Greentree Elementary 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/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.

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	Greentree Elementary School
Street	4200 Manzanita
City, State, Zip	Irvine, CA 92604
Phone Number	(949) 936-5800
Principal	Tamara Brown
Email Address	tamarabrown@iusd.org
School Website	https://greentree.iusd.org/
Grade Span	K-6
County-District-School (CDS) Code	30-73650-6089445

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

I am pleased and honored to present Greentree Elementary School's Annual School Accountability Report Card. This Report Card reflects current information. It provides an overview of our school profile and communicates specific data regarding demographics and student achievement results.

Located in the village of Greentree, our school is a neighborhood school with an enrollment of approximately 400 students in grades Pre-Kindergarten through Grade 6 including four self-contained Specialized Academic Instruction (SAI) classrooms serving grades Pk - 6. Our attendance area includes the communities of California Homes, Greentree, Heritage Park, Heritage Point, Irvine Groves, Walnut Square, El Camino Glen and the Willows. We have an open enrollment policy that allows children

2025-26 School Description and Mission Statement

from other communities in Irvine the opportunity to attend Greentree Elementary School. Greentree Elementary School has a diverse community with children coming to us from many cultural backgrounds. This diversity allows for many additional learning experiences for our students.

There are many people who share the responsibility for the successful education of children at Greentree Elementary School. We have a strong instructional staff that is committed to providing children with the highest educational experience possible. Our school support staff, our school office, and our custodial staff are all integral parts of our school. Our mission at Greentree Elementary School, is to foster a growth mindset, in order to empower all students to be risk takers, creative critical thinkers, communicators who collaborate, and who are committed to success. Through our professional learning communities we celebrate both academic and social responsibility in all of our students.   It is our Vision to be: "One Team ~ One Goal ~ Committed to success for All".

It is our philosophy to provide an academic environment that is safe and child-centered. Our teachers are involved in staff development opportunities that provide further excellence in teaching. They work together in Professional Learning Communities to plan and analyze student work and progress. All students are challenged to reach their individual potential. Students who have not reached proficiency in reading or math are offered additional instruction within the classroom setting, during the instructional day through WIN time and other small group interventions. Our Tier 3 Intervention program (Learning Lab) and Title I Teacher pull out services are designed to provide those students who are at greatest risk, research based instructional strategies to help develop students' foundational skills in reading, math and writing.   Our program offerings include English Learner clusters Pk - 6th, GATE clusters in our 4th - 6th grade classrooms, support services (Speech, Occupational Therapist, Physical Therapist, Elementary Resource Counselor (ERC), and school psychologist),and a school site Teacher On Special Assignment (TOSA) to work with our staff and our students. Our curriculum specialists provide enrichment in the areas of art, music and science and our support staff provides assistance and reinforcement of essential skills learned in the classroom.

Greentree Elementary School practices Positive Behavior Interventions and Supports (PBIS). Staff, through collaborative staff development opportunities, created the behavioral expectations for student behaviors on our campus. These behavioral expectations are explicitly taught and reinforced through our schoolwide SOAR matrix as well as by classroom SOAR matrices for expectations within the classroom setting. It is our hope that these practices will help students build internal practices so they can experience healthy self-esteem and develop a vision and a passion about ways to contribute to their community. We conduct monthly awards to honor student academic and behavioral achievements. Our school is a No Place for Hate School which strives to build a learning community of inclusivity, respect and equity. Our Elementary Resource Counselor (ERC) has attended professional development in order to champion the efforts for all staff and students to develop a greater respect for differences, increase student's sense of safety and belonging while at school, and amplifying students' voices in creating the school they want as committee leaders designing school-wide activities.

The Greentree Elementary School Community is an outstanding example of a true "team." All staff members, our parent community and our remarkable students work together to consistently be successful.

It is with a strong sense of school pride that I share this Accountability Report Card with you.

Sincerely,

Tamara J. Brown, Principal

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	76
Grade 1	39
Grade 2	59
Grade 3	59
Grade 4	66
Grade 5	66
Grade 6	69
Total Enrollment	434

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.9
Male	54.1
Asian	32.5
Black or African American	0.9
Filipino	2.8
Hispanic or Latino	27.4
Two or More Races	16.4
White	20
English Learners	16.4
Foster Youth	0.2
Homeless	0.2
Socioeconomically Disadvantaged	30
Students with Disabilities	20.3

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.8	83.15	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)	1	5.62	11.4	0.79	11953.1	4.28
Unknown/Incomplete/NA	2	11.24	83.8	5.82	15831.9	5.67
Total Teaching Positions	17.8	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)	14.3	84.34	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	2.6	15.66	86.2	6.22	14303.8	5.15
Total Teaching Positions	16.9	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)	14	86.63	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)	1.1	7.18	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	1	6.19	56.9	4.05	13705.8	4.91
Total Teaching Positions	16.1	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	1.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	1.1

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	1.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	1.00	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	4.5	4.5
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	4.1	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

