

Alderwood Elementary

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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/>.

2025-26 School Contact Information

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

2025-26 District Contact Information

District Name	Irvine Unified School District
Phone Number	(949) 936-5000
Superintendent	Cassie Parham
Email Address	CassieParham@iusd.org
District Website	www.iusd.org

2025-26 School Description and Mission Statement

Alderwood Elementary School, a Title I school located in the Quail Hill community just south of the 405 freeway, serves approximately 752 students in grades PK–6. As the neighborhood school for both Quail Hill and Los Olivos, Alderwood is grounded in a philosophy of continuous improvement for all students and staff. Our work centers on targeted, direct, and differentiated instruction; a comprehensive school-wide behavior system; strong staff collaboration; and an exceptional partnership with our parent community, including the robust enrichment provided by our Parent Teacher Association. Together, we strive to prepare students with the skills and knowledge needed to thrive in today's world and the future.

Our mission is to empower all students to become contributing members of society—equipped with the skills, knowledge, and

2025-26 School Description and Mission Statement

values necessary to meet the challenges of an ever-changing world—by providing the highest-quality educational experience possible.

At Alderwood Elementary, we believe that education is a shared responsibility among students, staff, families, and the community, and that children are the focal point of all decisions. Students learn to respect themselves and others within our culturally diverse population and to collaborate toward common goals. Both students and staff hold themselves to high standards and take responsibility for their actions. Students are encouraged to become self-motivated, lifelong learners who experience the joy of learning through an engaging and rigorous educational program. Through this work, students acquire the 21st-century skills necessary to be successful in all aspects of our global society.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	127
Grade 1	98
Grade 2	97
Grade 3	101
Grade 4	125
Grade 5	106
Grade 6	116
Total Enrollment	770

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.3
Asian	34
Black or African American	1.3
Filipino	3
Hispanic or Latino	13.6
Two or More Races	11.7
White	36.2
English Learners	22.7
Socioeconomically Disadvantaged	25.5
Students with Disabilities	8.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27	100	1300.2	90.2	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.5	0.24	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	42.5	2.95	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	11.4	0.79	11953.1	4.28
Unknown/Incomplete/NA	0	0	83.8	5.82	15831.9	5.67
Total Teaching Positions	27	100	1441.5	100	279044.8	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.4	100	1264.8	91.33	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2	0.14	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	13	0.94	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	18.8	1.36	11746.9	4.23
Unknown/Incomplete/NA	0	0	86.2	6.22	14303.8	5.15
Total Teaching Positions	28.4	100	1384.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.6	100	1270.8	90.43	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1	0.07	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	38.1	2.71	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	38.3	2.73	12112.8	4.34
Unknown/Incomplete/NA	0	0	56.9	4.05	13705.8	4.91
Total Teaching Positions	27.6	100	1405.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	October 2025	
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grade PK - Handwriting Without Tears, Kick Start Kindergarten (Learning Without Tears) Adoption Year: 2019 Grade K - 2 - California Journeys (Houghton Mifflin) Adoption Year: 2017 Grade 3 - 5 - Texts for Close Reading (Benchmark) Consumables Adoption Year: 2017 Grade 6 - StudySync: Reading & Writing Companion - (McGraw Hill) Adoption Year: 2017	0%
Mathematics	Grade PK - ST Math: Early Learning Program (Mind Research Institute) Adoption Year: 2014-15 K – My Math Grade K (McGraw-Hill) Adoption Year: 2014-15 1 – My Math Grade 1 (McGraw-Hill) Adoption Year: 2014-15 2 – Go Math Grade 2 Student Ed (Houghton Mifflin) Adoption Year: 2014-15 3 – Go Math Grade 3 Student Ed (Houghton Mifflin) Adoption Year: 2014-15 4 – Go Math Grade 4 Student Ed (Houghton Mifflin) Adoption Year: 2014-15 5 – Go Math Grade 5 Student Ed (Houghton Mifflin) Adoption Year: 2014-15 Grade 6 - Springboard Mathematics - Course 1 Student Ed (The College Board) Adoption Year: 2014-15	0%
Science	Grades PK-6 – Twig Science Adoption Year: 2020	0%

