

# Turtle Rock 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

<b>School Name</b>	Turtle Rock Elementary School
<b>Street</b>	5151 Amalfi Drive
<b>City, State, Zip</b>	Irvine, CA 92603
<b>Phone Number</b>	(949) 936-6250
<b>Principal</b>	Jeremy Stonebarger
<b>Email Address</b>	jeremystonebarger@iusd.org
<b>School Website</b>	<a href="https://turtlerock.iusd.org/">https://turtlerock.iusd.org/</a>
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	30-73650-6068647

## 2025-26 District Contact Information

<b>District Name</b>	Irvine Unified School District
<b>Phone Number</b>	(949) 936-5000
<b>Superintendent</b>	Cassie Parham
<b>Email Address</b>	CassieParham@iusd.org
<b>District Website</b>	<a href="http://www.iusd.org">www.iusd.org</a>

## 2025-26 School Description and Mission Statement

"Turtle Rock is a multicultural community of learners who focus on flexible thinking, cooperative problem solving and creativity. Together we respectfully value each other and our unique contributions. We teach, practice and promote tolerance by embracing diversity for all. Each of us demonstrates integrity, honesty and accountability. We are global citizens preparing for the world of tomorrow."

Turtle Rock has been recognized as a California Distinguished School in 2002, 2010, 2014, and most recently, in 2018. The award is based, in part, on several factors including outstanding student performance on statewide assessments, exemplary progress of English Language Learners on various academic indicators, and low rates of absenteeism and behavioral

## 2025-26 School Description and Mission Statement

incidents. The stakeholders of the Turtle Rock community consistently express high levels of satisfaction with the school environment and quality of instruction teachers.

Turtle Rock offers programs to meet the needs of diverse learners. The AAPAS (Alternative Program for Academically Advanced Students) Program is a magnet program that serves students who qualify for a challenge level environment. The GATE (Gifted and Talented Education) program adds depth, complexity, creativity and rigor to the our general education classrooms. The SEI (Sheltered English Immersion) program serves those students who are learning English and our Title I teacher supports our Newcomer English Learners. Our Tier III intervention teacher provides support to students demonstrating a need for re-teaching intervention in the areas of English/Language Arts and Math. For those students who need additional formal supports at school, we also have an outstanding mild/moderate special education program for those students who qualify through the IDEA assessment process. Our 1.5 Elementary Resource Counselors provide counseling and Social/Emotional Learning for our students.

The Turtle Rock staff, students, parents, and community are to be commended for their cooperative spirit. It is with the parents' unending support that we are able to accomplish our goals and help the students reach their full potential.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	97
Grade 1	101
Grade 2	102
Grade 3	125
Grade 4	170
Grade 5	148
Grade 6	138
<b>Total Enrollment</b>	<b>881</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.9
Male	54.1
Asian	53
Black or African American	2.3
Filipino	0.7
Hispanic or Latino	12.7
Two or More Races	8.5
White	22.8
English Learners	17.4
Homeless	0.8
Socioeconomically Disadvantaged	21.3
Students with Disabilities	10.4

### A. Conditions of Learning **State Priority: Basic**

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

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	28	96.55	1300.2	90.2	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	3.5	0.24	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	3.45	42.5	2.95	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	11.4	0.79	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	83.8	5.82	15831.9	5.67
<b>Total Teaching Positions</b>	29	100	1441.5	100	279044.8	100

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25	96.15	1264.8	91.33	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	2	0.14	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	3.85	13	0.94	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	18.8	1.36	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	86.2	6.22	14303.8	5.15
<b>Total Teaching Positions</b>	26	100	1384.9	100	277698	100

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

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	28.3	94.46	1270.8	90.43	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	1	0.07	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.6	2.2	38.1	2.71	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1	3.33	38.3	2.73	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	56.9	4.05	13705.8	4.91
<b>Total Teaching Positions</b>	29.9	100	1405.3	100	278927.1	100

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

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	1.00	1	0.6
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	1	0.6

