

Loma Ridge 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	Loma Ridge Elementary School
Street	500 Tomato Springs
City, State, Zip	Irvine
Phone Number	9494041400
Principal	Corey Pace
Email Address	coreypace@iusd.org
School Website	lomaridge.iusd.org
Grade Span	K-6
County-District-School (CDS) Code	30736500138719

2025-26 District Contact Information

District Name	Irvine Unified School District
Phone Number	9499365000
Superintendent	Cassie Parham
Email Address	CassieParham@iusd.org
District Website	iusd.org

2025-26 School Description and Mission Statement

Loma Ridge opened in August of 2019 and is located in the Irvine village of Portola Springs serving students in pre-kindergarten through sixth grades. Our vision is to establish a positive, welcoming environment, grounded in relationships, where growth mindsets are nurtured and a passion for learning is modeled so that every student engages, learns, and thrives. In an effort to bring our vision to reality, we have implemented multiple practices across our school that nurture connections and build relationships. Every morning, students can be seen at classroom doors selecting a personal morning greeting to exchange with their teacher. Additionally, we are a Calm Classroom school meaning every student at Loma Ridge experiences three two minute mindfulness experiences along with their teacher and classmates each day. We have also made it a weekly practice to engage in restorative circles in each of our classrooms. Circles are great for problem solving when an issue arises

2025-26 School Description and Mission Statement

or just for getting to know one another through a facilitated process. Second Step digital lessons occur throughout the school year on a weekly basis to provide social emotional learning. Our students and staff use the Zones of Regulation to communicate how they are feeling and our PBIS framework offers staff the opportunity to positively reinforce and support our students in showing expected behavior at school.

With high levels of engagement and the goal for students to thrive, we have also placed a heavy emphasis on four Cs - collaboration, communication, creativity and critical thinking. These skills can be observed in our classrooms on a daily basis throughout the learning experiences. Our innovation lab is also a hot spot for STEAM learning where students interact with all sorts of technology and art experiences where they apply their scientific, mathematical, and engineering skills. Students have the experience of visiting the lab once a week with their class.

Our teachers differentiate classroom instruction to provide a more personalized learning experience targeting the essential standards. All teachers employ small groups during ELA and math instruction daily and provide opportunity for student voice and choice as frequently as possible with both learning and assessment. Following their best first instruction, PLC teams analyze student data each week to determine the need for tier two intervention. Student data indicating specific needs is used to determine specific skill/concept focus for tier two instruction and student groups are formed. Teachers collaborate to serve these learning needs during WIN (What I Need) time while their students working at benchmark or above engage in independent learning experiences that increase depth and complexity of recent learning and focus on nurturing communication and collaboration skills. Our tier three support is provided by our Intervention TOSA in small groups daily once PLC teams identify the ongoing intervention need for students following tier two intervention.

With our highly skilled, dedicated, kind and caring staff, with the incredible PTA and community support we receive, and with our state-of-the-art facility, our students are sure to thrive here at Loma Ridge.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	141
Grade 1	98
Grade 2	108
Grade 3	119
Grade 4	103
Grade 5	102
Grade 6	95
Total Enrollment	766

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.9
Male	55.1
American Indian or Alaska Native	0.3
Asian	65.1
Black or African American	0.1
Filipino	3.5
Hispanic or Latino	6.1
Native Hawaiian or Pacific Islander	0.1
Two or More Races	10.4
White	14
English Learners	13.1
Socioeconomically Disadvantaged	11.5
Students with Disabilities	14.6

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.5	92.86	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	4.76	11.4	0.79	11953.1	4.28
Unknown/Incomplete/NA	0.5	2.38	83.8	5.82	15831.9	5.67
Total Teaching Positions	21	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)	23.3	92.12	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	7.88	86.2	6.22	14303.8	5.15
Total Teaching Positions	25.3	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)	25.4	92.72	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	3.64	38.1	2.71	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	3.64	38.3	2.73	12112.8	4.34
Unknown/Incomplete/NA	0	0	56.9	4.05	13705.8	4.91
Total Teaching Positions	27.4	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
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	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	1
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	1.00	0	1

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)	4.1	4	7.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.1	3.8	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

At Loma Ridge, we are fortunate to have a brand new facility that recently opened in 2019. Given that, we have a safe, clean and more than adequate learning environment for our students and staff. We are excited to have had district support which funded the opportunity for our team to install a sensory space for our students in the Fall of 2020. This space is an enhancement to our facility and offers equipment and an environment conducive to meeting the sensory needs of our students. It is also a space to help students who are emotionally dysregulated to calm down and return to a positive mindset for learning. Last year, our facility was augmented with an eight classroom villa that was first inhabited by students and staff in January 2024.

