

# Cadence Park School

## 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

<b>School Name</b>	Cadence Park School
<b>Street</b>	750 Benchmark
<b>City, State, Zip</b>	Irvine, CA 92618
<b>Phone Number</b>	(949) 404-1300
<b>Principal</b>	Carlo Grasso
<b>Email Address</b>	carlograsso@iusd.org
<b>School Website</b>	<a href="https://iusd.org/ca">https://iusd.org/ca</a>
<b>Grade Span</b>	K-8
<b>County-District-School (CDS) Code</b>	30 73650 0136689

## 2025-26 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>	<a href="https://www.iusd.org">https://www.iusd.org</a>

## 2025-26 School Description and Mission Statement

Cadence Park School is one of three K-8 schools which have opened in the past decade to serve south Orange County's newest communities in the Great Park. We are also one of the few schools in IUSD that was built completely to the Education Specifications established by the IUSD Master Planning Committee. This means that every interior and exterior space reflects the identified characteristics and capacities envisioned by a panel of students, parents and educators that would be ideal for an 21st century learning environment. Among these characteristics are flexible spaces and furnishings, abundant natural light and fresh air, indoor and outdoor learning environments, and dedicated facilities to engage in STEAM explorations, music instruction, and physical fitness. Our school also boasts distinct art-deco architectural stylings, which reflect the construction aesthetic in the surrounding community.

## 2025-26 School Description and Mission Statement

Our campus opened in 2018 with just over three hundred students in grades PK through 6th grade. In 2019 we expanded to serve middle school students during our second year of operation. In 2025, we are serving just under one thousand students in grades PK through 8. Parents and students alike are drawn to Irvine by the promise of a high quality educational experience, and all have been enthusiastic about the establishment of our new Cadence Park School community. Approximately 16% of our current student population speak a language in addition to English, and many more bring a multicultural lens to our daily interactions. In addition to English Language Learners, our heterogeneous student population also features a high number of gifted and accelerated learners, as well as a number of students with identified special needs. Our staff is committed to the inclusion of all students and the provision of a suitable and engaging curriculum that is characterized by differentiated instruction and personalized acknowledgement of each child's needs and progress.

As we work with stakeholders to establish the norms and expectations for our emergent community, our staff has identified the acronym "L.E.A.P." as a suitable descriptor for the attributes that we hope to inspire and reinforce within our students, whose mascot is the mighty Puma. L.E.A.P. stands for "Lead with Integrity, Embrace Challenges, Act Responsibly, and Positively Impact Others." We believe that if all of our Pumas are able to L.E.A.P., then as a community, we will definitely reach new heights!

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	126
Grade 1	85
Grade 2	103
Grade 3	104
Grade 4	105
Grade 5	100
Grade 6	117
Grade 7	113
Grade 8	112
<b>Total Enrollment</b>	<b>965</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.9
Male	53.1
American Indian or Alaska Native	0.2
Asian	56.9
Black or African American	2.1
Filipino	2.3
Hispanic or Latino	12.7
Native Hawaiian or Pacific Islander	0.8
Two or More Races	9.3
White	15
English Learners	16.9
Socioeconomically Disadvantaged	19.6
Students with Disabilities	6.6

### 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.

## 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>	36.3	96.42	1300.2	90.2	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	3.5	0.24	4853	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0	0	42.5	2.95	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.6	1.75	11.4	0.79	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0.6	1.78	83.8	5.82	15831.9	5.67
<b>Total Teaching Positions</b>	37.7	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	34.8	99.43	1264.8	91.33	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	2	0.14	5566.4	2
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.2	0.57	13	0.94	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0	0	18.8	1.36	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	86.2	6.22	14303.8	5.15
<b>Total Teaching Positions</b>	35	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	34.1	95.15	1270.8	90.43	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	1	0.07	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.1	3.07	38.1	2.71	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.4	1.23	38.3	2.73	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0.2	0.56	56.9	4.05	13705.8	4.91
<b>Total Teaching Positions</b>	35.8	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
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0.2	1.1
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.2	1.1

