

# Meadow Park Elementary School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



**MEADOW PARK**  
DREAM ★ BELIEVE ★ SUCCEED

### 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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Meadow Park Elementary School
<b>Street</b>	50 Blue Lake South
<b>City, State, Zip</b>	Irvine, CA 92614
<b>Phone Number</b>	(949) 936-5900
<b>Principal</b>	Brooke Taketani
<b>Email Address</b>	BrookeTaketani@iusd.org
<b>School Website</b>	<a href="https://meadowpark.iusd.org/">https://meadowpark.iusd.org/</a>
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	30-73650-6106850

### 2024-25 District Contact Information

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

### 2024-25 School Description and Mission Statement

As a vibrant kindergarten through sixth-grade neighborhood school, Meadow Park Elementary fosters an inclusive academic and social community of learners. We value collaboration, integrating our programs with adjacent South Lake Middle School, and supporting four onsite Extensive Support Needs (ESN) classrooms. At Meadow Park, we celebrate a positive school climate where students, staff, and families thrive together.

Our school-wide behavioral framework, R.O.P.E.S., is the foundation for cultivating a supportive environment. Students and staff exemplify being Responsible, On time and ready, demonstrating a Positive attitude, Expecting respect, and prioritizing

## 2024-25 School Description and Mission Statement

Safety first. Meadow Park proudly implements Positive Behavior Intervention and Support (PBIS), emphasizing the proactive identification, teaching, and reinforcement of expected behaviors. Students earn R.O.P.E.S. coupons as recognition for their positive actions and are celebrated weekly, monthly, and by trimester during our Friday morning Flag Deck. Additionally, all staff members are empowered to acknowledge and reward students for their exceptional choices. Through programs like special lunches, motivational assemblies, and a student-driven prize cart, we ensure every student knows their efforts are valued.

Our commitment to professional growth and collaboration is a hallmark of our school community. As lifelong learners, we have established a strong culture of teamwork through Professional Learning Communities (PLC). This collaborative approach allows staff to monitor and uphold shared norms, respect diversity, and remain accountable for data-driven decision-making. Teachers use both summative and formative assessments to provide instruction tailored to the diverse needs of our learners. By fostering participatory management, we empower staff, parents, and students to contribute to decision-making processes actively, ensuring a shared sense of ownership and collaboration across our school.

Our mission is to prepare all students to excel in a changing world by becoming effective communicators, innovative problem-solvers, capable individuals, and responsible members of society. Guided by our vision statement—"Together, the Meadow Park School Community will create safe learning environments that develop intellectual risk-taking to ensure that all students achieve high levels of success academically, behaviorally, and socially through collaboration, collective commitments, critical thinking, and communication"—we strive to provide a well-rounded and enriching education.

In our ongoing journey of growth and improvement, we embrace change as an opportunity to enhance our practices and programs. Through continuous reflection and utilizing the latest research and resources, we are dedicated to meeting the needs of all learners. By fostering strong school-community partnerships and communicating openly and effectively, we aim to showcase the achievements of our students and staff while reinforcing the value of public education.

At Meadow Park, we cherish the bond among our students, staff, and families. This connection allows us to grow and develop together, unlocking each child's potential to think critically, act responsibly, and contribute meaningfully to a better future for all.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	99
Grade 1	73
Grade 2	84
Grade 3	93
Grade 4	87
Grade 5	80
Grade 6	87
<b>Total Enrollment</b>	<b>603</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	51.1
American Indian or Alaska Native	0.2
Asian	30.8
Black or African American	2.2
Filipino	3
Hispanic or Latino	13.8
Two or More Races	12.1
White	38
English Learners	13.9
Foster Youth	0.5
Homeless	0.8
Socioeconomically Disadvantaged	21.7
Students with Disabilities	15.6

### 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>	12.90	86.66	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>	2.00	13.34	51.70	3.77	18854.30	6.86
<b>Total Teaching Positions</b>	14.90	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>	17.90	78.25	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>	3.00	13.05	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>	2.00	8.70	83.80	5.82	15831.90	5.67
<b>Total Teaching Positions</b>	22.90	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>	18.90	79.16	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>	5.00	20.84	86.20	6.22	14303.80	5.15
<b>Total Teaching Positions</b>	23.90	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	3.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	3.00	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	10.3	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

Meadow Park Elementary School, part of the Irvine Unified School District, is proud to be in its sixth year of the "New and Improved" Meadow Park campus. Following an extensive modernization project during the 2018-2019 school year, our school now boasts state-of-the-art facilities, including dedicated learning spaces, an innovation station, an activity center, and an enhanced library space. These improvements have created a vibrant and engaging learning environment for our students.

To ensure the health and safety of students and staff, the air conditioning (AC) units have been optimized to allow for the circulation of outside air within classrooms and buildings, complemented by air filtration systems. Each classroom also has a standalone air filtration unit for additional air quality management. During the 2024-2025 school year, carbon monoxide detectors were installed in every room to enhance safety measures further.

