

Westpark 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	Westpark Elementary School
Street	25 San Carlo
City, State, Zip	Irvine, CA 92614
Phone Number	(949)936-6400
Principal	Nathan Allen
Email Address	nathanallen@iusd.org
School Website	https://westpark.iusd.org/
Grade Span	K-6
County-District-School (CDS) Code	30-73650-6108799

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

Our mission is to enable students to become contributing members of society empowered with the skills, knowledge and values necessary to meet the challenges of a changing world, by providing the highest quality educational experience we can envision.

Westpark School opened its doors in July, 1991. Our first enrollment included 341 students in grades K-5. Currently, we maintain an enrollment of 880 students in grades PK-6. Westpark is one of four elementary schools in Irvine that operate with a year-round calendar. In addition to serving neighborhood children, we offer the year-round calendar as an alternative to other families in Irvine who choose this schedule.

2025-26 School Description and Mission Statement

Westpark has been recognized as a California Distinguished School.

In every academic setting we provide a learning environment that emphasizes individual initiative and creativity as well as group cooperation and communication skills. Our offerings include the Alternative Program for Academically Accelerated Students (APAAS) classes, GATE clusters in classrooms, Specialized Academic Instruction support, Speech and Language support, English as a Second Language Learner clusters with SDAIE and EL instructional support for our English Learners, Early Intervention Reading Model for emerging readers, Tier 3 instructional supports led by a credentialed teacher, and Response to Instruction (RTI) for all students in reading, and regular education classes. Intervention programs are designed and implemented to offer academic skills and support through supplemental funding. The programs are designed with input from the teachers based on their assessments and teacher recommendation. Progress monitoring of student progress allows for flexible support. In addition to general education classrooms, we serve Special Education students collaborative classroom settings and also three upper-grade classrooms for academically talented students (APAAS). Our student population includes students from homes where more than 30 languages other than English are spoken. Our staff carefully monitors each child and celebrates each child's successes and uniqueness at our regular grade level assemblies. We are a PBIS, Positive Behavior Intervention and Supports school and provide all students the social and emotional supports along with the academic supports while emphasizing our school values of Accountability, Integrity, and Respect.

During the 2018-2019 school year the facilities at Westpark was under construction for modernization and to bring the school to the education specs determined by IUSD. The project added collaboration spaces, an innovation lab, design lab, and new kitchen building.

During the 2021-2022 school year, Westpark was proud to welcome back in person instruction for a majority of our population and are refocused on social emotional learning, trauma informed instruction, restorative practices, and positive behavior practices through PBIS.ool year, Westpark has increased state and district test scores across reading, math, and SEL data measurements when looking at the SBAC, STAR, and Panorama data points. Since the shutdown, Westpark's assessment scores have shown growth year over year.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	154
Grade 1	105
Grade 2	112
Grade 3	118
Grade 4	135
Grade 5	115
Grade 6	137
Total Enrollment	876

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5
Male	49.5
American Indian or Alaska Native	0.3
Asian	45.3
Black or African American	3
Filipino	3.1
Hispanic or Latino	14.2
Native Hawaiian or Pacific Islander	0.1
Two or More Races	9.9
White	23.9
English Learners	17.1
Foster Youth	0.5
Socioeconomically Disadvantaged	28.2
Students with Disabilities	8.1

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)	29.5	100	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)	0	0	11.4	0.79	11953.1	4.28
Unknown/Incomplete/NA	0	0	83.8	5.82	15831.9	5.67
Total Teaching Positions	29.5	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)	29.6	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	29.6	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)	30	100	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	0	38.3	2.73	12112.8	4.34
Unknown/Incomplete/NA	0	0	56.9	4.05	13705.8	4.91
Total Teaching Positions	30	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	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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

Westpark is in its 33rd year of being a wonderful home for education to Irvine students. Working and learning in an attractive, well-maintained facility is a top priority at Westpark. Westpark has a technology lab, with mobile devices and flexible furniture. There LCD projectors in each classroom, document cameras in all classrooms, and voice enhancement systems. A fully equipped multipurpose room, with a state-of-the art sound and lighting system, is at the center of our school. Westpark has a 1 to 1 technology devices across grade levels. Our large state of the art Multi-Purpose Room lends itself nicely to many assemblies and performances. Our Media Center houses the school library and main technology lab, with additional devices. The library offers weekly formal instruction to students, and is available throughout the day for students to conduct research and project development. Upper grade science is taught in a lab setting by the school science specialist. The campus is maintained weekly by IUSD Grounds staff. All restrooms are open for student use throughout the day and are maintained daily by our on-site custodians. The staff at Westpark takes great pride in keeping a safe and clean learning environment for students, staff and parents. Westpark works in unison with two after school care programs who share spaces after school ends for students. These programs also utilize additional custodial staff that maintain the cleanliness and maintenance of the school.