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.60	0	0
<b>Local Assignment Options</b>	0.00	0	0.4
<b>Total Out-of-Field Teachers</b>	0.60	0	0.4

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	2.1	6.5
<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	1.9	2

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 – 8 - 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 Grade K – 1 - My Math Grade (McGraw-Hill) Adoption Year: 2014-15 Grade 2 – 5 - Go Math Grade Student Ed (Houghton Mifflin) Adoption Year: 2014-15 Grade 6 - Springboard Mathematics - Course 1 Student Ed (The College Board) Adoption Year: 2014-15 Grade 7 - Springboard Mathematics - Course 2 Student Ed (The College Board) Adoption Year: 2014-15 Enh Math 7/8 - Springboard Mathematics - Course 2 Student Ed (The College Board), Course 3 Student Ed Adoption Year: 2014-15 Grade 8 - Springboard Mathematics - Course 3 Student Ed (The College Board) Adoption Year: 2014-15 MS Enhanced Math I - CA Integrated Mathematics - Volume I & II (Houghton Mifflin) Adoption Year: 2014-15	0%
Science	Grades PK – 5 - Twig Science Adoption Year: 2020	0%

	Grade 6 - Twig Science (Elem 6th), STEMscopes MS Science (K8), 2023 OpenSciEd 6th Grade (openscied.org) Adoption Year: 2020 Grade 7 - STEMscopes Middle School Science, 2023 OpenSciEd 7th Grade (openscied.org) Adoption Year: 2020 Grade 8 - STEMscopes Middle School Science, 2023 OpenSciEd 8th Grade (openscied.org) Adoption Year: 2020	
<b>History-Social Science</b>	Grade PK - Second Step for Early Learning (Committee for Children) Adoption Year: 2017 Grade K – 1 - California Studies Weekly (Studies Weekly) Adoption Year: 2019 Grade 2 – 5 - myWorld Interactive (Pearson) Adoption Year: 2019 Grade 6 - IMPACT World History & Geo - Ancient Civilizations (McGraw Hill) Adoption Year: 2019 Grade 7 - IMPACT World History & Geography - Medieval & Early Modern Times (McGraw Hill) Adoption Year: 2019 Grade 8 - IMPACT United States History & Geography - Growth & Conflict (McGraw Hill) Adoption Year: 2019	0%
<b>Foreign Language</b>	Grade 7 - ¡Así se dice! Adoption Year: 2019 Grade 8 - ¡Así se dice! 2 Adoption Year: 2020	0%
<b>Health</b>	Grade PK - Great Body Shop Adoption Year: 2012 Grade K – 6 - Great Body Shop Adoption Year: 2007 Grade 7 - Teen Talk Adoption Year: 2017	0%
<b>Visual and Performing Arts</b>	All students are provided an individual textbook and/or instructional material.	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	0%

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

## School Facility Conditions and Planned Improvements

As a brand new school, we are fortunate to have a state of the art facility to ensure high levels of learning for all students. Construction for Cadence Park School was completed in October 2018. The cleanliness, safety and adequacy of our facility is at exceptional levels. Some of the highlights are functioning Extron systems that allow for enhanced audio visual supports for students, a state of the art gymnasium, high quality full-functioning kitchen/cafeteria, enclosed kindergarten play space, shaded lunch areas, large corridors and classrooms, dedicated Science and art rooms, as well as a high tech library media center. As our population has grown, we have added three relocatable classrooms to our blacktop area, and are currently under construction to add another three permanent classrooms and collaboration space adjacent to our lunch area and primary building.