We remain committed to maintaining our facilities in excellent condition to support a safe, healthy, and inspiring educational environment for all members of our school community.

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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			:
<b>Interior:</b> Interior Surfaces	X			P RM 4: 4. WATER STAIN CEILING TILES 10. PLUG ON AIR FRESHENER IN USE RM 1: 4. WATER STAIN CEILING TILES) STAGE: 4. WATER STAIN CEILING TILES
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			RM 20: 9. DRINKING FOUNTAIN SPRAYS ONTO COUNTER
<b>Safety:</b> Fire Safety, Hazardous Materials	X			P RM 1/ DESIGN LAB: 10. PLUG IN AIR FRESHENER IN USE P RM 4: 4. WATER STAIN CEILING TILES 10. PLUG ON AIR FRESHENER IN USE RM 13: 10. ITEMS ARE STACKED ON TOP OF CABINETS (EARTHQUAKE HAZARD)
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			P RM 7: 15. DOOR DOES NOT CLOSE PROPERLY



## 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)	73	74	75	73	46	47
<b>Mathematics</b> (grades 3-8 and 11)	68	67	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>	348	338	97.13	2.87	73.67
<b>Female</b>	165	160	96.97	3.03	83.13
<b>Male</b>	183	178	97.27	2.73	65.17
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	109	102	93.58	6.42	82.35
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	12	12	100.00	0.00	83.33
<b>Hispanic or Latino</b>	47	47	100.00	0.00	68.09
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	43	42	97.67	2.33	76.19
<b>White</b>	129	127	98.45	1.55	69.29
<b>English Learners</b>	46	38	82.61	17.39	31.58
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	89	87	97.75	2.25	57.47
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	61	58	95.08	4.92	24.14

## 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>	348	343	98.56	1.44	67.06
<b>Female</b>	165	163	98.79	1.21	69.33
<b>Male</b>	183	180	98.36	1.64	65.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	109	107	98.17	1.83	76.64
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	12	12	100.00	0.00	66.67
<b>Hispanic or Latino</b>	47	47	100.00	0.00	55.32
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	43	43	100.00	0.00	62.79
<b>White</b>	129	126	97.67	2.33	65.87
<b>English Learners</b>	46	44	95.65	4.35	34.09
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	89	87	97.75	2.25	50.57
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	61	57	93.44	6.56	21.05

## 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)	80.00	70.67	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	83	82	98.80	1.20	65.85
Female	36	35	97.22	2.78	65.71
Male	47	47	100.00	0.00	65.96
American Indian or Alaska Native	0	0	0	0	0
Asian	23	23	100.00	0.00	82.61
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	13	13	100.00	0.00	46.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	54.55
White	32	31	96.88	3.12	61.29
English Learners	11	11	100.00	0.00	9.09
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	18	100.00	0.00	55.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	15	93.75	6.25	13.33

### 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	82.93%	86.59%	90.24%	84.15%	90.24%

## 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

At Meadow Park Elementary, we value the essential partnership between home and school, recognizing that parent involvement significantly enhances student success. Parents play a vital role in our school community by serving as classroom volunteers, room parents, field trip chaperones, and contributors to events like the Pancake Breakfast, the International Taste Festival, and the Spring Carnival. These cherished activities foster connections and build a supportive, inclusive environment where students thrive. The PTA is an integral part of our school, organizing monthly family events, funding resources for classrooms and programs, and hosting activities that enrich the educational experience for all students.

Parents also contribute through leadership and advisory roles, including the School Site Council (SSC), the English Learner Advisory Committee (ELAC), and the District English Learner Advisory Committee (DELAC). These groups collaborate with school leadership to guide decisions that improve programs and enhance student achievement, while ELAC specifically supports families of multilingual learners in advocating for effective strategies. Parent feedback gathered through tools like the annual Needs Assessment Survey and our district's Hanover Survey play a critical role in shaping our school's priorities, ensuring that their voices are integral to the planning and improvement process.

This year, Meadow Park has expanded its family engagement initiatives with themed Family Nights and Parent Workshops, focusing on topics like Reading Comprehension, Science Exploration, and Social-Emotional Development. Parents are also key contributors to daily school operations as volunteers and mentors. Whether through leadership roles, volunteering, or participating in events, there are numerous opportunities for parents to engage meaningfully in our community. Together, we create an environment where all students feel supported, inspired, and equipped to succeed.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	631	619	69	11.1
Female	310	304	30	9.9
Male	321	315	39	12.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	198	194	20	10.3
Black or African American	14	13	3	23.1
Filipino	18	18	2	11.1
Hispanic or Latino	84	84	12	14.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	81	79	4	5.1
White	234	230	28	12.2
English Learners	96	93	14	15.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	153	145	27	18.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	111	105	15	14.3

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	0.00	1.37	0.32	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	0.32	0.00
Female	0.00	0.00
Male	0.62	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	0.00	0.00
White	0.85	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.65	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.90	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

At Meadow Park Elementary School, we prioritize creating and maintaining a safe environment for all students and staff. To this end, we have developed a comprehensive Safe School Plan that is evaluated annually and amended as needed by our School Site Council (SSC) and key members of the Emergency Preparedness Committee.

