

University Park 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	University Park Elementary School
Street	4572 Sandburg Way
City, State, Zip	Irvine, CA 92612
Phone Number	(949) 936-6300
Principal	Vicki Wong
Email Address	vickiwong@iusd.org
School Website	https://universitypark.iusd.org/
Grade Span	K-6
County-District-School (CDS) Code	30-73650-6030191

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

University Park was one of the first elementary schools built in the Irvine Unified School District, established in 1967. The staff and community take great pride in the school’s rich heritage and ongoing commitment to providing a high-quality education to a dynamic and diverse student population. University Park is a Title I school that serves approximately 500 students. We proudly celebrate the diversity of our community—our families represent cultures from around the world, and more than 20 languages are spoken across the campus.

Through the Multi-Tiered System of Supports (MTSS) and a robust special education program—which includes a Learning Center model and an Essential Program—we are able to meet the diverse needs of all learners. The mission of University Park

2025-26 School Description and Mission Statement

is a collective effort in which staff, students, and parents collaborate to design and implement a learning model that maximizes the educational experience for all students in every learning environment. Ongoing professional development ensures that our teachers continuously adopt and refine best instructional practices.

At University Park, we believe in fostering a safe and positive school culture. Staff are committed to implementing the Positive Behavioral Interventions and Supports (PBIS) framework school-wide. This year, University Park was proud to receive the PBIS Gold Award from the California PBIS Coalition. PBIS emphasizes explicitly teaching expected behaviors and reinforcing them positively, helping to optimize instructional time and build a supportive learning environment. Under the umbrella of PBIS, our school promotes the values of Panther P.R.I.D.E.—Positive Attitude, Respect, Integrity, Dependability, and Everyone Safe. Together, the University Park school community works to create a safe, inclusive, and nurturing environment for all.

In addition, University Park actively supports students' social-emotional development and mental wellness through tiered interventions and a comprehensive social skills and problem-solving curriculum. These lessons are delivered through classroom sessions, small-group activities, and individualized support twice a week. Our Elementary Resource Counselor, available on campus five days a week, provides additional small-group counseling, one-on-one sessions, and lunchtime social groups.

At the heart of University Park's mission is a deep respect for the individuality of each student. Teachers and staff recognize every learner's unique strengths and are committed to fostering the belief that—regardless of learning challenges—all students can succeed and thrive academically.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	88
Grade 1	56
Grade 2	75
Grade 3	68
Grade 4	60
Grade 5	73
Grade 6	89
Total Enrollment	509

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.3
American Indian or Alaska Native	0.4
Asian	33.6
Black or African American	3.9
Filipino	1.6
Hispanic or Latino	22
Native Hawaiian or Pacific Islander	0.4
Two or More Races	11.2
White	26.9
English Learners	24.2
Foster Youth	0.2
Homeless	0.4
Socioeconomically Disadvantaged	35.4
Students with Disabilities	14.1

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)	18	94.74	1300.2	90.2	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.5	0.24	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	42.5	2.95	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	5.26	11.4	0.79	11953.1	4.28
Unknown/Incomplete/NA	0	0	83.8	5.82	15831.9	5.67
Total Teaching Positions	19	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)	17.9	100	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	0	0	86.2	6.22	14303.8	5.15
Total Teaching Positions	17.9	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)	17.3	92.03	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)	0	0	38.1	2.71	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.6	3.51	38.3	2.73	12112.8	4.34
Unknown/Incomplete/NA	0.8	4.41	56.9	4.05	13705.8	4.91
Total Teaching Positions	18.8	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	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0.6
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	1.00	0	0.6

Class Assignments

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

Established in 1967 as one of the original schools in the Irvine Unified School District (IUSD), University Park underwent significant modernization in 2005. The renovation included the construction of a new building with eight classrooms and the modernization of twelve others. Notable improvements featured enhanced acoustics and lighting in the multipurpose room, upgraded playground equipment, a resurfaced playground, a renovated nurse’s office, and the addition of a conference room. The library was expanded, and a computer lab accommodating forty students was established during this period.

