

College Park Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	College Park Elementary School
Street	3700 Chaparral Ave.
City, State, Zip	Irvine, CA 92606
Phone Number	(949) 936-5550
Principal	Meg Gwyn
Email Address	meggwyn@iusd.org
Website	http://www.iusd.org/cp/
County-District-School (CDS) Code	30-73650-6089437

Entity	Contact Information
District Name	Irvine Unified School District
Phone Number	(949) 936-5000
Superintendent	Mr. Terry Walker
Email Address	TerryWalker@iusd.org
Website	www.iusd.org

School Description and Mission Statement (School Year 2019-20)

College Park Elementary School — located in the village of College Park — has an enrollment of approximately 715 students in grades K-6. Although the majority of students speak English, a large number of students come from a variety of ethnic backgrounds and speak many different languages. This international population, coupled with a number of students with special needs, creates a rich and diverse student body. At College Park, our diverse population is embraced, different cultural backgrounds are appreciated, and character development is encouraged. College Park students truly live and receive a global education. Our school has two special programs – the newcomer program for students with an English Language Proficiency Assessment for California (ELPAC) (Scoring at the Novice or Minimally Developed level on the ELPAC) and the Behavior and Social Learning Center (BSLC) for students across the district who struggle with behavior and social issues in the mainstream classroom. College Park’s mission is to promote academic excellence and instill in students the technical skills necessary to succeed in the world of tomorrow. As a result, we hope that students will become more innovative, develop a "Growth Mindset," develop the skills necessary to think and express themselves clearly and acquire the values necessary to act well, appreciate life and contribute to society.

The College Park staff, parents, and surrounding community share a common vision. High-quality classroom instruction, students who are motivated to learn, a warm and nurturing learning environment, and a supportive and encouraging parent-community help to make College Park a wonderful place to learn and work. It is our goal that all students will leave College Park able to read, write, and compute at high levels. By accomplishing this goal, students are afforded the opportunity to experience academic success at the next level and beyond. To ensure this success, the College Park staff is dedicated to using sound instructional practices and high-quality instructional materials. This includes the integration of technology and innovative practices throughout the curriculum. Our instructional programs combine explicit skill instruction, such as phonics and mathematics skills, and instruction that is embedded within a meaningful context. Students have the ability to go beyond the “basics,” through the use of technology, including Internet access, and a large inventory of instructional computer software, including a video-editing and production program, in addition to our new and growing innovation lab.

It is due to our common vision, highly skilled staff, “state of the art” instructional materials, and commitment to providing students with an environment that encourages respect, responsibility, integrity, and safety that we are able to be successful with our mission.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	91
Grade 1	110
Grade 2	100
Grade 3	114
Grade 4	109
Grade 5	111
Grade 6	104
Total Enrollment	739

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.1
Asian	50.9
Filipino	4.1
Hispanic or Latino	10.4
Native Hawaiian or Pacific Islander	0.1
White	24
Two or More Races	9.1
Socioeconomically Disadvantaged	16.5
English Learners	33.7
Students with Disabilities	8.9
Homeless	

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	32.50	31.20	32	1797.99
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0.10	0.10	0	75.64

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted.	Yes	0%
Mathematics	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted.	Yes	0%
Science	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted.	Yes	0%
History-Social Science	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted.	Yes	0%
Health	All students are provided an individual textbook or instructional material as determined by textbook software in October, 2019. All core textbooks and instructional materials are state-adopted.	Yes	0%
Visual and Performing Arts	All students are provided an individual textbook and/or instructional material.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

College Park Elementary School was completed in 1973 and went through a \$3,200,000 dollar renovation during the summers of 2017 and 2018. The new additions include: adding three collaboration spaces adjacent to classrooms, an enlarged Music Classroom/expansion of MPR stage, a new Innovation Lab, technology upgrades, addition of portable classes to replace the classrooms that were converted to collaboration spaces, two doors were added to each classroom and flexible furniture was added to the collaboration spaces..

The school plan has permanent and portable structures configured to provide traditional classroom settings plus a multipurpose room, a library/media center, a food service area, administrative offices, and extensive playground area. Two portables are used for childcare. The class size averages are within state and district guidelines. Class sizes in the Irvine Unified School District are averaged among the classes at each school in accordance with a specified staffing ratio.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 11/20/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	P 3: 2. DIRTY VENTS/ BLOWING DUST P 4: 2. DIRTY VENTS P 9: 2. DIRTY VENTS/ BLOWING DUST
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	OFFICE: 11. PAINT IS CHIPPING ON DOOR FRAME IN THE SUPPLY ROOM
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	72	73	77	78	50	50
Mathematics (grades 3-8 and 11)	68	65	74	74	38	39

Note: Percentages are not calculated 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.