### Annual Review and Updates

This year, the Site Emergency Preparedness Committee convened on September 18, 2024, to review and update Meadow Park's Comprehensive Safety Plan. The revised plan was submitted to the district by September 27, 2024, and subsequently approved by the School Site Council on November 5, 2024. The primary components reviewed and updated in the 2024-2025 Comprehensive Safety Plan include:

### Specific School Safety Information

- Part 1: Signature Page
- Part 3: ICS Organizational Chart
- Part 4: Duty Reporting Stations
- Part 5: School Plot Map
- Part 6: Utility Shut-Off Information
- Part 8: Utility Shut-Off Photographs
- Part 9: Safe Ingress and Egress
- Part 10: School Discipline Policy
- Part 11: Student Discipline – Crime Statistics
- Part 12: After-School Emergency Protocol
- Part 13: Automated External Defibrillator Locations



## 2024-25 School Safety Plan

These updates ensure alignment with California Education Code § 32280 and the latest safety requirements. The safety plan was also shared with students during our PBIS Kick-off Rotations on August 26 and 27, 2024, to emphasize safety protocols and procedures.

### Ongoing Training and Preparedness

This year, staff have participated in professional development sessions with our Registered Nurse on September 19, 2024, and October 14, 2024, to reinforce emergency response protocols and preparedness measures and ongoing, timely training as needed. These sessions reflect our ongoing commitment to staff training and readiness.

Monthly fire drills, a complete simulation earthquake drill, a comprehensive lockdown drill, and Violent Intruder Prevention & Response Training scheduled for January 22, 2025 (conducted in collaboration with the Irvine Police Department) are planned and implemented throughout the school year. These exercises help us assess and refine our emergency preparedness and response capabilities.

### Emergency Supplies and Resources

Meadow Park has emergency supplies in our dedicated Emergency Storage area and a portable classroom outside the main building. Additionally, safety gear backpacks are strategically placed throughout the school for immediate access during an emergency. Staff are organized into emergency response teams and trained to handle various roles during a crisis. Special care is taken to ensure the safety of our medically fragile students, with the assistance of instructional aides, licensed vocational nurses (LVNs), and our school nurse.

### Supervision and Campus Safety

Supervision is provided on the playground before and after school to ensure the safety of all students. We continuously evaluate and improve our procedures to maintain a safe and secure learning environment. By conducting regular drills, reviewing protocols, and updating emergency plans, we are committed to providing for our students' physical and emotional well-being and ensuring their orderly and safe release in an emergency.

### Compliance and Transparency

A Comprehensive School Safety Plan is required for each K-12 school in the Irvine Unified School District and must comply with California Education Code § 32280. The 2024/2025 Comprehensive Safety Plan has been made available for public inspection in the front office and includes all necessary updates and sections, as outlined in the district's guidelines. Risk Management, Irvine Police, and the Orange County Fire Authority have reviewed the submitted plan to ensure compliance and recommend further improvements where necessary.

Meadow Park Elementary School is committed to providing a safe and supportive environment for its students, staff, and community.

## 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	6		
1	24		3	
2	27		3	
3	22	1	2	
4	23	1	2	
5	24	1	2	
6	24	1	2	
Other	14	4	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	8		
1	24		3	
2	25		3	
3	29		3	
4	35			2
5	25	1	2	
6	25	1	2	
Other	13	4	1	

## 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	15	5		
1	23	1	2	
2	27		3	
3	29		3	
4	28	1		1
5	24	1	1	1
6	22	2		
Other	21	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	0.9
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.1

## 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
School Site	\$6,354	\$321	\$6,033	\$98,121
District	N/A	N/A	6,746	\$97,544
Percent Difference - School Site and District	N/A	N/A	-11.2	0.6
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-56.4	3.6

## 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 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

Continuous improvement is a hallmark of the Irvine Unified School District (IUSD). Ongoing learning and professional growth are expectations for all staff. Meadow Park Elementary School, in collaboration with IUSD, is deeply committed to fostering continuous professional improvement to enhance the quality of education for all students.

To support this commitment, the district and Meadow Park provide targeted professional development opportunities through districtwide full-day professional development (PD) sessions and after-school workshops. These sessions address key instructional strategies, innovative practices, and support systems contributing to student success.

### Professional Development Schedule for 2024-2025

#### Districtwide Full PD Days:

August 18, 2024  
 October 14, 2024  
 March 3, 2025

#### 2-Hour After-School PD Days (Total of 12- hours)

September 25, 2024  
 October 16, 2024  
 January 8, 2025  
 February 5, 2025  
 April 9, 2025  
 May 7, 2025

These planned and targeted professional development opportunities ensure educators have access to the latest teaching methodologies and resources. By dedicating time to ongoing learning, our staff remains well-equipped to meet the diverse needs of our students and maintain the high standards of instruction that define IUSD.

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