Greentree is a facility made up of 5 pods developed around a newly updated central office, iLab, and media center. Each pod/neighborhood consists of four classrooms and boys and girls restrooms. The pod areas were renovated in the summer of 2017 and now consist of open collaborative spaces with innovative furniture for various student instructional purposes. Five portable classrooms, located to the North of the main building house our ELOP during/after school program (G5), a science lab (G1), Speech (G3), Occupational Therapy/Physical Therapy (G4), as well as our Elementary Resource counseling office (G2). We have a large field area directly behind our school which is used for K-6 Physical Education and recreation activities during recess and lunch periods. Four (4) additional pieces of playground equipment were added to increase inclusive activities for our students. Our school and our fields are also used by community groups on evenings and weekends with prior district approval. A three foot high barrier wall and a six foot high fence separate our field from the Metro Link tracks to ensure student safety. Measure E work began on the GT campus in October 2023. The work was completed in August 2024 and includes a new stand alone Multi-Purpose room (The Treehouse), an expanded nutrutional services/cafeteria area, and a new Innovation Lab space, as well as a principal's conference room.

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			F4: 4. CEILING TILES ARE LOOSE
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			B2: 7. ELECTRICAL CONDUIT IS LOOSE ON CEILING/ ELECTRICAL COVER IS BROKEN F1: 7. ELECTRICAL CONDUIT IS LOOSE ON CEILING

School Facility Conditions and Planned Improvements

			F2: 7. OUTLET BOX IS LOOSE ON WALL K E2: 7. ELECTRICAL CONDUIT IS LOOSE ON CEILING
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		K E4: 9. DRINKING FOUNTAIN PUSH BUTTON IS LOOSE
Safety: Fire Safety, Hazardous Materials	X		C1: 11. PLUG IN AIR FRESHENER IN USE C4: 10. PLUG ON AIR FRESHENER IM 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)	54	60	73	74	47	48
Mathematics (grades 3-8 and 11)	49	57	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	264	258	97.73	2.27	59.69
Female	115	112	97.39	2.61	64.29
Male	149	146	97.99	2.01	56.16
American Indian or Alaska Native	0	0	0	0	0
Asian	101	96	95.05	4.95	63.54
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	65	65	100.00	0.00	46.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	38	37	97.37	2.63	70.27

White	50	50	100.00	0.00	58.00
English Learners	47	43	91.49	8.51	23.26
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	83	81	97.59	2.41	49.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	50	94.34	5.66	14.00

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	264	260	98.48	1.52	57.14
Female	115	113	98.26	1.74	53.10
Male	149	147	98.66	1.34	60.27
American Indian or Alaska Native	0	0	0	0	0
Asian	101	99	98.02	1.98	67.35
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	65	65	100.00	0.00	36.92
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	38	37	97.37	2.63	64.86
White	50	49	98.00	2.00	53.06
English Learners	47	46	97.87	2.13	31.11
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	83	83	100.00	0.00	45.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	50	94.34	5.66	18.37

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)	43.28	41.79	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	67	67	100.00	0.00	41.79
Female	33	33	100.00	0.00	39.39
Male	34	34	100.00	0.00	44.12
American Indian or Alaska Native	0	0	0	0	0
Asian	24	24	100.00	0.00	50.00
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	17	17	100.00	0.00	23.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	36.36
White	13	13	100.00	0.00	53.85
English Learners	11	11	100.00	0.00	9.09
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	20	20	100.00	0.00	30.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	6.67

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	98.51%	98.51%	97.01%	97.01%	100.00%

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 and staff work in partnership to ensure that every child is successful. There are many wonderful opportunities for parental involvement at our school both in person and behind the scenes. Our teachers meet with parents in the Fall to set goals for each child's academic program. The School Site Council (SSC) is an advisory group that meets regularly to receive information, discuss school programs and provide input towards school based decision making. This group is comprised of an equal representation of members of the community (5) and site level staff (5). SSC members serve a two year term on this council. Our Greentree PTA supports our school program by encouraging and organizing parent involvement and enriching the school programs by providing enrichment opportunities such as special assemblies, services, activities, fieldtriips, and providing funding for classroom supplies. Parents can become involved with PTA by attending regularly scheduled PTA association meetings, in person, as posted on our school website and/or accessing information directly from the PTA website at https://greentreepta.givebacks.com. This website can also be accessed to get in contact with any of our PTA Board Members. Greentree conducts at least three (3) parent academy nights throughout the year to help educate parents around school curriculum, parenting support, SEL/Behavioral support, etc. Parent volunteers are needed throughout the year to help support various school/district/city events. Each year our teachers have many clerical/planing type tasks, as well as volunteer opportunities within the classroom, that require parental assistance so that teachers can better focus on instruction. Our school is also always looking for parents to help support our ACE after school program, our Tournament of Champions tournaments, our PTA Reflections contest and so much more. Parents also have the opportunity to informally meet with the school principal and other parents by attending Pastries with the Principal on a monthly basis.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	465	455	51	11.2
Female	215	210	23	11.0
Male	250	245	28	11.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	151	149	14	9.4
Black or African American	--	--	--	--
Filipino	13	12	1	8.3
Hispanic or Latino	129	125	24	19.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	71	71	3	4.2
White	97	94	9	9.6
English Learners	83	81	11	13.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	167	162	25	15.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	115	111	22	19.8

