irvine, CA 92604
<b>Phone Number</b>	(949) 936-5650
<b>Principal</b>	Alicia Brewer
<b>Email Address</b>	<a href="mailto:aliciabrewer@iusd.org">aliciabrewer@iusd.org</a>
<b>School Website</b>	<a href="http://deerfield.iusd.org">deerfield.iusd.org</a>
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	30-73650-6096184

## 2024-25 District Contact Information

<b>District Name</b>	Irvine Unified School District
<b>Phone Number</b>	(949) 936-5000
<b>Superintendent</b>	Mr. Terry Walker
<b>Email Address</b>	<a href="mailto:TerryWalker@iusd.org">TerryWalker@iusd.org</a>
<b>District Website</b>	<a href="http://www.iusd.org">www.iusd.org</a>

## 2024-25 School Description and Mission Statement

Deerfield Elementary is a PK-6 neighborhood school in the heart of Irvine, California. Our Mission is that Deerfield students will attain high levels of achievement within a safe school environment that is staffed by highly-qualified individuals. Our vision is to foster success through meeting the academic needs of students with regard to individual learning styles and instructional levels. All students engage in a thinking, meaning-centered curriculum that is challenging, engaging, and meaningful for students. We focus on the Common Core Standards and enrich the curriculum through depth, complexity, and differentiation to ensure each student reaches his or her full potential. We are extremely proud to have been selected as an outstanding elementary school by the State Department of Education receiving the California Distinguished School Award in 2006, 2012

## 2024-25 School Description and Mission Statement

and 2018. Deerfield has a diverse community with students who hail from countries as varied as Korea, China, Vietnam, Russia, India, Iran, Israel, Mexico, and several African nations. Gather all Deerfield families together in one place and you'll hear 32 different languages spoken.

Deerfield's accomplishment of its mission is not confined to traditional "academic" subjects. One particularly impressive example of Deerfield's breath is the fine arts program in which classroom teachers and highly trained specialists in music and art provide students with the foundations for lifelong enjoyment, involvement, and leadership. Student artwork adorns the corridor walls, and the vibrant, high-circulation library and state-of-the-art media lab are nestled in the center of the school, incorporating the rich traditions of the past while fostering a vision of the future in child education. We have received grant funding to build a traditional garden as well as an aquaponics garden that provide active learning opportunities for our students. Additionally, the use of technology as an instructional tool permeates every aspect of the school. All students, PK-6, enjoy our media lab where, on a weekly basis, our media technician and classroom teachers work collaboratively to teach word processing, research, technology presentation, and problem solving skills. Additionally, teachers regularly utilize chromebooks for authentic integration of technology during classroom lessons. Technology is used to deepen the curriculum and access information outside of class. A focus on the development of character and leadership traits is also a strong focus at Deerfield. Our Positive Behavior Interventions and Support System (PBIS) focuses on the "Falcon Five" traits of exhibiting kind, safe, focused, respectful and responsible behavior. Students are explicitly taught expectations for exhibiting these behaviors throughout the campus and are recognized for positive behavior. While 40% of the student population comes from families where English is not the home language, Deerfield continues to produce standardized test scores above the state, county and even district averages. The school's Alternative Program for Academically Accelerated Students (APAAS) currently includes students formerly identified as Title I and English Learners. A well-rounded education encompassing academics, physical education, art lessons, vocal and instrumental music education, civic duties and service learning allows each student to find his or her strengths in a "safe to try" environment. Programs available to assist individual needs include our Multi-Tiered System of Support for Students, Title I, Gifted and Talented Education (GATE), Positive Behavioral Intervention and Support (PBIS) school wide behavioral support systems, a Speech/Language Program, and a Specialized Academic Instruction Program (SAI).