**Year and month of the most recent FIT report**

10/21/2025

## School Facility Conditions and Planned Improvements

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			RM 10: 4. WATER STAIN CEILING TILES RM 6: 4. WATER STAIN CEILING TILES RM 9: 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			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<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 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)	67	69	73	74	47	48
Mathematics (grades 3-8 and 11)	64	67	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	661	635	96.07	3.93	68.50
Female	308	301	97.73	2.27	70.10
Male	353	334	94.62	5.38	67.07
American Indian or Alaska Native	--	--	--	--	--
Asian	387	365	94.32	5.68	72.88
Black or African American	15	15	100.00	0.00	46.67
Filipino	12	12	100.00	0.00	83.33
Hispanic or Latino	89	87	97.75	2.25	51.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	64	62	96.88	3.12	75.81
White	86	86	100.00	0.00	61.63
English Learners	111	90	81.08	18.92	22.22
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	18	17	94.44	5.56	70.59
Socioeconomically Disadvantaged	150	147	98.00	2.00	57.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	53	96.36	3.64	18.87

## 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	661	654	98.94	1.06	66.97
Female	308	307	99.68	0.32	60.59
Male	353	347	98.30	1.70	72.62
American Indian or Alaska Native	--	--	--	--	--
Asian	387	384	99.22	0.78	76.04
Black or African American	15	15	100.00	0.00	33.33
Filipino	12	12	100.00	0.00	66.67
Hispanic or Latino	89	88	98.88	1.12	43.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	64	62	96.88	3.12	64.52
White	86	85	98.84	1.16	55.29
English Learners	111	110	99.10	0.90	47.27
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	18	18	100.00	0.00	72.22
Socioeconomically Disadvantaged	150	149	99.33	0.67	52.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	54	98.18	1.82	18.52

## 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
<b>Science</b> (grades 5, 8 and high school)	54.58	58.02	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
<b>All Students</b>	215	212	98.60	1.40	58.02
<b>Female</b>	97	96	98.97	1.03	52.08
<b>Male</b>	118	116	98.31	1.69	62.93
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	116	115	99.14	0.86	64.35
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	29	28	96.55	3.45	46.43
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	25	24	96.00	4.00	58.33
<b>White</b>	36	36	100.00	0.00	41.67
<b>English Learners</b>	31	31	100.00	0.00	9.68
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	44	44	100.00	0.00	45.45
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	18	17	94.44	5.56	5.88

## 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	99.03%	99.03%	100.00%	100.00%	99.03%
Grade 7	96.46%	92.92%	76.11%	92.92%	95.58%

## 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.

#### 2025-26 Opportunities for Parental Involvement

Parents are an integral part of our Cadence Park School community. As a new school, the development of our PTSA, School Site Council, English Language Advisory Committee and classroom volunteers are very important to maintaining a vibrant school program.

Parents can participate in school activities in a variety of ways. First, as a PTSA member and volunteer, parents are key partners in planning school community events, such as International Night, Movie Night, Trunk or Treat, and other school events. Our PTSA has been key in creating our yearbook and setting up fundraisers to support our school goals. PTSA is always looking for volunteers to help with small or large projects. To get involved, just visit the PTSA website.

Parents are also found daily volunteering in our classrooms and school library. Parents often help with small groups, prep work, field trips, and organization of class celebrations. To get involved, parents should email or speak directly to their classroom teacher.

Lastly parents can get involved in School Site Council or ELAC by inquiring in the front office. All dates and time are posted on our website and all parents are invited to attend any meeting.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1026	1012	88	8.7
Female	490	481	52	10.8
Male	536	531	36	6.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	593	584	39	6.7
Black or African American	24	23	3	13.0
Filipino	22	22	1	4.5
Hispanic or Latino	130	128	21	16.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	91	90	6	6.7
White	150	149	17	11.4
English Learners	187	187	14	7.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	241	238	31	13.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	95	94	12	12.8

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 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
0.6	0.78	1.07	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	0.1	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	1.07	0.10
Female	0.41	0.20
Male	1.68	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.01	0.17
Black or African American	8.33	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.54	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.10	0.00
White	0.00	0.00
English Learners	2.14	0.53
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.07	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.11	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

Cadence Park School embraces a school-wide approach to positively and consistently reinforcing desirable student behavior with praise and acknowledgement. The Cadence Park staff is working collaboratively to develop our school's specific PBIS protocol, in conjunction with all stakeholders. We have identified L.E.A.P. as our school's PBIS acronym (L=Lead with Integrity; E=Embrace Challenges; A=Act Responsibly; P=Positively Impact Others). Currently, each student learns the expectations for Cadence Park student behavior at the beginning of the school year through classroom orientations and collaborative discussions with peers and school staff. Collaborative, site-based dialogue provides the opportunity to discuss and demonstrate positive behavioral expectations with students and promote opportunities for praise and positive reinforcement through classroom behavior systems.