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	1
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	1

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.4	10.7	6.6
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.9	6.4	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: October 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grade PK - Handwriting Without Tears, Kick Start Kindergarten (Learning Without Tears) Adoption Year: 2019 Grade K - 2 - California Journeys (Houghton Mifflin) Adoption Year: 2017 Grade 3 - 5 - Texts for Close Reading (Benchmark) Consumables Adoption Year: 2017 Grade 6 - StudySync: Reading & Writing Companion - (McGraw Hill) Adoption Year: 2017	0%
<b>Mathematics</b>	Grade PK - ST Math: Early Learning Program (Mind Research Institute) Adoption Year: 2014-15 K – My Math Grade K (McGraw-Hill) Adoption Year: 2014-15 1 – My Math Grade 1 (McGraw-Hill) Adoption Year: 2014-15 2 – Go Math Grade 2 Student Ed (Houghton Mifflin) Adoption Year: 2014-15 3 – Go Math Grade 3 Student Ed (Houghton Mifflin) Adoption Year: 2014-15 4 – Go Math Grade 4 Student Ed (Houghton Mifflin) Adoption Year: 2014-15 5 - Go Math Grade 5 Student Ed (Houghton Mifflin) Adoption Year: 2014-15 Grade 6 - Springboard Mathematics - Course 1 Student Ed (The College Board) Adoption Year: 2014-15	0%
<b>Science</b>	Grades PK-6 – Twig Science Adoption Year: 2020	0%

<b>History-Social Science</b>	PK - Second Step for Early Learning (Committee for Children) Adoption Year: 2017 Grade K – 1 California Studies Weekly (Studies Weekly) Consumables Adoption Year: 2019 Grade 2 – 5 myWorld Interactive (Pearson) Consumables Adoption Year: 2019 Grade 6 IMPACT World History & Geo - Ancient Civilizations (McGraw Hill) Consumables Adoption Year: 2019	0%
<b>Foreign Language</b>	N/A	N/A
<b>Health</b>	Grade PK - Great Body Shop Adoption Year: 2012 Grade K – 6 - Great Body Shop Adoption Year: 2007	0%
<b>Visual and Performing Arts</b>	All students are provided an individual textbook and/or instructional material.	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A

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

## School Facility Conditions and Planned Improvements

Turtle Rock Elementary School opened its doors to children in 1970. Built to accommodate 730 students, the building is designed with three classroom clusters, each containing from five to eight individual instructional areas. The classrooms are self-contained in design. Portables have been added to accommodate additional students living within our attendance area. At present, there are approximately 790 students attending Turtle Rock. In 2020, a new Multi-Use Building (MUB) with three additional classrooms was built using Measure E funds. The MUB houses science and music classes. An additional MUB building is proposed using Measure E funds with a tentative completion date of 6/2031.

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

10/22/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			: K30: 2. RESTROOM EXHAUST FAN IS VERY LOUD 9. DRINKING FOUNTAIN SPRAYS ONTO COUNTER R 3: AC UNIT LEAKS (PER STAFF) R 9: 2. HOLE IN AC DUCT/ RATTLING
<b>Interior:</b> Interior Surfaces	X			10: 4. FORMICA IS BROKEN ON SINK COUNTER 12: 4. FORMICA IS BROKEN ON SINK COUNTER P 33: 4. CEILING TILES IS LOOSE R 1: 4. HOLE IN CEILING TILE
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			

## School Facility Conditions and Planned Improvements

<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			K30: 2. RESTROOM EXHAUST FAN IS VERY LOUD 9. DRINKING FOUNTAIN SPRAYS ONTO COUNTER R 6: 9. DRINKING FOUNTAIN PUSH BUTTON IS LOOSE 15. EXTERIOR DOOR IS DAMAGED R 7: 9. DRINKING FOUNTAIN PUSH BUTTON IS LOOSE
<b>Safety:</b> Fire Safety, Hazardous Materials	X			P 36: 11. NO SKID PAINT IS PEELING ON RAMP R 2: 11. PLUG IN AIR FRESHENER IN USE
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			P 34: 14. SOFT SPOT ON RAMP AT ENTRY/ TRIP HAZARD AT RAMP ENTRY PLAYGROUNDS: 14. HOLES IN RUBBER MATING IN PLAYGROUND AT PORTABLES R 6: 9. DRINKING FOUNTAIN PUSH BUTTON IS LOOSE 15. EXTERIOR DOOR IS DAMAGED

