

# Cypress Village 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/fg/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.

<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> .

### 2025-26 School Contact Information

<b>School Name</b>	Cypress Village Elementary
<b>Street</b>	355 Rush Lily
<b>City, State, Zip</b>	Irvine, CA 92620
<b>Phone Number</b>	(949) 936-8900
<b>Principal</b>	Jennifer Lambert
<b>Email Address</b>	jenniferlambert@iusd.org
<b>School Website</b>	<a href="https://cypressvillage.iusd.org/">https://cypressvillage.iusd.org/</a>
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	30-73650-0129155

### 2025-26 District Contact Information

<b>District Name</b>	Irvine Unified School District
<b>Phone Number</b>	949-936-5000
<b>Superintendent</b>	Cassie Parham
<b>Email Address</b>	CassieParham@iusd.org
<b>District Website</b>	www.iusd.org

### 2025-26 School Description and Mission Statement

Cypress Village Elementary School opened our doors for transitional kindergarten through grade 6 students on September 2, 2014. Cypress Village staff, in collaboration with our parents, students, and community partners, has created a broadly effective educational program that focuses on individual student needs. In doing so Cypress Village Elementary has created a sense of unity and pride among all stakeholders at our school, and has been recognized as a California Gold Ribbon School. Cypress Village is a neighborhood school that serves the immediate community, which is continuing to grow and expand. Cypress Village has been identified as a schoolwide Title I school. Our parents value student achievement and they generously support the goals of the school program. It's through our collaboration with our families and community partners that a positive school culture exists with targeted emphasis on a School-Wide Positive Behavioral Interventions & Supports

## 2025-26 School Description and Mission Statement

system. We work collectively to establish clearly defined behavior expectations and positive reinforcement for all students. Our school-wide system enables Cypress Village staff to consistently promote, teach, and maintain appropriate student behavior. At Cypress Village we STORM!

Our facility houses 37 classrooms, including four self-contained autism-specific special education classrooms, as well as, a learning center program for students with mild to moderate disabilities. The classrooms are designed to promote collaboration and to facilitate technology-supported teaching. Our site also includes dedicated spaces for music, science, innovation, therapy support, and living skills development. Our school has a state-of-the-art tech infrastructure to support our mobile technology focus which includes iPads in grades PK-2, and 1:1 Chromebooks in grades 1-6. Our media center serves as a hub for the school, providing an inspiring venue for students to engage with literacy and explore STEAM.

Cypress Village has a dedicated group of teachers and staff that work together to ensure that our children have the best possible education. Our devoted staff has carefully addressed various learner needs, including students in our autism specific program, special education programs, English Language learners, and GATE identified students. Our success is a result of the hard work of your hugely committed stakeholders and the effectiveness of our dedication to link standards, academic support, and assessment components to student outcomes, using a standards-based system of education coupled with a system-wide multi-tiered model of curriculum. Our goal is to prepare children academically and socially for the many challenges that they will face in their lives, and our vision and beliefs are at the core of every decision. Therefore, we plan a curriculum that prepares them with the knowledge and skills necessary to develop attitudes and values that will serve them for a lifetime.

### Cypress Village Vision and Beliefs

#### Our Vision

Cypress Village is a diverse learning community united in its unwavering dedication to empower students to become responsible, respectful citizens prepared to engage in their future.

#### Our Beliefs

As a staff we believe... in creating responsible, contributing citizens who persevere to learn, take risks, and feel connected to their school.

As a staff we strive... to educate and nurture the whole child, creating a balanced experience that fosters a love for learning as we prepare students to be life-long learners.

As a staff we are committed to... valuing and celebrating students' diversity as we collaborate to hone skills in a healthy and fun learning environment.

As a staff we will maintain... a safe environment that upholds the highest expectations where teachers inspire collaboration, technology is essential and innovation ensures learning continues beyond the classroom.

We are a village of invested learners where everyone is a stakeholder as we partner with families and the global community.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	147
Grade 1	116
Grade 2	137
Grade 3	159
Grade 4	143
Grade 5	143
Grade 6	162
<b>Total Enrollment</b>	<b>1,007</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8
Male	53.2
Asian	59
Black or African American	1.7
Filipino	4.5
Hispanic or Latino	11.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	5.8
White	17.8
English Learners	24.4
Foster Youth	0.3
Homeless	0.4
Socioeconomically Disadvantaged	24.8
Students with Disabilities	11.3