Living and working in what is consistently recognized as one of America's safest cities, we enjoy the privilege of having all of our IUSD campuses open to the community and free from fencing or major security measures. While not completely fenced off, our campus does have walls around roughly 2/3 of our perimeter, and we have arranged for the installation of a row of mature hedges along the largest stretch of open campus where our field abuts the public sidewalk. With this freedom, however, comes the additional responsibility of maintaining heightened vigilance to ensure that students stay on campus and strangers stay off campus. Our playground staff and teachers work together to ensure that students are well-supervised from the time they are dropped off in the morning until the time they reunite with their parents in the afternoon. Parent volunteers must all check in through the front office. All staff have been trained in emergency training.

School-wide Fire, Disaster and Lockdown drills are regularly conducted throughout the year. Further, we work with students, parents, city officials and IPD to address matters of student safety to and from school in a proactive manner.

1. Ensure the prompt and regular attendance of Cadence Park students through implementing a variety of proactive and reactive measures.
2. Ensure that positive behavioral expectations are promoted and reinforced across all settings and grade levels.
3. Execute a variety of drills throughout the year that test the capacity of our school community to respond in an organized and efficient manner to a variety of emergency scenarios.
4. Maintain a safe, secure and closed campus during school hours.

As a new school a comprehensive safety plan was developed and immediate training occurred with all staff.

Last review and update of document: October 9, 2025

Faculty training on Active Shooter Response: September 10, 2025

Faculty first aid training: August 13, 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	28	0	4	0
1	24	1	3	0
2	25	1	3	0
3	31	0	3	0
4	34	0	0	3
5	30	0	3	0
6	18	18	14	3
Other	28	0	1	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	23	1	2	0
1	25	1	3	0
2	26	1	3	0
3	25	1	3	0
4	31	0	2	0
5	34	0	0	3
6	18	17	7	6
Other	30	0	2	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	22	2	2	
1	28		3	
2	26	1	3	
3	26	1	3	
4	35			3
5	33			1
6	21	14	19	1
Other	30		1	

## 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	1205

## 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)	0.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	0.6

## 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
<b>School Site</b>	\$6,614	\$377	\$6,238	\$95,897
<b>District</b>	N/A	N/A	7,069	\$103,831
<b>Percent Difference - School Site and District</b>	N/A	N/A	-13.3	-1.7
<b>State</b>	N/A	N/A	\$11,146	\$100,333
<b>Percent Difference - School Site and State</b>	N/A	N/A	-53.3	1.3

## 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 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.

## Fiscal Year 2024-25 Types of Services Funded

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

This year, Cadence Park School teachers are provided with four full days to participate in Professional Development along with their Professional Learning Community (grade level or department). These days are focused on examining and responding to evidence of student learning through shared planning and practices.

Additionally, all certificated Cadence Park School teachers and staff participate in three additional, 2-hour professional development sessions during early-out Wednesdays. These opportunities are designed based on student achievement data and the CIE goals for that given year. 2025-2026 areas of focus include supporting English Language Learners, improving campus climate by reducing instances of peer to peer disrespect, improving performance in mathematics. These topics are being addressed through both discrete and specific measures and also embedded within the context of interdisciplinary, whole school project-based learning opportunities. Additionally, opportunities for grappling with the advent of AI and measures for incorporation will be woven into meetings throughout the year. All topics are proposed and decided by the site leadership team.

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	9	7