Year and month of the most recent FIT report

10/21/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: RM B-7: 2. AC NOT WORKING PROPERLY (PER TEACHER)
Interior: Interior Surfaces	X			RM A-2: 4. WATER STAIN CEILING TILES RM B-16: 4. WATER STAIN CEILING TILES 9. DRINKING FOUNTAIN PUSH BUTTON IS LOOSE RM B-18: 4. WATER STAIN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			RM B-1: 9. DRINKING FOUNTAIN HAS LOW FLOW RM B-14: 9. DRINKING FOUNTAIN HAS LOW FLOW RM B-16: 4. WATER STAIN CEILING TILES 9. DRINKING FOUNTAIN PUSH BUTTON IS LOOSE RM B-5: 9. DRINKING FOUNTAIN HAS LOW FLOW RM B-8: 9. DRINKING FOUNTAIN HAS LOW FLOW RM B-9: 9. DRINKING FOUNTAIN HAS LOW FLOW
Safety: Fire Safety, Hazardous Materials	X			
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)	70	75	73	74	47	48
Mathematics (grades 3-8 and 11)	68	71	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	425	410	96.47	3.53	75.12
Female	178	176	98.88	1.12	81.82
Male	247	234	94.74	5.26	70.09
American Indian or Alaska Native	--	--	--	--	--
Asian	270	256	94.81	5.19	78.91
Black or African American	--	--	--	--	--
Filipino	13	13	100.00	0.00	76.92
Hispanic or Latino	33	33	100.00	0.00	66.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	45	45	100.00	0.00	73.33

White	60	59	98.33	1.67	66.10
English Learners	57	42	73.68	26.32	40.48
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	51	50	98.04	1.96	62.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	51	96.23	3.77	23.53

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	424	421	99.29	0.71	70.78
Female	177	177	100.00	0.00	71.75
Male	247	244	98.79	1.21	70.08
American Indian or Alaska Native	--	--	--	--	--
Asian	270	268	99.26	0.74	73.88
Black or African American	--	--	--	--	--
Filipino	13	13	100.00	0.00	84.62
Hispanic or Latino	33	33	100.00	0.00	57.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	45	45	100.00	0.00	66.67
White	60	59	98.33	1.67	64.41
English Learners	57	55	96.49	3.51	36.36
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--

Socioeconomically Disadvantaged	51	51	100.00	0.00	56.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	52	98.11	1.89	26.92

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	58.95	53	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	100	100	100.00	0.00	53.00
Female	50	50	100.00	0.00	70.00
Male	50	50	100.00	0.00	36.00
American Indian or Alaska Native	0	0	0	0	0
Asian	61	61	100.00	0.00	54.10
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	41.67
White	15	15	100.00	0.00	53.33
English Learners	17	17	100.00	0.00	23.53
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	13.33

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

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	98.00%	95.00%	100.00%	96.00%	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.
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2025-26 Opportunities for Parental Involvement
<p>At Loma Ridge, parents are encouraged to be our partners in educating our students. There are multiple opportunities for parental involvement beginning with consistent and active engagement in communicating with classroom teachers to keep apprised of the learning that is occurring in the classroom. Additionally, parents are welcomed as volunteers within the classroom assisting with small groups during instruction as well as with clerical tasks in preparation for future learning experiences. Parents who are unable to volunteer during the school day due to other commitments are able to support their child's classroom by preparing materials at home and sending them back to school.</p> <p>We also have our Parent Teacher Association (PTA) and School Site Council (SSC) at Loma Ridge. Both groups engage parents as active participants and influencers in planning, implementing and monitoring of programs and practices at Loma Ridge. PTA is responsible for all community-building, supplemental programs such as assemblies & classroom events and fundraising campaigns. We encourage all parents to join our PTA even when they are unable to volunteer. Membership alone shows parental support. For those who are able to volunteer, PTA seeks parents to volunteer at events, as coordinators of events/programs, and to serve on our executive board. The School Site Council (SSC) reviews the site level action plan and is informed of the school's expenditures that meet those actions. Additionally, our council members have the unique opportunity to learn in more detail about the inner workings of our school and activities/events that impact the education of students here at Loma Ridge. Our SSC is comprised of five staff members and five parents. Each member is voted in for a two year term and any parent is welcome to run for a member position when the opportunity arises at the beginning of each school year.</p>

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	823	807	58	7.2
Female	367	360	25	6.9
Male	456	447	33	7.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	539	526	31	5.9
Black or African American	--	--	--	--
Filipino	27	27	2	7.4
Hispanic or Latino	48	48	8	16.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	90	88	9	10.2
White	111	111	7	6.3
English Learners	125	120	9	7.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	110	108	9	8.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	147	146	16	11.0

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	0.37	0.97	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	0.97	0.00
Female	0.00	0.00
Male	1.75	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.93	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	1.11	0.00
White	0.90	0.00
English Learners	2.40	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.64	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.68	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

The most recent review of the Loma Ridge School Safety Plan occurred September, 2025. Our plan includes our school discipline policy and positive behavioral expectations, our safe routes to school and emergency evacuation school map, incident command chart and duties, utility shut-off locations and after school emergency procedures, and emergency response plans for all potential emergency situations. Our staff reviews and updates the plan each Fall and implements the plan during drills throughout the school year. We complete a fire drill monthly as well as two disaster and two lockdown drills each school year. This year our safety committee has collaborated with the Irvine Police Department (IPD) to conduct whole staff trainings and table top drills to practice our response to different scenarios that could occur at a school site.

