

Plaza Vista School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Plaza Vista School
Street	670 Paseo Westpark
City, State, Zip	Irvine, CA 92606
Phone Number	(949) 936-6950
Principal	James Parker
Email Address	JamesParker@iusd.org
School Website	plazavista.iusd.org
Grade Span	K-8
County-District-School (CDS) Code	30-73650-6115786

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

Plaza Vista School is a Pre-K through 8th Grade single-track, year-round calendar school located in the community of Irvine. The Irvine Unified School District, located approximately forty-five miles southeast of Los Angeles, serves over 35,000 students representing a diverse population of both ethnic and socio-economic groups. Over 800 students attend Plaza Vista School. The building is a beautiful, modern single story facility encompassing 63,000 square feet and was built in 1999. Our school proudly serves over twenty languages with concentrations in Mandarin, Vietnamese, Korean, Japanese, Spanish and Farsi. The Plaza Vista student population is a microcosm of the rich diversity found in California. As a Pre-K through 8th Grade school, we will have the pleasure of watching these children grow and develop over a span of a decade. This extended family makes Plaza Vista a special place for children and adults.

2025-26 School Description and Mission Statement

We at Plaza Vista are committed to ensuring all students experience successes regularly. Through the effective use of collaboration and dedicated time we will utilize all available resources for students to reach and exceed individual goals. Our mission is to create a school that fosters open lines of communication and support. We value honesty and respect for all. The curriculum is comprehensive and considers each individual. We desire a school that is safe, clean, and attractive. Our intent is to provide an appreciative, friendly atmosphere for all of our community. We are committed to the love of learning and will actively seek to instill this desire in our students. Our primary goal is academic, social, and physical achievement for all students.

Plaza Vista opened its doors in 1999 as a year-round option for Irvine students with a focus on family, the arts, and academics. Today, Plaza Vista is a neighborhood school with many of the traditions from its outset continuing to thrive. Science specialists and science teachers serve students starting in 4th grade. Our supportive PTA helps fund coding and other enrichments. IPSF helps fund numerous instructional aides (with some of those staff holding teacher credentials) and music classes for all students. Computers are available for students in all grades along with Chromebooks and iPads (thanks in part to our amazing PTA). All students have at least one computer or Chromebook per student to use at school (1:1). Plaza Vista's Positive Behavior Intervention System framework is PRIDE- Partnership, Respect, Integrity, Determination, and Empathy. Our entire student body benefits from our middle school students' leadership via student council, PRIDE mentoring, National Junior Honors Society, No One Eats Alone Day, recycling work, and more. Our amazing PTA strengthens community and provides resources for our school program in numerous ways including our annual carnival in May (please join us!), the Jog-a-thon, the annual membership drive, family nights (which have included a magic show, bowling, restaurant nights, a "drive-in" movie, bingo, guest speakers, the book fair, assemblies, bake sales, lunch-time activities and games, field trips, Red Ribbon Week, and more! The Mission Statement of Plaza Vista is: All staff through collaboration, shared leadership, and while engaging in intellectual risk-taking, will support every child. An unofficial but hallowed slogan here painted in the hallway is: We take care of this place, we take care of each other.

Plaza Vista is a California Gold Ribbon School, a California Distinguished School (three times awarded), and a California Honor Roll School.

Our students achievement on standardized exams consistently ranks amongst the highest in the state (like many Irvine schools).

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	123
Grade 1	78
Grade 2	90
Grade 3	82
Grade 4	97
Grade 5	83
Grade 6	104
Grade 7	107
Grade 8	71
Total Enrollment	835

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.9
Male	51.1
American Indian or Alaska Native	0.5
Asian	51.3
Black or African American	1
Filipino	4.1
Hispanic or Latino	14.6
Native Hawaiian or Pacific Islander	0.5
Two or More Races	7.9
White	20.1
English Learners	24.1
Foster Youth	0.1
Homeless	0.5
Socioeconomically Disadvantaged	20.4
Students with Disabilities	7.5