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

## State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	79	84	73	74	47	48
<b>Mathematics</b> (grades 3-8 and 11)	80	80	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	589	543	92.19	7.81	84.35
Female	272	255	93.75	6.25	88.63
Male	317	288	90.85	9.15	80.56
American Indian or Alaska Native	0	0	0	0	0
Asian	342	304	88.89	11.11	87.17
Black or African American	11	9	81.82	18.18	--
Filipino	--	--	--	--	--
Hispanic or Latino	56	54	96.43	3.57	62.96
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	49	47	95.92	4.08	87.23
White	125	124	99.20	0.80	85.48
English Learners	96	57	59.38	40.62	33.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	111	102	91.89	8.11	65.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	61	95.31	4.69	60.66

## 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
<b>All Students</b>	592	578	97.64	2.36	80.24
<b>Female</b>	275	270	98.18	1.82	79.26
<b>Male</b>	317	308	97.16	2.84	81.11
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	342	338	98.83	1.17	86.69
<b>Black or African American</b>	11	9	81.82	18.18	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	58	55	94.83	5.17	47.27
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	50	48	96.00	4.00	87.50
<b>White</b>	125	123	98.40	1.60	77.87
<b>English Learners</b>	98	94	95.92	4.08	45.74
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	114	109	95.61	4.39	62.04
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	64	62	96.88	3.12	53.23

## CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	70.92	74.03	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	154	98.72	1.28	74.03
Female	74	74	100.00	0.00	75.68
Male	82	80	97.56	2.44	72.50
American Indian or Alaska Native	0	0	0	0	0
Asian	98	96	97.96	2.04	77.08
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	19	19	100.00	0.00	36.84
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	29	29	100.00	0.00	82.76
English Learners	30	29	96.67	3.33	17.24
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	29	29	100.00	0.00	48.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	50.00

### 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	99.35%	99.35%	99.35%	99.35%	77.27%

## 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

Parental support at Turtle Rock School is welcomed and encouraged both in and out of the classroom.

Parents may participate in the School Site Council, the English Language Advisory Council (ELAC) and the Parent Teacher Association (PTA). Parents can also give input into the school program through various meetings and survey required by our status as a Title I school. The School Site Council is involved in setting academic and funding priorities that reflect our goals for student performance, including the allocation of Title I, LCFF Supplemental, CA Lottery and Base Account funds. The ELAC also reviews student data and parent engagement activities, topics, as well as family engagement activities for families of English Learners. The PTA offers the opportunity for parents to become involved in many social and fundraising events. Title I Funds support several Parent Education Nights throughout the school year. The PTA sponsors the Fall Festival, the Jog-a-thon, the Multi-Cultural Festival and Family Fun Nights. After-school enrichment classes are available through the Irvine Public Schools Foundation After-Class Enrichment (ACE) program. Parents are encouraged to participate in field trips, class parties, and classroom volunteer opportunities.

The PTA web page is a source of detailed information: [www.turtlerockpta.org](http://www.turtlerockpta.org). You can also find valuable information about the school by visiting the website located at [www.iusd.org/tr](http://www.iusd.org/tr).