History-Social Science	PK - Second Step for Early Learning (Committee for Children) Adoption Year: 2017 Grade K – 1 California Studies Weekly (Studies Weekly) Consumables Adoption Year: 2019 Grade 2 – 5 myWorld Interactive (Pearson) Consumables Adoption Year: 2019 Grade 6 IMPACT World History & Geo - Ancient Civilizations (McGraw Hill) Consumables Adoption Year: 2019	0%
Foreign Language	N/A	N/A
Health	Grade PK - Great Body Shop Adoption Year: 2012 Grade K – 6 - Great Body Shop Adoption Year: 2007	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A

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

School Facility Conditions and Planned Improvements

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

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

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

Year and month of the most recent FIT report

10/27/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces		X		13: 4. CARPET IS TORN 7. ELECTRICAL COVER IS BROKEN 11. PLUG IN AIR FRESHENER IN USE 20: 4. CARPET IS TORN 22: 4. CARPET IS TORN 23: 4. CARPET IS TORN 24: 4. CARPET IS TORN

School Facility Conditions and Planned Improvements

			K1: 4. LAMINATE IS PEELING ON CUBBY 11. PLUG IN AIR FRESHENER IN USE K2: 4. LAMINATE IS PERLING ON CUBBY 9. NO WATER AT SINK AND DRINKING FOUNTAIN
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical	X		12: 7. BURN MARK ON OUTLET 9. DRINKING FOUNTAIN SPRAYS ONTO COUNTER 10. PLUG IN AIR FRESHENER IN USE 13: 4. CARPET IS TORN 7. ELECTRICAL COVER IS BROKEN 11. PLUG IN AIR FRESHENER IN USE 21: 7. ELECTRICAL COVER IS MISSING
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	12: 7. BURN MARK ON OUTLET 9. DRINKING FOUNTAIN SPRAYS ONTO COUNTER 10. PLUG IN AIR FRESHENER IN USE 17: 9. DRINKING FOUNTAIN SPRAYS ONTO COUNTER 18: 9. NO WATER AT SINK K2: 4. LAMINATE IS PERLING ON CUBBY 9. NO WATER AT SINK AND DRINKING FOUNTAIN R-3: 9. DRINKING FOUNTAIN SPRAYS ONTO COUNTER R-6: 9. DRINKING FOUNTAIN HAS LOW FLOW R-7: 9. DRINKING FOUNTAIN SPRAYS ONTO COUNTER R-8: 9. DRINKING FOUNTAIN PUSH BUTTON IS LOOSE RR: TOILET IS LEAKING AT FITTING WHEN FLUSHED
Safety: Fire Safety, Hazardous Materials	X		12: 7. BURN MARK ON OUTLET 9. DRINKING FOUNTAIN SPRAYS ONTO COUNTER 10. PLUG IN AIR FRESHENER IN USE 13: 4. CARPET IS TORN 7. ELECTRICAL COVER IS BROKEN 11. PLUG IN AIR FRESHENER IN USE K1: 4. LAMINATE IS PEELING ON CUBBY 11. PLUG IN AIR FRESHENER IN USE
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	64	69	73	74	47	48
Mathematics (grades 3-8 and 11)	62	66	69	70	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	467	438	93.79	6.21	68.95
Female	224	211	94.20	5.80	72.99
Male	243	227	93.42	6.58	65.20
American Indian or Alaska Native	0	0	0	0	0
Asian	169	154	91.12	8.88	76.62
Black or African American	--	--	--	--	--
Filipino	15	15	100.00	0.00	86.67
Hispanic or Latino	53	53	100.00	0.00	54.72
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	58	58	100.00	0.00	74.14
White	166	153	92.17	7.83	62.75
English Learners	103	79	76.70	23.30	25.32
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	121	107	88.43	11.57	53.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	44	97.78	2.22	31.82

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	467	460	98.50	1.50	65.87
Female	224	221	98.66	1.34	61.99
Male	243	239	98.35	1.65	69.46
American Indian or Alaska Native	0	0	0	0	0
Asian	169	165	97.63	2.37	81.82
Black or African American	--	--	--	--	--
Filipino	15	15	100.00	0.00	80.00
Hispanic or Latino	53	53	100.00	0.00	45.28
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	58	58	100.00	0.00	67.24
White	166	164	98.80	1.20	56.10
English Learners	103	101	98.06	1.94	40.59
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	121	118	97.52	2.48	42.37
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	44	97.78	2.22	45.45

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	58.82	61.11	61.99	63.09	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	112	108	96.43	3.57	61.11
Female	62	61	98.39	1.61	60.66
Male	50	47	94.00	6.00	61.70
American Indian or Alaska Native	0	0	0	0	0
Asian	40	37	92.50	7.50	72.97
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	46.67
White	47	46	97.87	2.13	60.87
English Learners	28	27	96.43	3.57	18.52
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	30	96.77	3.23	36.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	36.36

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.