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.8	92.83	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)	1.3	4.43	42.5	2.95	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	11.4	0.79	11953.1	4.28
Unknown/Incomplete/NA	0.8	2.73	83.8	5.82	15831.9	5.67
Total Teaching Positions	29.9	100	1441.5	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.6	92.69	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)	0.6	2.13	18.8	1.36	11746.9	4.23
Unknown/Incomplete/NA	1.5	5.14	86.2	6.22	14303.8	5.15
Total Teaching Positions	30.9	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)	29.6	92.68	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	3.28	38.1	2.71	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.2	4	38.3	2.73	12112.8	4.34
Unknown/Incomplete/NA	0	0	56.9	4.05	13705.8	4.91
Total Teaching Positions	31.9	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
Permits and Waivers	0.00	0	0
Misassignments	1.30	0	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.30	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	0.00	0	0
Local Assignment Options	0.00	0.6	1.2
Total Out-of-Field Teachers	0.00	0.6	1.2

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)	17.1	5.6	6.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.4	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
Reading/Language Arts	Grade PK - Handwriting Without Tears, Kick Start Kindergarten (Learning Without Tears) Adoption Year: 2019 Grade K - 2 - California Journeys (Houghton Mifflin) Adoption Year: 2017 Grade 3 - 5 - Texts for Close Reading (Benchmark) Consumables Adoption Year: 2017 Grade 6 – 8 - StudySync: Reading & Writing Companion - (McGraw Hill) Adoption Year: 2017	0%
Mathematics	Grade PK - ST Math: Early Learning Program (Mind Research Institute) Adoption Year: 2014-15 Grade K – 1 - My Math Grade (McGraw-Hill) Adoption Year: 2014-15 Grade 2 – 5 - Go Math Grade Student Ed (Houghton Mifflin) Adoption Year: 2014-15 Grade 6 - Springboard Mathematics - Course 1 Student Ed (The College Board) Adoption Year: 2014-15 Grade 7 - Springboard Mathematics - Course 2 Student Ed (The College Board) Adoption Year: 2014-15 Enh Math 7/8 - Springboard Mathematics - Course 2 Student Ed (The College Board), Course 3 Student Ed Adoption Year: 2014-15 Grade 8 - Springboard Mathematics - Course 3 Student Ed (The College Board) Adoption Year: 2014-15 MS Enhanced Math I - CA Integrated Mathematics - Volume I & II (Houghton Mifflin) Adoption Year: 2014-15	0%
Science	Grades PK – 5 - Twig Science Adoption Year: 2020	0%

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

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

School Facility Conditions and Planned Improvements

Our facility is extremely comfortable and conducive to learning. The building and grounds are spacious and very utilitarian. We think the appearance of a school as well as its occupants reflects the level of care and attention given to the education of the children inside. Measure E improvements included a refurbished kinder area, a refurbished science lab, and the addition of a music building.

Year and month of the most recent FIT report 10/24/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:

School Facility Conditions and Planned Improvements

			71: 2. AC UNIT IS LOUD 4. WATER STAIN CEILING TILES 15. INTERIOR DOOR KNOWN IS LOOSE
Interior: Interior Surfaces	X		23: 4. WATER STAIN CEILING TILES 32: 4. CARPET IS SEPARATING AT SEAM 42: 4. CEILING TILES HAS HOLE 51: 4. WATER STAIN CEILING TILES 71: 2. AC UNIT IS LOUD 4. WATER STAIN CEILING TILES 15. INTERIOR DOOR KNOWN IS LOOSE 72: 4. WATER STAIN CEILING TILES RMS 24/ 20: 4. WATER STAIN CEILING TILES IN 20
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical	X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		31: 9. DRINKING FOUNTAIN HAS LOW FLOW 82: 9. FAUCET HAS LOW FLOW
Safety: Fire Safety, Hazardous Materials	X		R-2: 11. PLUG IN AIR FRESHENER IN USE
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		71: 2. AC UNIT IS LOUD 4. WATER STAIN CEILING TILES 15. INTERIOR DOOR KNOWN IS LOOSE

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)	71	68	73	74	47	48
Mathematics (grades 3-8 and 11)	69	66	69	70	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	570	535	93.86	6.14	68.04
Female	263	250	95.06	4.94	73.60
Male	307	285	92.83	7.17	63.16
American Indian or Alaska Native	--	--	--	--	--
Asian	306	274	89.54	10.46	70.44
Black or African American	--	--	--	--	--
Filipino	26	26	100.00	0.00	92.31
Hispanic or Latino	94	93	98.94	1.06	50.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	38	97.44	2.56	71.05
White	97	97	100.00	0.00	72.16
English Learners	114	82	71.93	28.07	29.27
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	21	19	90.48	9.52	57.89
Socioeconomically Disadvantaged	128	121	94.53	5.47	49.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	48	100.00	0.00	54.17