### 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>	38	97.44	1300.2	90.2	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	1	2.56	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	0	11.4	0.79	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	83.8	5.82	15831.9	5.67
<b>Total Teaching Positions</b>	39	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	94.44	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	0	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>	2	5.56	86.2	6.22	14303.8	5.15
<b>Total Teaching Positions</b>	36	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>	35.4	98.61	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>	0	0	38.1	2.71	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	38.3	2.73	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0.5	1.39	56.9	4.05	13705.8	4.91
<b>Total Teaching Positions</b>	35.9	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	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	0

## 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>	0.00	0	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	0

## 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)	2.3	5	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)	2.1	4.5	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
<b>Reading/Language Arts</b>	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%
<b>Mathematics</b>	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%
<b>Science</b>	Grades PK-6 – Twig Science Adoption Year: 2020	0%

<b>History-Social Science</b>	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%
<b>Foreign Language</b>	N/A	N/A
<b>Health</b>	Grade PK - Great Body Shop Adoption Year: 2012 Grade K – 6 - Great Body Shop Adoption Year: 2007	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	N/A

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

## School Facility Conditions and Planned Improvements

Cypress Village Elementary is a newer school with additional structures added to the original building plan. In each phase of construction the facility has added classrooms to support expanded student growth. The school across settings is safe, clean and provides an appropriate learning environment for all students. Any minor maintenance repairs are handled quickly and repair is ensured complete and in good standing. We continue to monitor our facilities to determine if any repairs of facility improvements are needed.

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

10/23/2025

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			23: 4. WATER STAIN CEILING TILES IN HALLWAY BLDG C/ LEARNING CTR: 4. WATER STAIN CEILING TILES IN HALLWAY K 15: 4. CEILING TILES IS LOOSE LIBRARY: 4. WATER STAIN CEILING TILES IN HALLWAY TOWARDS ADMIN RM 1: 4. WATER STAIN CEILING TILES RM 26: 4. CEILING TILE IS MISSING ON HALLWAY RM 6: 4. SINK CABINETS DRAWER NOT CLOSING
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			R- 21: 7. LIGHTS DO NOT TURN OFF ALL THE WAY

## School Facility Conditions and Planned Improvements

<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			13: 9. DRINKING FOUNTAIN HAS LOW FLOW/ PUSH BUTTON IS LOOSE 16: 9. DRINKING FOUNTAIN AND FAUCET HAVE LOW FLOW 25: 9. DRINKING FOUNTAIN HAS LOW FLOW BLDG D/ RM 12: 9. DRINKING FOUNTAIN PUSH BUTTON IS LOOSE RM 17: 9. FAUCET HAS LOW FLOW
<b>Safety:</b> Fire Safety, Hazardous Materials	X			RM 29: 11. PLUG IN AIR FRESHENER IN USE
<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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	66	68	73	74	47	48
<b>Mathematics</b> (grades 3-8 and 11)	63	64	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
<b>All Students</b>	610	573	93.93	6.07	68.06
<b>Female</b>	283	266	93.99	6.01	76.32
<b>Male</b>	327	307	93.88	6.12	60.91
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	370	336	90.81	9.19	75.89
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	29	29	100.00	0.00	86.21
<b>Hispanic or Latino</b>	65	64	98.46	1.54	37.50
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	27	27	100.00	0.00	81.48

<b>White</b>	109	107	98.17	1.83	56.07
<b>English Learners</b>	162	126	77.78	22.22	29.37
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	21	19	90.48	9.52	68.42
<b>Socioeconomically Disadvantaged</b>	195	181	92.82	7.18	53.59
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	65	64	98.46	1.54	29.69

## 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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	610	607	99.51	0.49	63.76
<b>Female</b>	283	282	99.65	0.35	63.83
<b>Male</b>	327	325	99.39	0.61	63.69
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	370	369	99.73	0.27	70.19
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	29	29	100.00	0.00	82.76
<b>Hispanic or Latino</b>	65	63	96.92	3.08	30.16
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	27	27	100.00	0.00	77.78
<b>White</b>	109	109	100.00	0.00	55.05
<b>English Learners</b>	162	161	99.38	0.62	34.78
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	21	21	100.00	0.00	66.67

<b>Socioeconomically Disadvantaged</b>	195	194	99.49	0.51	45.36
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	65	64	98.46	1.54	26.56

## 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.

<b>Subject</b>	<b>School 2023-24</b>	<b>School 2024-25</b>	<b>District 2023-24</b>	<b>District 2024-25</b>	<b>State 2023-24</b>	<b>State 2024-25</b>
<b>Science</b> (grades 5, 8 and high school)	54.78	52.41	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	146	145	99.32	0.68	52.41
Female	75	75	100.00	0.00	56.00
Male	71	70	98.59	1.41	48.57
American Indian or Alaska Native	0	0	0	0	0
Asian	93	93	100.00	0.00	53.76
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	17	16	94.12	5.88	56.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	23	100.00	0.00	43.48
English Learners	46	46	100.00	0.00	19.57
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	48	48	100.00	0.00	35.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	16	100.00	0.00	0.00