We believe that communication between parents, students, and teachers is a continuous process and we strive to communicate clearly, effectively and in a timely manner. Indeed, involvement between the parent, student, and teacher is vital to the learning process of each child. We encourage parents to be involved with their children and with us in determining the goals for our school and in evaluating student progress. We appreciate parents helping students acquire good study habits and social responsibility. At Deerfield, we recognize the changing nature of education and society, and we can witness a way of life where "diversity" evolves into a word with positive connotations. One can discover how seeing to an individual's needs and acting upon the premise that all children are capable produces astounding results--even when that individual doesn't initially speak the same language or have access to all of the advantages society has to offer. Every student who promotes from Deerfield Elementary is prepared to meet the increasingly multicultural, ever-changing world. The Deerfield family takes tremendous pride in allowing its children to start their lives with such a remarkable experience.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	73
Grade 2	65
Grade 3	87
Grade 4	100
Grade 5	120
Grade 6	100
<b>Total Enrollment</b>	<b>619</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.9
Asian	52.3
Black or African American	1.9
Filipino	1.8
Hispanic or Latino	17
Two or More Races	9.2
White	17.4
English Learners	12
Foster Youth	0.8
Homeless	0.2
Socioeconomically Disadvantaged	20.7
Students with Disabilities	10

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	10.90	100.00	1230.00	89.67	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.80	0.06	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	50.00	3.65	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	39.10	2.85	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	51.70	3.77	18854.30	6.86
<b>Total Teaching Positions</b>	10.90	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.00	100.00	1300.20	90.20	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.50	0.24	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	42.50	2.95	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	11.40	0.79	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	83.80	5.82	15831.90	5.67
<b>Total Teaching Positions</b>	21.00	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.90	100.00	1264.80	91.33	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	2.00	0.14	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	13.00	0.94	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	18.80	1.36	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	86.20	6.22	14303.80	5.15
<b>Total Teaching Positions</b>	20.90	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
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	0.00	0

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

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

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
<b>No credential, permit or authorization to teach</b> (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
<b>Reading/Language Arts</b>	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%
<b>Mathematics</b>	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%
<b>Science</b>	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%
<b>History-Social Science</b>	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%
<b>Foreign Language</b>	N/A		N/A
<b>Health</b>	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%
<b>Visual and Performing Arts</b>	All students are provided an individual textbook and/or instructional material.	Yes	0%
<b>Science Laboratory Equipment</b>	N/A	N/A	N/A



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

### School Facility Conditions and Planned Improvements

Deerfield was built in 1976 and is one of the district's open space facilities. After moving to El Camino Elementary School for the 2010-2011 school year, we returned to our beautifully modernized Deerfield site in the fall of 2011. We now have 21 individual classrooms, a brand new Administration Building housing our staff lounge, nurse's office, conference room, principal's office and expansive area for our school clerk and administrative assistant, a re-designed library with a glass vaulted ceiling allowing for natural lighting and a computer lab which now enables two full classrooms to occupy the lab simultaneously yet be engaged in different curriculum. Our PK and Kindergarten area is safely gated and contains age appropriate play structure. Our playground for grades 1-6 is regularly maintained and recently added Gaga Ball as a new activity. Student and staff restrooms have been added to the inside of the main building, as well as instructional areas/rooms for reading intervention, Special Education services, small group work, and guidance resources. Indeed, Deerfield enjoys a state-of-the-art school facility to support its educational program. 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 on campus. A shade structure and tables have been added outside of the upper grade classrooms to serve as an additional learning space for student.

During the 2022-2023 school year, we opened our new "Event Center" for music instruction, assemblies and school-wide use. Our cafeteria was remodeled, offering more space for students and food service. An additional parking lot was added on Deerfield Avenue. Solar panels were installed in both parking lots.

Since the 2020-2021 school year, the district thoroughly serviced our HVAC system and recalibrated it to pull in fresh air from outside in compliance with CDC guidelines. Additionally, all HVAC systems have been equipped with upgraded industry standard MERV 8/13 air filters. Each classroom has been equipped with an independent HEPA air purification system that cleans the air every 30 minutes.