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	570	564	98.95	1.05	66.31
Female	263	262	99.62	0.38	64.12
Male	307	302	98.37	1.63	68.21
American Indian or Alaska Native	--	--	--	--	--
Asian	306	302	98.69	1.31	72.19
Black or African American	--	--	--	--	--
Filipino	26	26	100.00	0.00	65.38
Hispanic or Latino	94	93	98.94	1.06	45.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	39	100.00	0.00	71.79
White	97	97	100.00	0.00	68.04
English Learners	114	111	97.37	2.63	41.44
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	21	21	100.00	0.00	80.95
Socioeconomically Disadvantaged	128	125	97.66	2.34	43.20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	48	100.00	0.00	41.67

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)	58.06	66.45	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	156	155	99.36	0.64	66.45
Female	72	72	100.00	0.00	66.67
Male	84	83	98.81	1.19	66.27
American Indian or Alaska Native	0	0	0	0	0
Asian	76	75	98.68	1.32	70.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	29	29	100.00	0.00	48.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	91.67
White	32	32	100.00	0.00	71.88
English Learners	20	19	95.00	5.00	36.84
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	43	43	100.00	0.00	41.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	40.00

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	92.86%	91.67%	92.86%	91.67%	63.10%
Grade 7	95.33%	98.13%	98.13%	98.13%	98.13%

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

Please feel free to contact the school office and speak with our administrative staff regarding any enrollment or program questions. Our friendly and knowledgeable staff will be glad to be of assistance. Our PTA is highly involved in the daily operations of the school and supports our students with time, money and resources. For more detailed information regarding Plaza Vista's PTA, please visit our school's website. There are a wide variety of opportunities for parents to participate in the activities that occur here at Plaza Vista. We have the school calendar and related items available on our website for those interested in gaining valuable information about our program and activities.

Our School Site Council meets several times a year as well.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	932	900	81	9.0
Female	449	433	45	10.4
Male	483	467	36	7.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	492	470	30	6.4
Black or African American	11	11	4	36.4
Filipino	34	34	0	0.0
Hispanic or Latino	141	135	21	15.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	67	67	3	4.5
White	177	173	19	11.0
English Learners	236	226	17	7.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	224	214	36	16.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	84	80	16	20.0

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
0.34	0	0.32	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	0.32	0.00
Female	0.22	0.00
Male	0.41	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.41	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	0.56	0.00
English Learners	0.42	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	2.38	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 Plaza Vista safety plan is updated annually and is an ongoing school activity conducted with the assistance of the Orange County Fire Authority and the Irvine Police Department and in conjunction with Irvine Unified district office personnel. We practice components of our emergency plan monthly and evaluate our procedures regularly to assure the safest environment for our children. Our Assistant Principal (Jeff Warren) can provide more information and/or a copy of the plan. The plan was reviewed last with PTA this school year.

D. Other SARC Information **Information Required in the SARC**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	7	0	0
1	23	1	2	0
2	24	0	4	0
3	28	0	3	0
4	24	1	3	0
5	27	1	3	0
6	22	10	13	1
Other	29	0	2	0

2023-24 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	6	0	0
1	27	0	3	0
2	25	1	2	0
3	23	1	3	0
4	27	0	3	0
5	33	0	1	0
6	29	2	21	2
Other	27	0	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	15	5		
1	26	1	2	
2	30		3	
3	27		3	
4	32		2	
5	28		3	
6	23	6	21	1
Other	32		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	810

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.2

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,781	\$388	\$7,394	\$106,156
District	N/A	N/A	7,069	\$103,831
Percent Difference - School Site and District	N/A	N/A	0.4	8.5
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-37.2	11.5

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-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

Targeted staff development activities are essential for maintaining and improving quality education. This year we have dedicated full days, plus numerous afternoons to professionally develop and grow as a staff. Our topics of focus this year include:

- Goal Setting
- Positive Behavior Interventions & Support (PBIS)
- Student Support & Interventions including for EL Students
- Examination of student assessment results
- California Common Core Standards
- Technology
- Reading & Literacy Strategies
- Grade Level Articulation
- Professional Learning Communities (PLCs)
- Student Mental Health
- Failure as part of the learning process
- Intellectual risk-taking
- Supporting at risk populations
- MTSS

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	10	10	10