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			: 10: 2. AC IS NOT WORKING PROPERLY (PER TEACHER) 4. CEILING TILE IS BROKEN IN HALLWAY TOWARDS LIBRARY
Interior: Interior Surfaces	X			10: 2. AC IS NOT WORKING PROPERLY (PER TEACHER) 4. CEILING TILE IS BROKEN IN HALLWAY TOWARDS LIBRARY BOYS RR: 4. CEILING TILES HAS HOLE IN HALLWAY

School Facility Conditions and Planned Improvements

				INNOVATION LAB: 4. WATER STAIN CEILING TILES IN HALLWAY K1: 4. CEILING TILES IS LOOSE
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			11: 7. LIGHT DIFFUSER IS MISSING 12: 7. LIGHT DIFFUSER IS MISSING RM 19: 7. SENSOR COVER IS MISSING ON CEILING
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			K COMMONS: 10. ITEMS ARE STACKED ON TOP OF CABINETS (EARTHQUAKE HAZARDS)
Structural: Structural Damage, Roofs	X			16: 12. WATER LEAKS INTO ROOM FROM PLANTER (PER STAFF)
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)	72	79	73	74	47	48
Mathematics (grades 3-8 and 11)	69	71	69	70	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	524	506	96.56	3.44	78.66
Female	258	247	95.74	4.26	78.95
Male	266	259	97.37	2.63	78.38
American Indian or Alaska Native	--	--	--	--	--
Asian	269	254	94.42	5.58	89.37
Black or African American	20	20	100.00	0.00	35.00
Filipino	18	18	100.00	0.00	77.78
Hispanic or Latino	70	69	98.57	1.43	57.97
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	40	39	97.50	2.50	89.74
White	105	104	99.05	0.95	70.19
English Learners	63	48	76.19	23.81	27.08
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	147	140	95.24	4.76	56.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	37	94.87	5.13	29.73

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	524	519	99.05	0.95	71.29
Female	258	255	98.84	1.16	66.67
Male	266	264	99.25	0.75	75.76
American Indian or Alaska Native	--	--	--	--	--
Asian	269	267	99.26	0.74	85.77
Black or African American	20	20	100.00	0.00	20.00
Filipino	18	18	100.00	0.00	66.67
Hispanic or Latino	70	69	98.57	1.43	46.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	40	39	97.50	2.50	76.92
White	105	104	99.05	0.95	58.65
English Learners	63	62	98.41	1.59	37.10
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	147	145	98.64	1.36	47.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	37	94.87	5.13	35.14

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)	66.41	67.77	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	121	121	100.00	0.00	67.77
Female	63	63	100.00	0.00	58.73
Male	58	58	100.00	0.00	77.59
American Indian or Alaska Native	0	0	0	0	0
Asian	68	68	100.00	0.00	85.29
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	16	16	100.00	0.00	31.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	21	100.00	0.00	47.62
English Learners	12	12	100.00	0.00	16.67
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	36	100.00	0.00	47.22
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	98.36%	100.00%	100.00%	98.36%	100.00%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Westpark School is embedded in a community that believes that education is a partnership between the home and the school. The PTA, the School Site Council, the volunteers, and support from the business community are integral to the ongoing success of our students. PTA provides enrichment opportunities through assemblies, after school enrichment classes, financial support for programs, and financial support for every classroom. The School Site Council participates in the monitoring of our educational plan and the expenditure of funds to enrich our curricular foci. The volunteers contribute hours to the classroom through tutorial, library, computer lab and clerical support. The business community is also involved by supplying our school with resources to purchase equipment and other supplies and assemblies to enrich the entire school.

Our parents are actively involved at our school in a variety of ways. Parents are encouraged to contribute to the multicultural community at Westpark through community events and educational opportunities as well as we feel that this is a critical piece of our Positive Behavior Intervention and Supports model. The PTA also encourages and supports the arts and Science Technology Engineering and Math (STEM) through support of the music program and coordination of student performances twice a year and STEM lessons through Brainstorm. Additionally, Westpark supports the arts and parents are consistently volunteering to help Westpark's students in the annual musical, talent show, and honoring students in various art competitions held throughout the year. Finally, Westpark holds in school events such as Abilities Awareness Week, Family Lunch Days, and grade level and site-wide theater and music, among others that bring the community together in supporting our students in their social, emotional, behavioral, and academic growth.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	947	930	109	11.7
Female	481	473	55	11.6
Male	466	457	54	11.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	442	433	33	7.6
Black or African American	29	28	5	17.9
Filipino	28	27	3	11.1
Hispanic or Latino	132	129	24	18.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	92	90	10	11.1
White	218	217	34	15.7
English Learners	176	173	28	16.2
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	283	278	54	19.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	88	85	16	18.8

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

C. Engagement

State Priority: School Climate

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
0.11	0.43	0	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	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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