By 2017, the computer lab evolved into the Innovation Lab, featuring flexible seating, multiple projectors, a green screen, and advanced technology to support student learning and creativity. Ongoing enhancements have continued to strengthen the school’s technology infrastructure, enabling campus-wide 1:1 device access, while safety improvements have included the installation of security cameras and auto-lock doors to support a secure and responsive school environment.

In the fall of 2018, a school-wide landscaping renovation was completed, which included replanting the slope along Sandburg and refreshing all internal planters. The school’s ongoing commitment to campus maintenance ensures that the environment remains clean, welcoming, and well-landscaped.

In 2023, six additional auto-lock doors and several new security cameras were installed to further enhance campus safety. In 2024, the district replaced two cracked playground slides, and classrooms with excessive furniture were reorganized to meet earthquake safety guidelines. Most recently, in 2025, the school replaced the carpeting in the multipurpose room and refurbished one classroom with new carpet and fresh paint, continuing the tradition of maintaining a safe and modern learning environment for all students.

Year and month of the most recent FIT report

10/28/2025

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

Interior: Interior Surfaces	X			RM 10: 4. WATER STAIN CEILING TILES RM 13: 4. WATER STAIN CEILING TILES RM 15: 4. WATER STAIN CEILING TILES RM 25: 4. WATER STAIN CEILING TILES Rm 27: 4. CEILING TILES IS LOOSE
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			RM 12: 7. PA SYSTEM IS DIFFICULT TO HEAR
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			RM 1: 9. DRINKING FOUNTAIN PUSH BUTTON IS LOOSE RM 3: 9. DRINKING FOUNTAIN STICKS ON RM 6: 9. DRINKING FOUNTAIN PUSH BUTTON IS LOOSE
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			P19: 12. DRY ROT ON SIDING
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)	58	59	73	74	47	48
Mathematics (grades 3-8 and 11)	56	61	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	294	274	93.20	6.80	59.49
Female	144	132	91.67	8.33	65.91
Male	150	142	94.67	5.33	53.52
American Indian or Alaska Native	0	0	0	0	0
Asian	102	90	88.24	11.76	66.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	60	58	96.67	3.33	44.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	29	96.67	3.33	82.76
White	91	86	94.51	5.49	55.81
English Learners	78	61	78.21	21.79	21.31
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	107	99	92.52	7.48	43.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	31	96.88	3.12	29.03

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	294	288	97.96	2.04	61.11
Female	144	141	97.92	2.08	60.28
Male	150	147	98.00	2.00	61.90
American Indian or Alaska Native	0	0	0	0	0
Asian	102	100	98.04	1.96	76.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	60	57	95.00	5.00	35.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	30	30	100.00	0.00	73.33
White	91	90	98.90	1.10	60.00
English Learners	78	77	98.72	1.28	42.86
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	107	103	96.26	3.74	43.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	31	96.88	3.12	45.16

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)	46.43	49.28	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	71	69	97.18	2.82	49.28
Female	40	38	95.00	5.00	50.00
Male	31	31	100.00	0.00	48.39
American Indian or Alaska Native	0	0	0	0	0
Asian	24	24	100.00	0.00	41.67
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	13	11	84.62	15.38	45.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	26	26	100.00	0.00	50.00
English Learners	22	22	100.00	0.00	13.64
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	23	21	91.30	8.70	38.10
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	95.77%	95.77%	91.55%	95.77%	97.18%

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

Research has shown that one of the most significant factors contributing to a child's success in school is the level of parent involvement in their education—both at home and at school. At University Park, we actively encourage and value a high degree of family engagement in every aspect of school life. We are proud to have a strong and active PTA, as well as dedicated parent representatives serving on our School Site Council (SSC) and English Language Advisory Council (ELAC). Parents volunteer daily in classrooms, the media center, and the school workroom, playing a vital role in supporting both staff and students.

As a Title I school, we work to create meaningful opportunities for parents to engage in their child's learning. Activities such as Monthly Muffins, Coffee with the Principal, Student Success Night, Multicultural Day, and Family Math Night invite parents to participate in the life of the school and connect with staff and one another. In addition, we maintain a Parent Involvement Policy that is reviewed and updated annually by the School Site Council. This policy outlines a variety of volunteer opportunities available to families throughout the year.