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	955	925	83	9.0
Female	440	423	32	7.6
Male	515	502	51	10.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	507	496	19	3.8
Black or African American	23	20	3	15.0
Filipino	--	--	--	--
Hispanic or Latino	127	115	32	27.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	81	79	3	3.8
White	211	209	25	12.0
English Learners	186	175	11	6.3
Foster Youth	--	--	--	--
Homeless	26	14	10	71.4
Socioeconomically Disadvantaged	236	219	42	19.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	130	128	21	16.4

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	0.51	0.52	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	0.52	0.00
Female	0.00	0.00
Male	0.97	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.20	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.57	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.95	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.27	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.31	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

Turtle Rock works diligently with our school community, district personnel and the city of Irvine's Police and Fire departments to keep our school safe. Turtle Rock has a Comprehensive School Safety Plan that was reviewed and updated in September of 2025 by a team of school personnel. Parent groups are also offered the opportunity to review the plan. This year, it was updated and approved by Turtle Rock's School Site Council in October of 2025. The Plan's components are shared with the appropriate stakeholders through the course of the school year. The plan's two primary goals include promoting before and after school safety behaviors and practicing emergency procedures for all events and situations.

First, to encourage appropriate behaviors, our school year begins the year with a school-wide behavior management system kick-off event, "PBIS (Positive Behavior Interventions and Support) Implementation Tours". Students are taught lessons that promote and show them what Safety, Thoughtful Accountable, and Respect should look like throughout our school environment. Bullying prevention is emphasized through counseling, class discussions, special assemblies, and speakers. Making healthy choices education is provided in collaboration with the Irvine Police Department through the DARE program in the sixth grade, during Red Ribbon Week, and through our health curriculum. In addition, a statement of the district policy of "zero tolerance" for drugs, alcohol and violence must be acknowledged by parents as part of the Annual Notification online process.

Secondly, in order to continue promoting school-wide emergency awareness students and staff participate monthly in fire, earthquake or lockdown drills. Staff participates in updating the Comprehensive School Safety Plan. All staff members attend training on emergency procedures biannually from the Irvine Police Department. For emergency purposes there is a school site communication system, stored water, emergency equipment, and medical supplies. School funds are used to upgrade our emergency preparedness supplies.

All visitors register using the Raptor Visitor/Volunteer Management System. Cameras and other security enhancements exist on our site. The Turtle Rock administration and IUSD have a strong relationship with the Irvine Police Department.

## 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	6	0	0
1	29	0	3	0
2	28	0	5	0
3	28	0	4	0
4	32	0	3	0
5	33	0	1	0
6	31	0	3	0
Other	30	0	1	0

## 2023-24 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	6	0	0
1	26	1	3	0
2	23	2	3	0
3	28	1	5	0
4	28	1	3	0
5	28	1	3	0
6	33	0	1	1
Other	29	0	3	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	14	4		
1	25	1	3	
2	26	1	3	
3	31		4	
4	28	1	4	
5	30	1		
6	35			3
Other	30		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	899

## 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	1
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	1

## 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	\$6,772	\$459	\$6,312	\$105,251
District	N/A	N/A	7,069	\$103,831
Percent Difference - School Site and District	N/A	N/A	-11.1	7.6
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-52.2	10.6

## 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

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

## Professional Development

Turtle Rock Elementary School and the Irvine Unified School District are dedicated to continuous professional improvement. Turtle Rock Elementary School and IUSD are committed to providing a high caliber of training for teachers in order to meet the needs of all students.

## Professional Development

The major emphasis for professional development at Turtle Rock this year is to refine our understanding of High, Regular and Low importance grade level standards, and refine our practices around Standards Based Grading. This professional development will occur over 6 two-hour after school sessions and during two of the four district professional development days. An additional topic of discussion during our professional development is the safe use and implementation of Artificial Intelligence in our classrooms.

The Intervention Lead Teachers (ILT), upper and lower grade Literacy teachers, PBIS coordinator, MTSS coordinator, and ELD coordinators all work with teachers to provide professional development and instructional support to our classroom teachers.

Technology integration is being supported by our site ETM's and district EdTech TOSA. Teachers are provided with in-class modeling, individual mentoring, and after school trainings. Turtle Rock teachers are committed to providing rigorous, engaging, and dynamic instruction to all of our students.

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

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