2025-26 School Safety Plan

The Safe School Plan is a comprehensive plan that includes the following information:

SECTION 1

School Safety Plan Information Part

- Signature Page 1
- Emergency Drills 2
- Incident Command System - Organizational Chart 3
- Incident Command System - Duty Reporting Stations 4
- School Plot Map 5
- Utility Shut-Off Information 6
- Utility Map 6.1
- Utility Shut-Off Photographs 7
- Safe Ingress and Egress 8
- School Discipline Plan 9
- Student Discipline/Crime Statistics 10
- After School/Extra Curriculum Emergency Protocol 11

SECTION 2

Emergency Team Response Plan Page

- Emergency Information 1
- Incident Command System & Standardized Emergency Management System 2
- Command Team 6
- Incident Commander 7
- Operations Section Chief 8
- Damage Assessment/Fire Suppression/Security/Utility Shut-Off Teams 9
- Search and Rescue Team 10
- Search and Rescue Team – Quick Response Guide 12
- First Aid/Medical/Preservation Team 13
- First Aid/Medical Team – Quick Response Guide 15
- Triage Chart – Quick Response Guide 16
- Treatment Chart – Quick Response Guide 16
- Medical Supply Organization 17
- Crisis Intervention Team 18
- Student Supervision Team 19
- Student Release Team 20
- Parent/Student Reunification Protocol 21
- Planning and Intelligence Section Chief 23
- Logistics Section 26
- Convergent Volunteers and Staffing Resource Pool 27
- Finance and Administration Section Chief 28

SECTION 3

District Emergency Plan (Hazard Specific Guidelines) Page

- Air Pollution 1
- Bomb Threat 3
- Campus Disturbance 6
- Chemical Accident 10
- Earthquake 12
- Fallen Aircraft 16
- Fire 18
- School Bus Transportation 22
- Severe Weather 25
- Terrorist Attack 27
- Train Derailment / Accident 29
- Violent Intruder 31
- Wild Animals - Biological

2025-26 School Safety Plan

This plan has been updated on October 17, 2025

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	20	2	4	0
1	35	0	3	1
2	25	0	4	0
3	25	0	4	0
4	28	1	4	0
5	27	1	3	0
6	30	0	3	0
Other	28	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	25	0	4	0
1	27	0	4	0
2	30	0	4	0
3	26	0	4	0
4	31	0	3	0
5	33	0	1	0
6	33	0	0	1
Other	0	0	0	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	21	3	2	
1	26	1	3	
2	28		4	
3	30		4	
4	34			3
5	29		3	
6	34		1	3
Other	31		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	0.4
Speech/Language/Hearing Specialist	1
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	\$7,113	\$457	\$6,656	\$107,792
District	N/A	N/A	7,069	\$103,831
Percent Difference - School Site and District	N/A	N/A	-6.3	10.0
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-47.2	13.0

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-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.

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

Westpark School and the Irvine Unified School District are committed to continuous professional improvement. The District and site have three staff development days. Teachers participate in an additional 12 hours of training throughout the year after school. Staff development opportunities are also offered in the afternoon and evening for teachers. The 2024-2025 goals are to increase social and emotional learning supports, innovative teaching, and to continue our work on data and assessment, specifically grading practices, enrichment, and student ownership of learning. Additionally, Westpark has focused professional development efforts on best first instruction around writing and developing a curriculum that builds from PK-6th grade. For the 2024-2025 school year, Westpark will continue to track student growth on writing curriculum and instruction while also focusing on targeted at-risk subgroups in mathematics.

At Westpark we will provide an appropriately challenging curriculum for all students that fosters higher order thinking. We will explicitly and intentionally teach the language skills (listening, speaking, reading, and writing) necessary for success in all curricular areas; English, Social Science, Math, and Science. In providing this curriculum we will align our teaching, learning, assessments, and materials to content standards and the CCSS. We will provide equal access to the core curriculum and standards-based instruction for students with special needs (including but not limited to English Learners, GATE, Special Education, and At-Risk students). We will use on-going results from multiple assessments to design and/or modify our instruction and use the data from all sources, including that from standards-based assessments to evaluate current program effectiveness and make adjustments as necessary. We will seek opportunities to develop staff expertise in analyzing assessment data from a variety of sources to improve student learning. Through the PBIS model and school AIR values (Accountability, Integrity, and Respect) we will support school culture and individual actions that promote positive behavior and district core ethical values.

The 25-26 certificated professional development is focused around: writing, social/emotional learning, mathematics, reading and reading intervention (focus on Tier 1 and Tier 2 interventions), and PBIS/behavior management strategies. 3 of the days are full day professional learning while the other 6 days are 2 hour sessions. Math has been the main focus for professional development for the first trimester of the school year.

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

Professional Development

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	6	9	9