Note: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	466	402	86.27	13.73	72.82
Male	247	213	86.23	13.77	66.20
Female	219	189	86.30	13.70	80.32
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	240	189	78.75	21.25	79.37
Filipino	11	11	100.00	0.00	72.73
Hispanic or Latino	60	51	85.00	15.00	47.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	102	100	98.04	1.96	69.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	41	41	100.00	0.00	87.80
Socioeconomically Disadvantaged	73	67	91.78	8.22	62.12
English Learners	196	133	67.86	32.14	69.17
Students with Disabilities	47	46	97.87	2.13	33.33
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	466	462	99.14	0.86	64.72
Male	247	245	99.19	0.81	60.41
Female	219	217	99.09	0.91	69.59
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	240	238	99.17	0.83	73.11
Filipino	11	11	100.00	0.00	63.64
Hispanic or Latino	60	60	100.00	0.00	31.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	102	101	99.02	0.98	63.37
Two or More Races	41	41	100.00	0.00	73.17
Socioeconomically Disadvantaged	73	71	97.26	2.74	45.07
English Learners	196	193	98.47	1.53	64.77
Students with Disabilities	47	45	95.74	4.26	22.22
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless					

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	11.2	25.9	54.3

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

College Park welcomes and values our volunteer parents. Without volunteers, many programs and activities that are offered at our school would not be possible. Our volunteers and Parent Teacher Association are involved heavily within our school. They are involved in assisting our teachers/school staff to help enrich students' classroom experiences and providing other family and school-related programs and special projects. The school and district continually seek business partnerships that can supplement school programs and provide curriculum support and computer equipment through donations. School funding, parent volunteer, and the Irvine Public Schools Foundation donations are utilized to purchase additional curriculum support materials and programs.

College Park Elementary School has implemented a visitor check-in system. This system allows us to track visitors or volunteers who visit our school and in turn, provide us with a safer environment for students and staff. Part of keeping students and faculty safe involves knowing who is in our building at all times and this process allows us to do that. When parents arrive on campus, they are asked to present a valid state-issued ID or passport. Their name, date of birth, and photo are compared against the county, state, and national database of registered sex offenders. The information they provide is confidential and is not be used for any other purpose than this safety screening. Once they have done this initial check with a front office staff member, returning visitors are able to use a self-service kiosk. Many parents volunteer for fundraising events such as our Dolphin Dash and our World's Fair run by our fabulous PTA who also hosts family nights and other great events that help build our community. Parents are involved in our School Site Council and on our PBIS/MTSS team. They help our teachers by offering input into our school's structures which identify students in need of academic, behavioral, and social-emotional intervention.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.3	0.7	0.6	1.6	1.2	1.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

College Park Elementary School has a Comprehensive School Safety Plan that is reviewed each year and has been recently approved by our district. We conduct a yearly disaster drill to test our plan's effectiveness and to ready staff for a catastrophic event. This plan reviews and assesses the school status of a safe and orderly environment, safe ingress and egress of students and adults, school rules and procedures, policies relating to suspension and expulsion, required teacher notification of student disciplinary and safety concerns, and the current status of school crime and disaster procedures. In addition to practicing monthly disaster drills and housing extensive emergency supplies and equipment, the school is equipped with food and water on hand for each student.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	28		3		22	1	3		27		4	
1	31		4		28		3		27		3	
2	27		3		25		5		29		4	
3	27		5		27	1	3		29		4	
4	24	1	3		32		3		31		3	
5	32		2	2	25	1	3		28		4	
6	31		2	2	29		5		23	2	3	
Other**	8	1			3	1			5	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	

Title	Number of FTE* Assigned to School
Resource Specialist (non-teaching)	2.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,598	\$142	\$5,456	\$88,083
District	N/A	N/A	\$5,630	\$81,988.00
Percent Difference - School Site and District	N/A	N/A	-3.1	1.0
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-31.7	2.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

The Local Control Funding Formula has replaced California's previous method of allocating funds to school districts. In place of more than 40 specific funding categories, the new model has established three sources of state funding with increased 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) Middle school zero period program, 12) Maintain positive behavioral intervention and support program, 13) Maintain site staffing with full-time assistant principals, 14) 450:1 counseling ratio, support for large elementary schools and elementary classroom aides, 15) Support interventions and supplemental programs impacting English learners, low income and foster youth, 16) Continue to build Career-Technical Education pathways and blended On-line learning opportunities for students, 17) Develop mental health and wellness programs and hire district and site based staff including support for the Irvine Family Resource Center.

Finally, 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.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,823	\$48,612
Mid-Range Teacher Salary	\$85,411	\$74,676
Highest Teacher Salary	\$110,405	\$99,791
Average Principal Salary (Elementary)	\$121,327	\$125,830
Average Principal Salary (Middle)	\$147,385	\$131,167
Average Principal Salary (High)	\$165,402	\$144,822
Superintendent Salary	\$320,910	\$275,796
Percent of Budget for Teacher Salaries	34%	34%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement		9	9

The College Park School Site Council updates our school improvement plan annually, establishing goals for training and curriculum improvement that support the school, district, and state goals. The School Site Council also collaborates on the use of school site funds to support curriculum and staff development activities related to our school plan.

College Park Elementary School and the Irvine Unified School District are committed to continuous improvement, including professional improvement. We continue to develop strategies and practices that differentiate instruction to better meet student needs through the Professional Learning Communities model. Teachers unpack the Common Core Standards, create/ modify assessments to meet those standards, and use data to drive instruction accordingly. Professional development topics are chosen based on data and instructional practice need (ie: enrichment, working with students with specific learning needs, such as speech and language deficits, autism, mental health concerns, etc.). In many cases, teachers are given opportunities to choose specific sessions that match teacher needs and interests during the Professional Development designated time. In addition to the two full days of staff development and six two-hour staff development sessions, teacher training is provided monthly at staff meetings through district-sponsored trainings. Also, attendance by individual teachers or groups of teachers at educational conferences provided outside the Irvine Unified School District is encouraged.