Beyond volunteerism, parents are invited to take part in goal-setting and student progress discussions during parent-teacher conferences each fall and spring. We also offer a range of educational opportunities for parents, including parenting support through the Irvine Family Resource Center, Parent Internet Safety Night, Back-to-School Night, PBIS information sessions, and GATE/APAAS informational evenings.

Our parents play an integral role in school improvement and educational planning through active participation in fundraising efforts, classroom support, and the LCAP (Local Control and Accountability Plan) process.

Ongoing parent-school communication is a key component of our success. We foster consistent dialogue through community service activities, regular phone and email updates from the principal, teacher newsletters and messages, our school and district websites, our school social media accounts, individual student contracts, and student organizer notes.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	561	546	102	18.7
Female	283	276	44	15.9
Male	278	270	58	21.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	198	190	19	10.0
Black or African American	24	23	9	39.1
Filipino	--	--	--	--
Hispanic or Latino	122	120	42	35.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	60	60	10	16.7
White	144	140	18	12.9
English Learners	144	139	24	17.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	221	215	70	32.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	85	85	24	28.2

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
0.88	1.27	0.89	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	0.89	0.00
Female	0.71	0.00
Male	1.08	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.51	0.00
Black or African American	4.17	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.82	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.67	0.00
White	0.69	0.00
English Learners	0.69	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.90	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.18	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

We have a comprehensive emergency preparedness plan which was updated in September 2025. The policy includes detailed procedures for various possible emergencies, including earthquakes, fires, site evacuations, and lockdown situations for intruders on campus. We work with the Irvine School District each year to perform monthly practice drills and simulate necessary communications utilizing satellite radios. Students are taught during these drills precisely what procedures to follow in the event of an emergency. All students are kept on campus and supervised by school staff.

Additionally, our staff is trained annually by district/site professional development activities and coordinated with the Irvine Police Department. Our school site staff identified emergency response teams, and each member has been trained in their responsibilities. Emergency supplies are maintained for the safety and protection of our students. We have phones installed in every classroom and an electronic security system in critical areas of the school.

Our school has developed a comprehensive Safe School Plan, which is evaluated yearly and amended as needed. Key elements of this plan include 1. Assessing the current status of school crime committed on the school campus and at school-related functions, 2a. Child Abuse Reporting Procedures, 2b. Disaster Procedures-Routine and Emergency, 2c. Policies for Suspension, Expulsion, and Mandatory Expulsion, 2d. Procedures for Notification to Staff regarding dangerous students, 2e. Policies on Sexual Harassment, 2f. Policy relating to School Dress Code (especially gang-related apparel), 2g. Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees To and From School, two h. Procedures that Create a Safe and Orderly Environment Conducive to Learning at School and 2i. Rules and Procedures on School Discipline.

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	31	0	2	0
2	28	0	2	0
3	22	0	3	0
4	25	1	2	0
5	21	1	2	0
6	31	0	3	0
Other	29	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	10	6	0	0
1	16	2	2	0
2	29	0	2	0
3	29	0	2	0
4	24	1	2	0
5	20	2	2	0
6	24	1	2	0
Other	21	1	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	9	8		
1	19	1	2	
2	19	2	2	
3	23	1	2	
4	30		2	
5	24	1	2	
6	30	1		2
Other	22	1	1	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.8

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	\$8,107	\$550	\$7,557	\$107,365
District	N/A	N/A	7,069	\$103,831
Percent Difference - School Site and District	N/A	N/A	3.8	9.6
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-35.1	12.6

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
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

Professional Development for 2025 -206

This year, University Park teachers participated in three district professional development days, one site professional

Professional Development

development day, and three two-hour professional development sessions. During the site professional development, teachers completed a three-part Literacy League series focused on strengthening instructional practices for early literacy skills, upper-grade vocabulary, and reading comprehension. Teachers also received training on Artificial Intelligence, emphasizing digital citizenship and instructional tools. In addition, teachers engaged in professional development on instructional strategies for English Learners and behavior intervention supports to better meet student needs.

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	7	7	7