Year and month of the most recent FIT report 11/17/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			:
<b>Interior:</b> Interior Surfaces	X			15: 4. WATER STAIN CEILING TILES 19: 4. WATER STAIN CEILING TILES 20: 4. WATER STAIN CEILING TILES COPY RM: 4. WATER STAIN CEILING TILES IN HALLWAY INTERVENTION LAB : 4. WATER STAIN CEILING TILES R 14: 4. WATER STAIN CEILING TILES R 6: 4. WATER STAIN CEILING TILES IN HALLWAY
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			R 4: 7. ELECTRICAL CORDS ARE DAISY CHAINED
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			16: 9. DRINKING FOUNTAIN HAS LOW FLOW
<b>Safety:</b> Fire Safety, Hazardous Materials	X			10: 10. PLUG IN AIR FRESHENER IN USE



## School Facility Conditions and Planned Improvements

<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	74	76	75	73	46	47
<b>Mathematics</b> (grades 3-8 and 11)	72	76	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
<b>All Students</b>	411	402	97.81	2.19	75.62
<b>Female</b>	186	183	98.39	1.61	77.60
<b>Male</b>	225	219	97.33	2.67	73.97
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	232	226	97.41	2.59	85.84
<b>Black or African American</b>	12	12	100.00	0.00	25.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	55	54	98.18	1.82	51.85
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	42	42	100.00	0.00	73.81
<b>White</b>	66	64	96.97	3.03	71.88
<b>English Learners</b>	45	37	82.22	17.78	21.62
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	79	77	97.47	2.53	50.65
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	42	41	97.62	2.38	31.71

## 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
<b>All Students</b>	411	407	99.03	0.97	76.41
<b>Female</b>	186	185	99.46	0.54	77.84
<b>Male</b>	225	222	98.67	1.33	75.23
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	232	230	99.14	0.86	88.70
<b>Black or African American</b>	12	12	100.00	0.00	33.33
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	55	55	100.00	0.00	36.36
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	42	40	95.24	4.76	75.00
<b>White</b>	66	66	100.00	0.00	77.27
<b>English Learners</b>	45	44	97.78	2.22	45.45
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	79	77	97.47	2.53	48.05
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	42	41	97.62	2.38	31.71

## 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
<b>Science</b> (grades 5, 8 and high school)	68.37	79.03	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	125	124	99.20	0.80	79.03
Female	48	47	97.92	2.08	82.98
Male	77	77	100.00	0.00	76.62
American Indian or Alaska Native	0	0	0	0	0
Asian	71	70	98.59	1.41	87.14
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	13	13	100.00	0.00	76.92
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	76.92
White	21	21	100.00	0.00	71.43
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	18	100.00	0.00	66.67
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.

## 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	95.97%	79.03%	99.19%	95.97%	72.58%

## 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

Parents are active participants at Deerfield. They are encouraged to become involved in school in a variety of ways. All parents are encouraged to join the PTA and/or become involved in the School Site Council and English Learner Advisory Committee. Parents are welcomed on campus for events, performances and monthly outdoor assemblies. Parent trainings are offered throughout the year on a variety of topics pertaining to academics and social emotional wellbeing from a variety of presenters. Parents who volunteer in classrooms, the library, and other areas of the school provide a valuable service that is sincerely appreciated and vital to our most successful learning environment. Volunteering in our school sends the message to children that school is important. Please contact your child's teacher or the main office for opportunities to volunteer at Deerfield School at 949-936-5650. There is an easy process in place for parents to become volunteers. We welcome and encourage you to get involved in supporting our students!

#### 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	662	648	76	11.7
Female	323	319	41	12.9
Male	339	329	35	10.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	348	340	29	8.5
Black or African American	15	15	5	33.3
Filipino	11	11	2	18.2
Hispanic or Latino	112	110	23	20.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	59	58	5	8.6
White	112	112	12	10.7
English Learners	91	88	13	14.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	151	145	38	26.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	81	81	16	19.8

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
<b>Suspensions</b>	1.06	0.15	0.45	0.86	1.04	0.93	3.17	3.60	3.28
<b>Expulsions</b>	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
<b>All Students</b>	0.45	0.00
<b>Female</b>	0.31	0.00
<b>Male</b>	0.59	0.00
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	9.09	0.00
<b>Hispanic or Latino</b>	0.89	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.89	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	1.32	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	1.23	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