2024-25 California Physical Fitness Test Participation Rates

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	99.10%	100.00%	100.00%	100.00%	99.10%

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.

2025-26 Opportunities for Parental Involvement

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

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

In addition, families and community representatives play an active role in planning, implementing, and evaluating school programs through participation in the School Site Council (SSC), English Language Advisory Council (ELAC), PTA, and regular collaborative meetings with the principal. These partnerships ensure that Alderwood continues to thrive as a supportive, connected, and dynamic learning community.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	842	823	107	13.0
Female	415	403	51	12.7
Male	427	420	56	13.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	293	287	17	5.9
Black or African American	12	12	1	8.3
Filipino	23	23	4	17.4
Hispanic or Latino	112	111	20	18.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	92	91	10	11.0
White	308	297	55	18.5
English Learners	220	209	25	12.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	239	232	42	18.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	79	79	12	15.2

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.34	0.34	0.36	1.04	0.93	0.92	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.04	0.01	0.02	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.36	0.00
Female	0.00	0.00
Male	0.70	0.00
Non-Binary	0.00	0.00
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	0.89	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.09	0.00
White	0.32	0.00
English Learners	0.45	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.27	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.

2025-26 School Safety Plan

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

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

2025-2026 School Safety Plan

- Reviewed and evaluated by School Safety Team Sept/Oct. 2025
- Reviewed and Approved by PTA on September 24, 2025 & School Site Council on October 14, 2025

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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	10	0	0
1	27	0	4	0
2	30	0	4	0
3	29	0	5	0
4	29	1	1	0
5	27	1	3	0
6	27	0	7	0
Other	33	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	7	0	0
1	25	1	3	0
2	27	1	3	0
3	26	1	4	0
4	28	1	3	0
5	30	1	0	3
6	31	0	4	0
Other	30	0	3	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	5		
1	25	1	3	
2	24	1	3	
3	25	1	3	
4	31		4	
5	27	1	3	
6	29	1		
Other	30		2	

2024-25 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

2024-25 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	
Social Worker	
Nurse	0.6
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,119	\$379	\$6,740	\$111,022
District	N/A	N/A	7,069	\$103,831
Percent Difference - School Site and District	N/A	N/A	-8.7	12.9
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-46.0	15.9

Fiscal Year 2024-25 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

Fiscal Year 2024-25 Types of Services Funded

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-promise 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 school 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 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,726	\$60,863
Mid-Range Teacher Salary	\$106,670	\$93,575
Highest Teacher Salary	\$137,884	\$125,548
Average Principal Salary (Elementary)	\$174,086	\$157,645
Average Principal Salary (Middle)	\$184,591	\$165,341
Average Principal Salary (High)	\$210,425	\$182,580
Superintendent Salary	\$421,400	\$357,064
Percent of Budget for Teacher Salaries	31.12%	30.36%
Percent of Budget for Administrative Salaries	5.33%	4.88%

Professional Development

Targeted staff development activities are essential for sustaining high-quality instruction and supporting the goals outlined in Alderwood's School Plan for Student Achievement (SPSA). Annual professional learning priorities are directly aligned with district initiatives and the site's action steps for continuous improvement and increased student achievement. Student outcome

Professional Development

data, program assessment data, and state instructional priorities inform the content selected for professional learning.

For the current year, Alderwood's professional development priorities include:

Grading and assessment practices

Social and emotional learning

PBIS implementation

Tier II instructional supports

English Language Development instruction

PLC collaboration and collective inquiry

Math professional development focused on Tier 1, first-best instruction

AI professional development to support staff in learning, exploring, and integrating new tools

Professional learning is delivered through teacher release days, student-free days, and scheduled after-school sessions across the year. Implementation and impact are monitored through the individual and team continuous improvement goal process, ensuring alignment with SPSA goals, progress monitoring, and ongoing refinement of instructional practice.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	9	7	7