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	27	0	4	0
1	29	0	4	0
2	32	0	3	0
3	31	0	3	0
4	28	0	3	0
5	27	0	3	0
6	33	0	1	0
Other	9	4	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	1	2	0
1	25	1	3	0
2	22	1	4	0
3	26	1	3	0
4	31	0	3	0
5	31	0	4	0
6	29	0	3	0
Other	17	4	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	16	4	2	
1	24	1	3	
2	26	1	3	
3	29		4	
4	26	1	3	
5	31		3	
6	30		3	
Other	18	2	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
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	
Other	2.3

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	\$6,205	\$195	\$6,010	\$95,659
District	N/A	N/A	7,069	\$103,831
Percent Difference - School Site and District	N/A	N/A	-24.4	-2.0
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-56.7	1.1

Fiscal Year 2024-25 Types of Services Funded

State, federal, and local dollars support students in K-12 public schools. The largest funding source is from the state under the Local Control Funding Formula. The Local Control Funding Formula (LCFF) is the method of allocating funds to school districts. The LCFF model has three sources of state funding with local discretion to determine how best to spend those funds in the service of students. All districts receive a BASE of per-student funding that varies slightly depending on grade level. All districts also receive SUPPLEMENTAL funding. IUSD has used BASE and SUPPLEMENTAL funding to support the following programs:

Site Programs and Services: 1) Support professional learning and teacher coaching through induction program, content TOSAs and teacher mentor program , 2) provide summer school and summer athletic programs, 3) Allocating site funding and staffing to support student achievement through support of Professional Learning Communities (PLC) and site PLC coaches, 4) Elementary P.E. paraprofessionals, 5) Support for English language learners, 6) Elementary science, music, and art programs, 7) Purchase textbooks and instructional materials, 8) Develop a technology rich learning environment including; Technology matching programs, Technology Maintenance fund and site technology support staff, 9) Maintain previously implemented class-size reduction, 10) Additional secondary sections to reduce class size, 11) Maintain positive behavioral intervention and

Fiscal Year 2024-25 Types of Services Funded

support program, 12) Maintain site staffing with full-time assistant principals, 13) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 14) Support interventions and supplemental programs impacting English learners, low income and foster youth, 15) Continue to build Career-Technical Education pathways and blended on-line learning opportunities for students, 16) Implementing mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

CONCENTRATION grant funding equal to 50 percent of the base is provided to districts in which English-learners, low-income students and foster youth exceed 55 percent of the total enrollment. Irvine Unified School District is not eligible for concentration funding because its enrollment does not exceed the 55 percent threshold.

Federal funds are designed to supplement state resources by narrowing funding gaps for at-risk students, including students with disabilities, foster youth, students experiencing homelessness, and socioeconomically disadvantaged households. Federal grants include:

Title I under the Elementary and Secondary Education Act (ESEA) and Part B under the Individuals with Disabilities Education Act (IDEA)

Funds are used to support effective evidence-based educational strategies that close the achievement gap and enable students to meet the state's challenging academic standards. All schools identified for Title I operate Schoolwide Programs

Title III funds assist with language instruction for English Learners (EL) and immigrant students.

Title IV funds are used to increase district/site capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve use of technology to improve the academic achievement and digital literacy of all students.

Finally, the Irvine Unified School District is proud of the partnerships with the Irvine Public School Foundation (IPSF), the City of Irvine with the Educational Partnership Fund (EPF) that support programs and services for all students.

Fiscal Year 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

Our professional learning plan this year is focused on the certification of all teachers in Guided Language Acquisition Design (GLAD). GLAD strategies are robust and offer our teachers the opportunity to develop their skills and implementation of strategies that support all learners and provide increased access for our English learners.

Professional Development

With our growing enrollment, the introduction of new staff is a regular practice each year and implementation of our schoolwide practices and programs require professional learning for our new staff. Roadrunner Rookie meetings offer a forum every six weeks for new teachers to receive truncated professional learning about these programs and practices to augment the support they receive from their grade level colleagues during their PLC and grade level planning meetings.

Our professional learning is supported by the Be GLAD asynchronous training model, by Loma Ridge teachers who are experts in certain areas as well as by district specialized staff including Teachers on Special Assignment (TOSAs), Coordinators and Directors. Additionally, outside consultants are utilized when needed. Our professional learning days are a combination of three full days (six hours per day) and six days of two hour afternoon sessions after school. We are privileged to have the opportunities available to us and are committed as a staff to being lifelong learners in order to best serve our Loma Ridge students.

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	9