Each year, our safety team works to update our safety plan and train our staff on safety protocols. Our staff met on September 11, 2024 to review our plan and procedures. Our safety plan was also reviewed and approved our School Site Council on September 24, 2024. Our focus each year is to ensure a safe physical and emotional learning environment for all children and adults at Deerfield School. A part of our emphasis on ensuring a safe environment for our children is training the staff in emergency preparedness, such as search and rescue techniques and stranger intruder response. Earthquake, lockdown and fire drills including evacuation procedures are also conducted regularly to familiarize our students with effective emergency responses as well. Many of our teachers are trained in Medic First Aid to ensure that they are medically prepared for a disaster. Deerfield has developed a comprehensive Safe School Plan. Our plan is evaluated yearly and amended, as needed by the School Site Council or school safety planning committee. 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 (especially gang-related apparel), 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. In addition, Deerfield has developed a positive behavior support program for students emphasizing the Falcon 5: kindness, honesty, respect, responsibility and safety. Through a collaborative process involving our staff, students, and parents, Deerfield has developed a Positive Behavior Intervention System (PBIS) to clearly define expectations of student behavior to foster an ideal emotionally intelligent learning environment for our students. Staff is continuously trained on safety measures as needed. Parent communications are sent regularly with reminders of procedures and safety protocols. Deerfield works closely with the district and Irvine Police Department to continually enhance our safety/emergency procedures and protocols. Irvine Police Department provide trainings to our staff on how to be prepared and react in emergency situations.

Since the 2021-2022 school year, additional safety measures have remained in place to ensure student safety. The district thoroughly serviced our HVAC system and recalibrated it to pull in fresh air from outside in compliance with CDC guidelines. Additionally, all HVAC systems have been equipped with upgraded industry standard MERV 8/13 air filters. Each classroom has been equipped with an independent HEPA air purification system that cleans the air every 30 minutes. Enhanced custodial cleaning and disinfecting protocols are in place.

Our health office works to monitor student illness and safety. Protocols are in place to identify symptoms and minimize exposure. Parents are informed of any health office visits or medical concerns.

## 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	22	2	2	
1	27		3	
2	32		2	
3	28		3	
4	27		3	
5	31		3	
6	32		1	
Other	27		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	22	2	1	
1	32		2	
2	30		3	
3	23	1	2	
4	28	1	2	
5	25	1	2	
6	29	1	2	
Other	30		2	

## 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	25		2	
1	24	1	2	
2	21	1	2	
3	30		2	
4	33			1
5	30		3	
6	33			1
Other	29		2	

## 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	0.6
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

## 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
<b>School Site</b>	\$7,147	\$452	\$6,695	\$105,415
<b>District</b>	N/A	N/A	6,746	\$97,544
<b>Percent Difference - School Site and District</b>	N/A	N/A	-0.8	7.8
<b>State</b>	N/A	N/A	\$10,771	\$94,625
<b>Percent Difference - School Site and State</b>	N/A	N/A	-46.7	10.8

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

## Professional Development

The Deerfield staff and the Irvine Unified School District are highly dedicated to continuous professional development to provide the most effective instructional program for our students. The District and site have staff development days, as well as afternoon professional development for teachers which total 30 hours in addition to ongoing staff development during staff and team meetings. We continue to develop research based instructional strategies and practices, as well as methods to differentiate instruction to better meet student needs through the Professional Learning Communities model. This year's school-wide goals for improving student achievement include efforts to begin to implement social justice standards with a focus on Equity, Excellence, Diversity and Inclusion, support students' social-emotional learning and refine our instructional focus based on student achievement data and to intervene and support all students more effectively. We are focused on student engagement and best instructional practices, classroom management to best promote student collaboration, critical thinking and academic risk-taking opportunities, and curriculum and assessment development are happening at all levels- administrative, teachers and support staff. Teachers are supported during implementation through in-class modeling, teacher-principal meetings, grade level and vertical team collaboration, and student performance data reporting. In addition, we will research, develop and utilize progress monitoring tools for tier 2 and tier 3 interventions. Another area of focus will be behavior and student social/emotional support and wellness. The staff will continue to be trained on Positive Behavior Intervention and Supports (PBIS) aimed at establishing the social culture and behavioral supports needed for Deerfield to continue to be an effective learning environment for each student and to further support student academic achievement. Promoting and practicing emergency preparedness and campus safety is always an on-going focus at Deerfield. Teachers participate in 3 district professional development days and six 2-hour sessions throughout the school year. Teachers also received a professional development day focused on Standards-based grading.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	9	9	9