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

C. Engagement	State Priority: School Climate

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
0.83	0.63	0.22	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	0.22	0.00
Female	0.00	0.00
Male	0.40	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.66	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.20	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	0.00	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

Greentree School has developed a comprehensive Safe School Plan. Our plan is evaluated yearly and amended, as needed by the School Site Council and School Safety Planning Committee. This plan was reviewed with the members of the follwing committees on these dates:
1) School Site Council (9/23/25)
2) Greentree Rainbow Rising (our onsite child care center (9/22/25)
3) Greentree Staff (9/10/25)

Key elements of the plan include:

- Disaster Procedures
- Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees
- Rules and Procedures on School Discipline.
- Student Discipline/Crime Statistics
- Incident Command System ~ Organizational Chart
- Emergency Response Plan and Procedures for Emergency Incidents
- District Emergency Plan for Multi-Hazard Response

* After Hours Emergency Protocol

Monthly fire evacuation and safety drills are conducted and our school participates in earthquake preparedness twice each year as part of our commitment to a safe and orderly campus. The disaster preparedness committee meets on a regular basis to continually update and improve our plan. A school crisis team has also been formed for an unforeseen crisis situation. Students and staff alike participate in annual "lock down" drills each year for practice in emergency situations. In addition, Greentree Elementary School has the ParentSquare Web Portal messaging system that allows us the opportunity to contact all parents at once in the event of an emergency via their phones, e-mail, text, or a combination of any or all of the above. The school is equipped with the necessary items and emergency supplies to shelter students immediately following a disaster and until students can be moved to a safe harbor. Greentree School also has social media accounts to alert parents to any and all issues at Greentree School, especially in the area of safety. Parents can follow us at: FaceBook: Greentree School IUSD Instagram: greentree_iusd

Greentree is equipped with mulitple exterior and one (1) interior camera to capture images of anything significant that could harm our facility and/or our students, staff and community that are housed within the facility. We also have the ability to "lockdown" our school at the push of a button that will immediately notify a third party to contact local authorities should any kind of need arise. Our Atlas clocks, which are placed in all classrooms, offices, portables, nutrition services, and MPR have all now been equipped with a verbal announcement and running message that states "Lockdown" if the lockdown button is initiated.

We place a high value and have a strong commitment to safety at Greentree Elementary School.

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	10	8	0	0
1	19	1	2	0
2	25	0	2	0
3	24	0	2	0
4	32	0	2	0
5	29	0	2	0
6	34	0	0	1
Other	17	2	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	10	4	0	0
1	27	0	2	0
2	26	0	2	0
3	32	0	2	0
4	29	0	2	0
5	34	0	0	1
6	30	0	2	0
Other	15	3	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	11	4		
1	19	1	1	
2	27		2	
3	26		2	
4	31		2	
5	22	1	2	
6	35			2
Other	11	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	1
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.6

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
School Site	$7,849	$514	$7,335	$110,589
District	N/A	N/A	7,069	$103,831
Percent Difference - School Site and District	N/A	N/A	3.1	12.5
State	N/A	N/A	$11,146	$100,333
Percent Difference - School Site and State	N/A	N/A	-38.0	15.6

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

Greentree Elementary School staff exemplifies a strong community of learners. Staff professional development has been a powerful and essential ingredient of teachers' continuing education. At Greentree Elementary School, our staff takes seriously the commitment of lifelong learning and intellectual risk-taking. Teachers are involved in three (3) full day district wide professional learning opportunities with an addiitonal 12 hours of distributed time after school, that continually refine and extend their teaching strategies. For the 25-26 school year these 12 hours have been distributed as such: one (1) two and a half hour day (10/22/25) three (3) two hour PD days (9/17/25,10/15/25, 11/12/25) one (1) one and a half hour day (3/4/26), and two (2) one hour PD days (10/1/25, 12/10/25) for a total of 7 days of after school professional learning. Grade level teams work in Professional Learning Communities to plan, share ideas/materials, analyze student learning data, and to problem solve strategies to provide a cohesive program within each classroom. Current research in education in the areas of The Science of Reading, Equity, Excellence, Diversity and Inclusion (EEDI)/Anti-bias, Social Emotional learning, and Challenging Behaviors are what drive our current professional development needs and have been identified as priorities for us. We have also committed to a schoolwide writing program (Step Up to Writing) as well as continue to train staff on safety measures and protocols. Our areas of focus for professional development in past years have centered around the following concepts: Assessment/Grading Practices, Positive Behavior Intervention and Supports (PBIS), Professional Learning Communities (all 2nd - 6th grade teachers have participated in one of the Power Up Your PLC's at this time), Next Generation Science Standards, Technology, including SAMR training, Step Up to Writing, as well as annual Safety Drill participation and various district wide initiatives.

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	5	4	7