### 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	92.31%	93.01%	94.41%	93.01%	94.41%

## 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

Cypress Village welcomes and values our parent volunteers. Without our volunteers, many programs and activities would not be possible. There are a variety of avenues for parents to volunteer their time and talents to our school. We encourage and welcome parent volunteers in every classroom. Parent volunteers support a variety of school programs such as our STEAM Innovation Labs, library, ACE program, and school fundraisers. Parents interested in working in the classroom to support the teacher, and the learning process, should contact their child's teacher. Cypress Village's PTA enjoys active membership. Our PTA sponsors an incredible amount of programs and services to students that is headed up this year by Win Chan, PTA President. School Site Council (SSC) is another avenue for parent involvement. The contact person for SSC is Lindsey Knittle, School Site Council Coordinator and Teacher on Special Assignment, or Jennifer Lambert, Principal. Parents can also volunteer on the English Language Advisory Committee. The ELAC is composed of parents of English Language Learners who meet to review our instructional support of all their children. They meet in conjunction with our School Site Council.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1089	1070	99	9.3
Female	517	508	43	8.5
Male	572	562	56	10.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	655	640	34	5.3
Black or African American	17	17	5	29.4
Filipino	45	45	0	0.0
Hispanic or Latino	118	117	34	29.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	61	60	7	11.7
White	191	189	18	9.5
English Learners	293	285	27	9.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	308	305	48	15.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	132	130	16	12.3

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 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	0.98	1.01	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	1.01	0.00
Female	0.00	0.00
Male	1.92	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.46	0.00
Black or African American	5.88	0.00
Filipino	2.22	0.00
Hispanic or Latino	0.85	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.64	0.00
White	2.09	0.00
English Learners	1.71	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.62	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.79	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

Cypress Village's School Safety Plan was developed under the legislative guidelines that created the plan. It is updated annually by our School Safety Committee, and reviewed by Cypress Village's staff and School Site Council Members on September 29, 2025. Disaster Preparedness Plans are reviewed extensively which includes the practice of specific staff assignments through regular drills. This Multi-Hazard Plan includes our response to a variety of disasters as well as how students and staff safety and care will be provided. Most certificated and classified staff members are CPR certified.

### 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	24	3	3	1
1	25	2	5	0
2	31	1	4	1
3	27	1	5	0
4	30	0	4	0
5	27	1	4	0
6	30	1	0	3
Other	7	2	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	27	0	4	0
1	26	0	5	0
2	26	1	5	0
3	25	1	5	0
4	27	1	4	0
5	31	1	0	3
6	33	0	2	0
Other	15	4	1	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	23	2	2	
1	29		4	
2	27	1	4	
3	25	1	5	
4	35			4
5	27	1	4	
6	32	1		4
Other	16	4	1	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	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	1.4
Social Worker	
Nurse	0.8
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.6

## 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>	\$6,711	\$401	\$6,310	\$102,021
<b>District</b>	N/A	N/A	7,069	\$103,831
<b>Percent Difference - School Site and District</b>	N/A	N/A	-16.9	4.5
<b>State</b>	N/A	N/A	\$11,146	\$100,333
<b>Percent Difference - School Site and State</b>	N/A	N/A	-52.2	7.5

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

## Professional Development

The Cypress Village Elementary School Site Council updates our school improvement plan annually, establishing goals for training and curriculum improvement that support school, district, and state goals. The School Site Council also collaborates on the use of school site funds to support curriculum and staff development activities related to our school plan. Cypress Village Elementary School and the Irvine Unified School District are committed to continuous professional improvement. We continue to develop strategies and practices that differentiate instruction to better meet student needs through the Professional Learning Communities model. In addition to the three full days of staff development, a six-hour waiver day, and three two-hour staff development sessions, teacher training is provided monthly at staff meetings, through district-sponsored training, and the attendance by individual teachers or groups of teachers at educational conferences provided outside the Irvine Unified School District. Over the last few years, training has focused on instruction in language arts and math, Professional Learning Communities, classroom technology strategies, math interventions, and student mental health and behavior. Trainings included Thinking Maps, Behavior / AI, Inclusive Practices: Behavior Trainings/ Gemini, and Thinking Maps with English Language Development.

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

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